Dear Incoming Second Grade Parents and Caregivers,

We look forward to seeing you. The enclosed summer packet provides a view of the essential skills for the first quarter of second grade. **Please refer to it over the summer months to help your child practice and maintain skills learned in first grade.** Additionally, Raz-Kids and IXL will be available throughout the summer. Please encourage your child to visit the sites frequently. He/she can access the sites utilizing the same username and password from first grade. [https://www.raz-kids.com/](https://www.raz-kids.com/), [https://www.ixl.com/signin](https://www.ixl.com/signin).

**Reading:**

Please refer to the enclosed recommended summer reading list. Students are expected to read a minimum of thirty minutes per day. They should use the enclosed reading logs to document the titles, authors, genres and dates when they finish reading the books. The second grade teachers will collect these logs on the first day of school. In this packet, we have included the first grade (100 words) and second grade (100 words) high frequency word lists. These are the words that occur most often in reading for first and second graders. Students should be able to read and spell the first grade list, as well as be able to recognize and sound out words from the second grade list. During the 2021 – 2022 school year, students will learn how to spell the second grade list. Lastly, enclosed are the reading paired passages (fiction and non-fiction genres) for students to practice reading fluency, comprehension, vocabulary, and critical thinking skills. Please make sure your child returns the completed units on the first day of school.

**Writing:**

Your child is encouraged to write and illustrate a minimum of one entry per week for eight weeks in the enclosed writing journal. The writing should cover multiple genres such as personal narrative, autobiography, informational (non-fiction), fantasy, and fairy tale passages. This will be a valuable assessment tool to drive the instruction for our units of study in writing for second grade.

**Mathematics:**

Students are encouraged to review basic math skills with a family member. Research demonstrates that students learn and become proficient by practicing with hands-on, life-like experiences. Please use daily activities to review the following skills:

- Find values of coin and bill combinations
- Make change
- Show penny (P), nickel (N), dime (D) and quarter (Q) for a given amount
- Know addition facts sums to 20
- Know “harder” subtraction and addition facts
- Construct fact families for addition and subtraction
- Devise and use strategies for finding sums and differences of two digit numbers
- Subtract multiples of ten
- Solve simple addition number stories
- Complete number sequences and use number patterns to solve problems
- Make tallies and give the total
- Count by 2s, 5s and 10s
- Identify place value for 1s, 10s and 100s
- Find equivalent names for numbers

Enclosed are several math practice worksheets. Please monitor your child’s work for accuracy. These worksheets are due on the first day of school.

**School supply list:**
1 pair of headphones
1 ream of photo copy paper
1 box of crayons (24-count maximum please)
1 package of washable markers (8 count)
1 12-inch/30-centimeter ruler
1 pair of scissors
4 glue sticks
1 set of watercolors including brush
1 set of colored pencils
2 rolls of paper towels
4 boxes of Kleenex
4 large containers of Clorox Wet Wipes
1 container of baby wet wipes
1 box of Quart-sized Ziploc bags
1 box of Gallon-size Ziploc bags
1 12oz bottle of hand sanitizer
2 boxes of #2 pencils
1 pocket folder (for homework)
1 pencil case
1 bookbag

Have a safe and fun summer.
Kenesha Charleston and Anh Tuan Hoang
- Subtract multiples of ten
- Solve simple addition number stories
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Have a safe and fun summer.
Kenesha Charleston and Anh Tuan Hoang
Select a book to read. Enter the title and author on your reading list. When you have completed it, write the genre, the date, and the number of pages you read. Reading lists are due on Monday.

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My Summer Writing Journal

Murray Language Academy

Name: __________________________
The Rescue Dogs

A man was lost. The man was in the mountains. It was very cold in the mountains. Snow was all around. The snow was deep. The snow was blowing. The man could not see. He could not find his way. The man became too cold to move. He sat down in the snow. The snow began to cover the man. Could the man be found? Could the man be saved?

Two big dogs found the man. The dogs were a special kind of dog. They were Saint Bernard dogs. The two Saint Bernard dogs had been trained. They had been trained to work as a pair. One Saint Bernard licked the man's face. Then it laid down next to the man. The dog laid down next to the man to keep him warm. The other dog ran for help. This dog led rescue workers to the man. The Saint Bernard dogs helped rescue the man. The dogs helped save the man's life.
Why I Don’t Like Chocolate Cake

“My name is Max. I am a beagle. Beagles are small dogs. I work at the airport. At the airport, I do not look for people. I do not look for drugs. What do I do if I do not look for people? What do I do if I do not look for drugs? I look for food! Some foods should not be taken into a country. The food might carry insects. It might carry germs. The insects could spread. The germs could spread.”

“I was trained to detect foods. The foods that should not be taken into a country. I am rewarded when I detect oranges. I am rewarded when I detect apples. I am rewarded when I detect beef. I am rewarded when I detect pork. I do not like chocolate cake. Why don’t I like chocolate cake? There is no reward for finding chocolate cake!”
Show What You Know

Answer the questions based on “The Rescue Dogs” and “Why I Don’t Like Chocolate Cake.” You may look back at what you have read if you need to.

1. Why did one dog lie down next to the man?
   - A. It wanted to work as a pair.
   - B. It wanted to keep the man warm.
   - C. It wanted to lick the man’s face.
   - D. It wanted to lead rescue workers to the man.

2. Max is not rewarded when he detects
   - A. beef.
   - B. apples.
   - C. oranges.
   - D. chocolate cake.

3. Both stories are about
   - A. dogs.
   - B. food.
   - C. finding people.
   - D. Saint Bernard dogs.

4. A fiction story is made up. It is not a true story. “Why I Don’t Like Chocolate Cake” is fiction. You can tell the story is fiction because
   - A. dogs like chocolate cake.
   - B. dogs cannot tell stories.
   - C. a dog would not lie down in the snow.
   - D. a dog cannot be trained to detect apples or oranges.

5. A Saint Bernard is most likely a better rescue dog in the snow because
   - A. it is bigger than a beagle.
   - B. it is smaller than a beagle.
   - C. a Saint Bernard cannot smell food.
   - D. a beagle can only be trained to smell food.
Show What You Know (cont.)

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.

______________________________________________________________

7. Think about when things happened in "The Rescue Dog." Fill in the boxes to show when they happened in the story.

1. ________________________________________________________

2. Dogs find man trapped in the snow.

3. ________________________________________________________

4. Dog lies down next to man.

5. ________________________________________________________

6. Dog leads rescue workers to man.

8. Fill in the columns.

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9. Write one or more sentences that tell what each story is about.

"The Rescue Dogs" ____________________________________________

"Why I Don’t Like Chocolate Cake" _____________________________

10. Think about the different jobs the dogs in the stories did. Is one job more important than the other?

____________________________________________________________

____________________________________________________________
Ben Franklin was a founding father. He helped make the United States a country. Ben is the only founding father in the Swimming Hall of Fame. Today many people can swim. What makes Ben's swimming so special?

Ben was born long ago. He was born in 1706. At that time, not many people knew how to swim. It was not easy to take lessons. There were no swimming pools. People swam in rivers. They swam in lakes. They swam in the ocean. Ben did not take lessons. He did not have a swimming teacher. Instead, he taught himself. He was young, but he was not afraid.

Ben wanted to swim fast. What did he do? He made some fins. The fins were made out of wood. They looked like paddles. He used the fins on his hands. Ben wanted to go even faster. What did young Ben do? He made a kite. He attached himself to the kite. The kite helped pull Ben through the water, fast! The kite and the fins helped make Ben's swimming special.
Lina and the Sea Snakes

Lina was underwater. She was scuba diving. She had a mask. She had an air tank. She had fins. Lina was scuba diving near a coral reef in the ocean. She saw bright fish. She saw colorful corals. Then she saw sea snakes! There were nine of them. The snakes were swimming all around Lina. They were above her. They were below her. They were to her left. They were to her right.

Sea snakes are very poisonous. One bite can kill. Lina watched as one snake slithered around her fin. She watched the other snakes slither around her. Lina thought, "I know sea snakes are poisonous, but I am not afraid. I am not afraid because a sea snake has tiny fangs. The tiny fangs are in its upper jaw. The fangs are way back in its jaw. It would be very hard for a sea snake to bite me."

Lina thought, "I know one more thing. Sea snakes don't want to eat people. They want to eat fish. Fish taste better than people!"
Show What You Know

Answer the questions based on "A Swimming Founding Father" and "Lina and the Sea Snakes." You may look back at what you have read if you need to.

1. Which sentence is true?
   A  No founding fathers are in the Swimming Hall of Fame.
   B  Some founding fathers are in the Swimming Hall of Fame.
   C  Only one founding father is in the Swimming Hall of Fame.
   D  All the founding fathers are in the Swimming Hall of Fame.

2. How many sea snakes did Lina see?
   A  8
   B  3
   C  6
   D  9

3. What do both stories have in common?
   A  They are both about swimming fast.
   B  They are both about swimming with fins.
   C  They are both about swimming underwater.
   D  They are both about seeing things in the water.

4. Most likely, when Ben learned to swim
   A  people only swam with masks.
   B  people only swam in the ocean.
   C  people did not have air tanks.
   D  people did not teach themselves.

5. If Lina did not know about sea snakes, she might have felt
   A  more afraid.
   B  like swimming faster.
   C  like a founding father.
   D  that she should attach herself to kite.
Show What You Know (cont.)

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.


7. Fill in the rest of the ovals to show what order Ben did things.

used fins  made kite


8. For each group, write 1 or 2 to show what happened first.

__ Lina saw sea snakes.  __ Lina put on an air tank.
__ Lina knew about sea snakes.  __ Lina went swimming under the water

9. Write one or more sentences that tell what each story is about.

"A Swimming Founding Father"


"Lina and the Sea Snakes"


10. Do you think Ben would have been afraid to scuba dive? Tell why or why not.


A Useful Hat

Cowboy hats are useful hats. Cowboy hats are made to help cowboys do their jobs. Cowboy hats are made with wide brims. The wide brim helps protect cowboys. It protects them from the sun. It protects them from the rain. It protects them from the snow, too. The wide brim shades the cowboy's face and neck. The wide brim keeps the top of the cowboy dry from rain and snow.

The wide brim also helps to make the hat a good fan. When cowboys are starting a fire, they can use their hats. The cowboys can fan the fire with their hats to help it burn.

A cowboy hat is made with a high crown. The high crown is useful. Cowboys can turn the hat over. Cowboys can carry things in the upside-down hat. Cowboys can use their hats to carry food or water to their horses.
May 28, 2021

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We look forward to seeing you. The enclosed summer packet provides a view of the essential skills for the first quarter of second grade. **Please refer to it over the summer months to help your child practice and maintain skills learned in first grade.** Additionally, Raz-Kids and IXL will be available throughout the summer. Please encourage your child to visit the sites frequently. He/she can access the sites utilizing the same username and password from first grade. [https://www.raz-kids.com/](https://www.raz-kids.com/), [https://www.ixl.com/signin](https://www.ixl.com/signin).

**Reading:**

Please refer to the enclosed recommended summer reading list. Students are expected to read a minimum of thirty minutes per day. They should use the enclosed reading logs to document the titles, authors, genres and dates when they finish reading the books. The second grade teachers will collect these logs in September on the first day of school. In this packet, we have included the first grade (100 words) and second grade (100 words) high frequency word lists. These are the words that occur most often in reading for first and second graders. Students should be able to read and spell the first grade list, as well as be able to recognize and sound out words from the second grade list. During the 2021 – 2022 school year, students will learn how to spell the second grade list. Lastly, enclosed are the reading paired passages (fiction and non-fiction genres) for students to practice reading fluency, comprehension, vocabulary, and critical thinking skills. Please make sure your child returns the completed units on the first day of school.

**Writing:**

Your child is encouraged to write and illustrate a minimum of one entry per week for eight weeks in the enclosed writing journal. The writing should cover multiple genres such as personal narrative, autobiography, informational (non-fiction), fantasy, and fairy tale passages. The second grade teachers will collect the summer writing journals on the first day of school. This will be a valuable assessment tool to drive the instruction for our units of study in writing for second grade.

**Mathematics:**

Students are encouraged to review basic math skills with a family member. Research demonstrates that students learn and become proficient by practicing with hands-on, life-like experiences. Please use daily activities to review the following skills:

- Find values of coin and bill combinations
- Make change
- Show penny (P), nickel (N), dime (D) and quarter (Q) for a given amount
- Know addition facts sums to 20
- Know “harder” subtraction and addition facts
- Construct fact families for addition and subtraction
- Devise and use strategies for finding sums and differences of two digit numbers
- Subtract multiples of ten
- Solve simple addition number stories
- Complete number sequences and use number patterns to solve problems
- Make tallies and give the total
- Count by 2s, 5s and 10s
- Identify place value for 1s, 10s and 100s
- Find equivalent names for numbers

Enclosed are several math practice worksheets. Please monitor your child’s work for accuracy. These worksheets are due on the first day of school.

**School supply list:**
1 pair of headphones  
1 ream of photo copy paper  
1 box of crayons (24-count maximum please)  
1 package of washable markers (8 count)  
1 12-inch/30-centimeter ruler  
1 pair of scissors  
4 glue sticks  
1 set of watercolors including brush  
1 set of colored pencils  
2 rolls of paper towels  
4 boxes of Kleenex  
4 large containers of Clorox Wet Wipes  
1 container of baby wet wipes  
1 box of Quart-sized Ziploc bags  
1 box of Gallon-size Ziploc bags  
1 12oz bottle of hand sanitizer  
2 boxes of #2 pencils  
1 pocket folder (for homework)  
1 pencil case  
1 bookbag

Have a safe and fun summer.  
Kenesha Charleston and Anh Tuan Hoang
How Ty's Horse Got Water

Ty and his friend were riding horses. They were following an old trail. The trail led to the top of a canyon. The canyon had steep sides. Ty looked down into the canyon. The bottom was far below. Ty said, "Let's ride to the bottom. We will follow the trail. The trail does not go straight down because the canyon walls are steep. The trail zigzags. It zigzags down the steep sides. The zigzagging trail will take us to the bottom."

Ty and his friend started down the canyon. They followed the zigzagging trail to the bottom. At the bottom of the canyon, Ty and his friend explored on foot. They climbed down some steep rocks. They found a small pool of water. Ty said, "Our horses need this water. They can not climb down to this pool. How can we get the water to the horses?"

Ty and his friend took off their hats. They turned the hats over. They filled the crowns with water. They brought water to their horses in their hats!
Show What You Know

Answer the questions based on “A Useful Hat” and “How Ty’s Horse Got Water.” You may look back at what you have read if you need to.

1. What part of the hat can a cowboy fill with water?
   A. the top
   B. the fan
   C. the brim
   D. the crown

2. The canyon had a zigzagging trail because
   A. the canyon walls were so steep.
   B. a pool of water was in the canyon.
   C. a trail went to the canyon bottom.
   D. the bottom of the canyon was far below.

3. What did you read about in both stories?
   A. hats and water.
   B. cowboys and hats.
   C. water and canyons.
   D. horses and cowboys.

4. From the stories one can tell that cowboys
   A. explore on foot.
   B. stay in the shade.
   C. want useful clothing.
   D. do not go into canyons.

5. If a cowboy hat was not so useful, a cowboy would
   A. have to explore by foot.
   B. have to stay close to water.
   C. have to bring more things on the trail.
   D. have to stop bringing water to his horse.
Show What You Know (cont.)

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.


7. Draw a cowboy hat.
   Label the hat with these words:
   top
crown
brim

   ____ finds water              ____ carries water in hat
   ____ explores on foot        ____ goes down canyon trail

9. Write one or more sentences that tell what each story is about.
   “A Useful Hat”

   “How Ty’s Horse Got Water”

10. Cowboys wear chaps. Chaps are tied on to the front of their pants. The chaps help keep the cowboys warm. They help protect the cowboys’ legs from thorns. Do you think Ty was wearing chaps? Why or why not?


©Teacher Created Resources, Inc.
A String of Holes

Whales live in the ocean. Whales are big mammals. Mammals need air. When whales need air, they swim to the ocean's surface. They breathe in air. In the summer, many whales migrate. They swim north. They swim to Alaska. They find lots to eat. When the summer is over, the whales migrate south. They leave Alaska before winter sets in. They leave before the ocean freezes over.

One year, three whales waited too long. They waited too long to go south. The cold winter set in. The ocean began to freeze over. All around the whales, the ocean had frozen. The whales were trapped. They could not swim away. They could not leave their breathing hole. Soon, the whales' breathing hole would freeze too.

People came to help. The people walked out on the frozen ocean. The people cut a string of big holes. The string of holes stretched a long way. It led to open water. The trapped whales used the holes to breathe. They used the holes as they swam to open water.
Up in the Air

Sal was high. Sal was going higher! Higher and higher Sal went. People cried out. Would Sal go higher than everyone else? Sal was being tossed. She was being tossed up in a blanket. People were holding the edges of the blanket. They were using the blanket to throw Sal high into the air. Sal went higher than everyone else! Sal had won the “Blanket Toss” game. The “Blanket Toss” is a very old game. It is played every year in Alaska.

Sal’s grandfather said, “When I was little, I was tossed high, too. I was tossed on a walrus skin. People would hold the edges of the walrus skin. They would toss me high. High in the air, I would look around. I would look for whales. I would look for other animals. We would hunt the animals I saw. We would eat the animals. We would not waste any part. Today you went high. You went higher than I ever did. You showed me that long ago you could have helped people find food.”
Show What You Know

Answer the questions based on "A String of Holes" and "Up in the Air." You may look back at what you have read if you need to.

1. When whales need air they
   A. migrate south.
   B. swim to the ocean's surface.
   C. wait until the ocean freezes over.
   D. leave Alaska before winter sets in.

2. When Sal's grandfather was tossed in the air he
   A. was on a blanket.
   B. looked for animals.
   C. went higher than Sal.
   D. held on to the edges of a walrus skin.

3. What do both stories have in common?
   A. They both are about finding food.
   B. They both are about helping whales.
   C. They both are about what people did in Alaska.
   D. They both are about games played on the frozen ocean.

4. From the stories, one can tell that
   A. people wanted to eat the whales.
   B. the trapped whales were too small to hunt.
   C. people only hunted whales when they needed food.
   D. people first saw the trapped whales when they were tossed on a blanket.

5. "Up in the Air" is fiction. It is a made up story. It is not real, but it is based on a real game. The game might have started because it helped hunters
   A. get ready to play.
   B. get ready to throw.
   C. get ready to migrate.
   D. get ready to find food.
Show What You Know (cont.)

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.


7. Draw a picture of a coast in Alaska and label the following:

- frozen ocean
- open water
- Alaska
- breathing holes

8. Sal’s grandfather was tossed high into the air before Sal. Circle the two phrases from the story that helped you know that Sal’s grandfather was tossed first.

- long ago
- waste any part
- high into the air
- when I was little

9. Write one or more sentences that tell what each story is about.

"A String of Holes" .............................................................................

.............................................................................

“Up in the Air” .............................................................................

.............................................................................

10. Do you think Sal’s grandfather would have helped cut breathing holes for the whales? Why or why not?

.............................................................................

.............................................................................

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Why George Slept on the Floor

George Washington was the first President of the United States. At times, George kept a journal. A journal is a diary. It is a written record. George wrote in his journal about a trip. George was 16 years old. Deep in the woods, a man said George could sleep at his house. After dinner, the man took George to the room with a bed. The room was dim. It was hard to see.

George took off his outer clothes. He climbed into bed.

What did George find? He found that his bed was only a thin mat of straw. His bed did not have any sheets. It had only one blanket. The blanket was thin and dirty. Worse, the straw was full of fleas! It was full of lice!

George was being eaten alive!

George wanted to jump straight out of bed. Instead, he waited for the man to leave. Why did George wait? He did not want to seem rude. As soon as the man left, George leaped out of bed. He put his clothes back on. He slept on the floor.
A Camping Journal

September 7, 2007

Dear Diary,

Last night, I did not get cold. Why? I slept on a campfire! I slept on a campfire, but I didn’t get burned! I am now going to record how I did this. This way, I can read my journal later. I will remember the night I slept on fire!

First, I found a sharp rock. I used the rock to dig a fire pit. My fire pit was about four fingers deep. It was about two of my feet wide. It was about four of my feet long. I made a fire in the middle of my pit. After a while, I let it burn low.

I used a stick to spread the hot coals. I spread them evenly inside the pit. Next, I covered the coals with dirt. I covered the hot coals with dirt about seven fingers deep. I carefully patted down the dirt. I made it smooth. Then I slept on my warm bed!

slept on my warm bed!
Show What You Know

Answer the questions based on "Why George Slept on the Floor" and "A Camping Journal." You may look back at what you have read if you need to.

1. Why did George wait to leap out of bed?
   A  He was being bitten alive.
   B  It was hard to see the floor.
   C  He did not want to seem rude.
   D  The floor did not have any sheets.

2. About how wide was the fire pit?
   A  about two feet
   B  about four feet
   C  about four fingers
   D  about seven fingers

3. Both stories are about
   A  how to make a bed.
   B  keeping a journal.
   C  beds without blankets.
   D  things people slept on.

4. What did we learn about George Washington from his journal?
   A  He was most likely mean.
   B  He was most likely kind.
   C  He was most likely dirty.
   D  He was most likely greedy.

5. In the story "A Camping Journal," why do you think the measurements are in fingers and feet?
   A  A camper might not have a ruler.
   B  A camper might want a bed with sheets.
   C  A camper might not want to sleep on coals.
   D  A camper might have to sleep on the floor.
Write a related subtraction fact.

1. \(5 + 3 = 8\)
   \[\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_\]

2. \(7 + 3 = 10\)
   \[\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_\]

3. \(8 + 1 = 9\)
   \[\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_\]

4. \(6 + 3 = 9\)
   \[\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_\]

Write a related addition fact and subtraction fact.

5. \(4 + 6 = 10\)
   \[\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\]
   \[\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_\]

6. \(2 + 7 = 9\)
   \[\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_\]
   \[\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_\]

☆ Look at the page. Draw a circle around the cube train that can show \(10 - 6 = 4\).
**Magic Trick**

Add across. Add down.

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Flower Addition

Add.

A. 10
   7 + 3
   5 6
   9

B. +4
   5
   6
   3

C. +8
   8
   3
   6
   9
   4
   7

D. +6
   4
   5
   8
   3
   9
   2

E. +9
   2
   7
   6
   3
   5
   9

F. +5
   7
   8
   3
   6
   4
   9
All in the Family

Write a fact family for each group of numbers.

A. 6 7 13
   
   \[ 6 + 7 = 13 \]
   \[ 7 + 6 = 13 \]
   \[ 13 - 6 = 7 \]
   \[ 13 - 7 = 6 \]

B. 8 9 17
   

C. 4 7 11
   
D. 6 9 15
   
E. 6 8 14
   
F. 4 18 12

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Who Knows the Numbers?

Write the missing numbers.

A.

1  2  3  4

15  18

21  26

32  49

49  57

64  70

76  88

92

B.

Before

45, 46

30, 71

88, 90

C.

After

68, 79

30, 79

55, 57

D.

Between

88, 90

55, 57

20, 22
Pick-a-Path

Write the missing numbers.

A. 82 83 86

B. 56 61

C. 37 41

D. 91 94

E. 75 79

F. 20 22
Time for Fun

Write the time.

A.

B.

C.

D.

3:00

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What’s in the Cash Register?

Count each group of coins. Write the amount.

A. \[ \begin{array}{ccc} 
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\end{array} \] 22 \text{ c}

B. \[ \begin{array}{cc} 
\text{ } & \text{ } \\
\text{ } & \text{ } \\
\text{ } & \text{ } \\
\end{array} \] \text{ c}

C. \[ \begin{array}{ccc} 
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\end{array} \] \text{ c}

D. \[ \begin{array}{ccc} 
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\end{array} \] \text{ c}

E. \[ \begin{array}{ccc} 
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\end{array} \] \text{ c}

F. \[ \begin{array}{cc} 
\text{ } & \text{ } \\
\text{ } & \text{ } \\
\text{ } & \text{ } \\
\end{array} \] \text{ c}

G. \[ \begin{array}{ccc} 
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } \\
\end{array} \] \text{ c}

H. \[ \begin{array}{cc} 
\text{ } & \text{ } \\
\text{ } & \text{ } \\
\text{ } & \text{ } \\
\end{array} \] \text{ c}
For each word problem, write and solve an equation. Then write whether the number is odd or even.

1. Bill has 7 plums and Ava has 9 plums. In all, do they have an odd or an even number of plums?

2. Alex and Soren each have 9 dollars. All together, do they have an odd or an even number of dollars?

3. We have 14 rolls. We have 5 more rolls in the oven. Do we have an odd or an even number of rolls in all?

4. I have 5 red pencils, 3 blue pencils, and 7 yellow pencils. Do I have an odd or even number of pencils?

Choose the correct answer for each problem.

5. Jen has 8 tickets. She buys 3 more tickets. Then she gives 1 ticket away. Does she have an odd or even number of tickets left?
   - a) 9, odd
   - b) 10, even
   - c) 11, odd
   - d) 12, even

6. Oscar has 14 fish. He buys 5 more fish. Then he gives 3 fish away. Does he have an odd or even number of fish now?
   - a) 22, even
   - b) 19, odd
   - c) 16, even
   - d) 6, even
Solving Word Problems: Crazy Camping!

Solve each word problem. Draw a line to match each answer on the left with one on the right. (NOTE: Only the numbers have to match.)

### LEFT

1. Ashley and Amber went camping. When Amber went to set up her tent she was missing 11 stakes. If there were supposed to be 30 stakes, how many did she have? _____

2. The camping trip lasted three days, and each day it rained 8 millimeters. How many millimeters did it rain total? _____

3. They brought a bag of 50 marshmallows, but a raccoon ate 24 of them. How many did the two girls get to eat? _____

4. On the first day, they hiked 4 miles. On each of the next two days, they hiked six miles. How many miles did they hike in total? _____

### RIGHT

A. Ashley went canoeing for 46 minutes, but Amber only went for 20 minutes. How many minutes longer did Ashley canoe? _____

B. The temperature was 57 degrees in the afternoon, and 33 degrees at midnight. How many degrees did the temperature decrease? _____

C. On the last morning, Amber counted 11 spiders outside the tent, and Ashley found 5 more. How many spiders did they see? _____

D. The girls slept seven hours each of the first two nights. But on the third night, they only slept for five hours. How many hours did they each sleep on the trip? _____
Optical Illusion

Solve the problems.
If the answer is between 0 and 25, color the shape orange.
If the answer is between 26 and 99, color the shape black.
Finish the design by coloring the other shapes with the colors of your choice.
For more fun, cut out the design and fold it into a...
Multiplying by 5

In general, students have little trouble remembering the multiples of 5. This is largely because every product ends either in 0 or in 5:

\[
\begin{array}{cccccccc}
5 & 10 & 15 & 20 & 25 & 30 & 35 & 40 & 45 \\
\end{array}
\]

A good rule to make it even easier for students to remember their 5s is this:

\[
\begin{array}{c|c|c}
5 & \text{an even number} & \text{an answer ending in 0} \\
5 & \text{an odd number} & \text{an answer ending in 5} \\
\end{array}
\]

On the board, separate the odds from the evens to show how this works.

**EVENS:**

\[
\begin{array}{cccccc}
 & 0 & 2 & 4 & 6 & 8 \\
\times 5 & & & & & \\
0 & 10 & 20 & 30 & 40 \\
\end{array}
\]

**ODDS:**

\[
\begin{array}{cccccc}
1 & 3 & 5 & 7 & 9 \\
\times 5 & & & & & \\
5 & 15 & 25 & 35 & 45 \\
\end{array}
\]

To Halve and Halve Not

Here’s a simple trick for multiplying by 5 that many kids will find helpful.

1. Write 0 after the number being multiplied by 5.
2. Divide that number in half.

For example: to solve 5 × 8:

1. Write 0 after the 8. That makes 80.
2. Divide 80 in half. That’s 40.

Students who are able to halve numbers quickly will find this trick invaluable. It can also be used to multiply larger numbers by 5.

For example, 5 × 365:

1. Write 0 after 365. That’s 3,650.
2. Divide 3,650 in half. That’s 1,825.

Try several examples with your students. Most of your students will get the knack in no time.

Five Fill-In

Duplicate the exercise on page 44 and distribute one to each student. (The completed exercise is on page 32.)
Five Fill-In

1. Solve each problem on the left.
2. On the same line, color in the box with the correct answer.
3. When you’re done, tilt your paper on its side to the left.
4. You will see how to write 5 in Roman numerals.

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Children who participate in public library summer reading programs make achievement leaps during the summer.

ALSC reading lists are created by children's librarians as a resource to share with patrons, and may also be available in ebook, audio book, braille, and large print formats. Parents and caregivers are encouraged to explore this list to find resources that may match or spark their child's interest.

Connect with your local library to find out what's happening this summer. Reading can be one of the many fun activities children choose to fill their summer time.

Research has shown it is also much more.

The 2021 Summer Reading Book List was created by the Association for Library Service to Children (ALSC). Titles on this list were selected by members of ALSC's Quicklists Consulting Committee, a division of the Association for Library Service to Children (ALSC). The 2021 Summer Reading Book List was created by ALSC.

For more booklists, please visit www.ala.org/alsc/booklists.

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DIGITAL EXPERIENCES
Children benefit from adult guidance while exploring digital experiences. A silly collection of interactive stories for different ages explores different stories for different kids.

A podcast where dinosaur enthusiasts can learn about paleontology, the environment, and the people who study it.

A podcast where dinosaurs in outer space. A podcast where dinosaurs are in space. A podcast where dinosaurs are in space. A podcast where dinosaurs are in space.
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DIGITAL EXPERIENCES
Brains On! podcast
brainson.org
A podcast where different kids answer fascinating science questions. The co-hosts take the mic each week and use experiments, read-aloud videos, live videos with these sea animals and more.

DIGITAL EXPERIENCES
Funbrain website
funbrain.com
This site offers educational games and resources to parents, teachers, and kids. A ST Math program with a free tier is available that promotes computational thinking through puzzles and games. It helps kids develop number sense and problem-solving skills.

DIGITAL EXPERIENCES
Wow in the World podcast
pbskids.org/designsquad
A ST Science program aimed at providing fundamental concepts in science, math, and technology. Listeners across the country call in with questions, and kids can get answers from experts on fascinating science topics.

DIGITAL EXPERIENCES
National Geographic's 360-degree "Largest Cave" virtual tour
defivehistory.org
Explore the world's largest cave, Son Doong, in Vietnam with National Geographic. The virtual tour will take you through the connection to the Mekong River and across a vast landscape of karsts and caves.

DIGITAL EXPERIENCES
Shake Your Earth, Science's virtual field trips
shakingtheearth.org
This program showcases for the mark they have made on the world.

DIGITAL EXPERIENCES
Taste of Home's kid-friendly cooking classes
tasteofhome.com
Kid-friendly cooking classes that make learning fun and easy.

DIGITAL EXPERIENCES
Monterey Bay Aquarium live cam webpage
montereybayaquarium.org/live-cams
Live videos with these sea animals and more.

DIGITAL EXPERIENCES
America's Test Kitchen kids videos
americastestkitchenkids.com
A series of illustrated kids videos that teach kids about science and cooking. Each video ends with a recipe that kids can make and share.

DIGITAL EXPERIENCES
NASA's STEM for Everyone website
nasa.gov/stem
A variety of resources aimed at providing fundamental concepts in science, math, and technology. The site offers a fun facts, nature sounds, and remixing of limitless humor, music, and fun.

DIGITAL EXPERIENCES
Gymkhan
geekbrain.com
An innovative block-based programming language for kids, from games to remixing of limitless humor, music, and fun.

DIGITAL EXPERIENCES
Scratch website
scratch.org
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