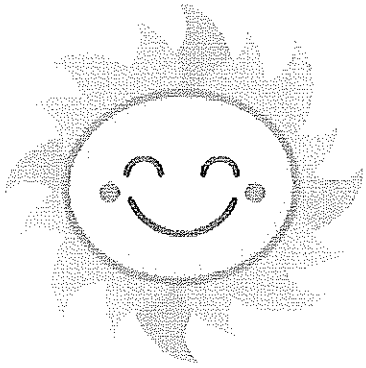
Student Name:_____

# Vernon Public Schools
# Grade 2 Mathematics
# Summer Review Packet



This optional Summer Math Packet consists of problems that review, maintain, and deepen the skills and concepts learned in 6 strands of mathematics: Operations & Computation; Numeration; Patterns, Functions, & Algebra; Data & Chance; Measurement & Reference Frames; and Geometry.

Most problems will consist of three levels, basic, moderate and challenge /extension. Students are able to work in each strand (problem) at the appropriate level.

Challenge/extension problems are more complex and may require outside data and/or assistance.

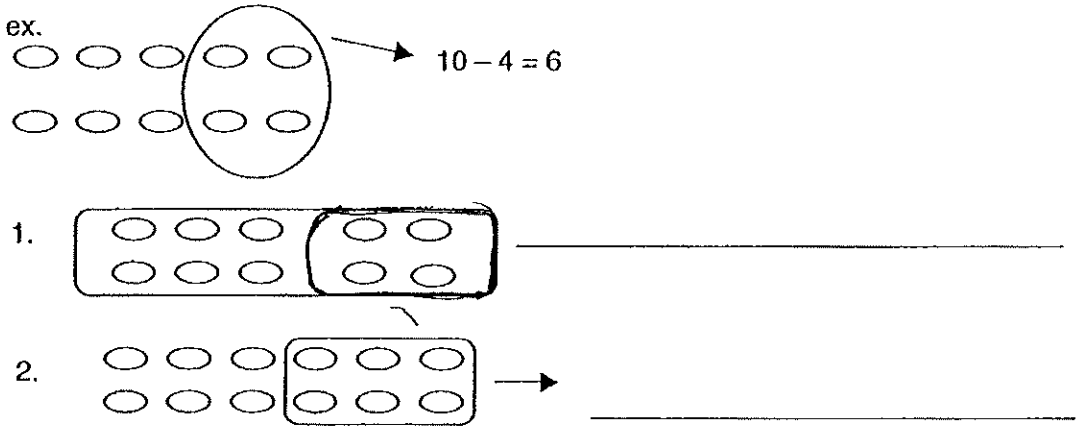
## Second Grade: Week One

1. a. 1. Count from 1 to 100 out loud for an adult.
   2. Count backwards from 100 to 1 out loud for an adult.

   b. Have an adult say the number given. Count forward or backward from that number, until you reach 1 or 100.
   1. 57 (backward)
   2. 19 (forward)

   c. Have an adult say the number given. Count forward or backward from that number, until you reach the nearest 100.
   1. 424 (forward)
   2. 871 (backward)

2. a. Write a number sentence for each picture below. An example has been done for you.

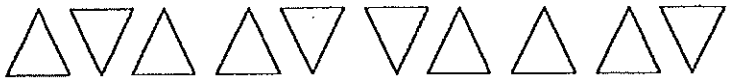


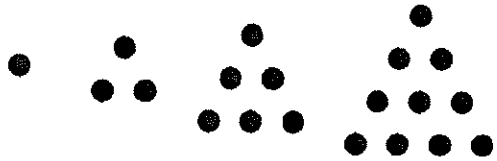

b. Draw a picture for each number sentence below.
   1. 8 + 9 + 17

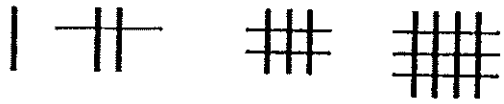
   2. 25 – 10 = 15

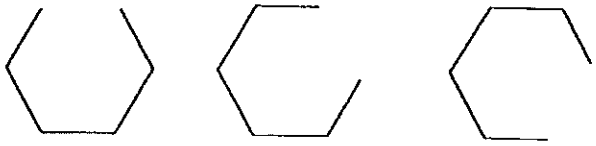
3. What comes next? Draw the next 3 figures in the pattern.

a. 1.  ____, ____, ____

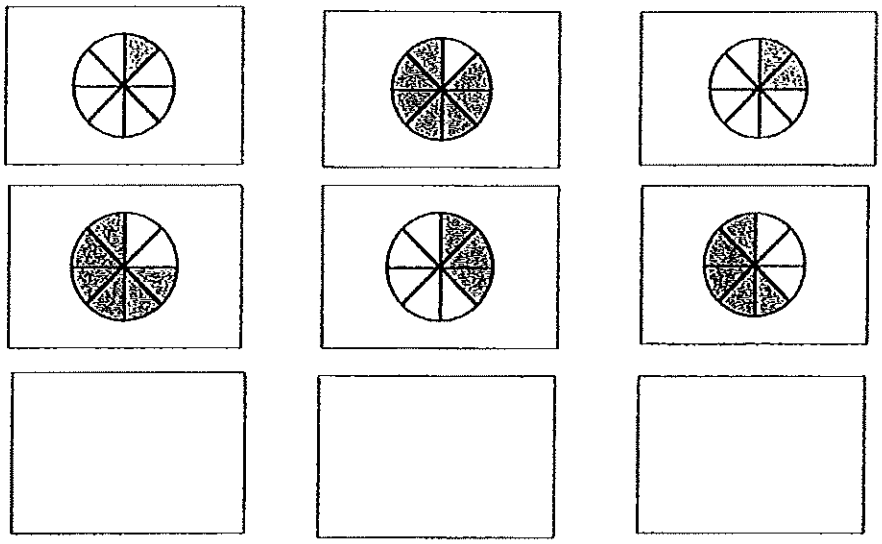
2.  ____, ____, ____

b. 1  ____, ____, ____

2.  ____, ____, ____

c. 1.  ____, ____, ____

2.  ____, ____, ____

3. 

4. a. Match the group of shapes with their correct name.

1. triangles

2. quadrilaterals

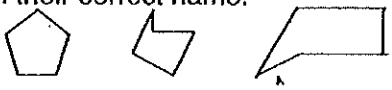
3. pentagons

4. hexagons

5. heptagons

6. octagon

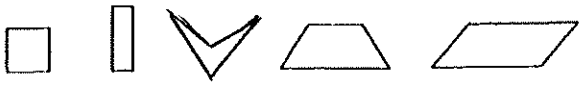
a.



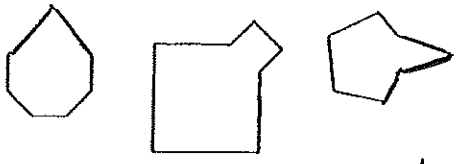
b.

c.

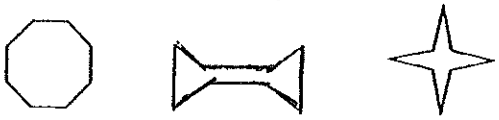
d.



e.



f.



b. Use the pictures above to tell about the number of sides each shape has. Then draw an example of that shape.

1. triangles

2. quadrilaterals

3. pentagons

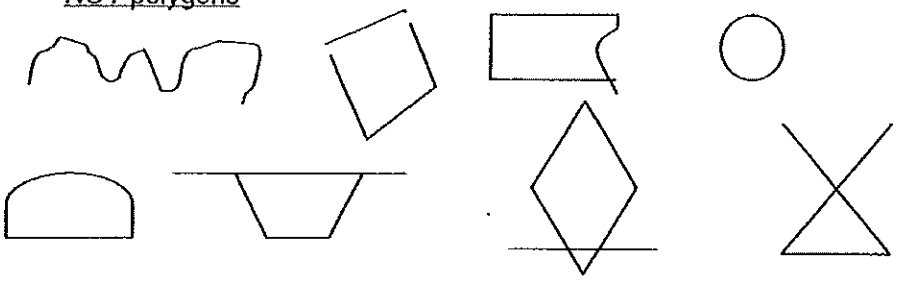
4. hexagons

5. heptagons

6. octagon

c. All of the shapes shown in problem (a.) are polygons. The shapes shown below are **NOT** polygons. Use the pictures to describe what a polygon is.

NOT polygons



A polygon is _____

_____

5. a. Measure each line segment to the nearest inch.

1. _____

2. _____

3. _____

4. _____

b. Use your ruler to draw straight line segments with the following measures.
   1. 3 inches

   2. 7 inches

c. Find things in your home that measure the lengths given below. Be sure to check the lengths by measuring with a ruler!

   1. 5 inches _____

   2. 2 inches _____

6. a. Count the number of each item you have at home.

   1. telephones _____

   2. televisions _____

b. Count the number of each item you have at home.
   1. chairs _____

   2. clocks _____

c. Estimate the number of each item you have at home, then count to find the exact number. Subtract to find the difference between the two numbers.

| Item | Estimate | Exact | Difference |
|---|---|---|---|
| drinking glasses | | | |
| postage stamps | | | |
| rolls of toilet paper | | | |

**Were you surprised by your findings? Why, or why not?**

# Second Grade: Week Two

1. Skip count (forward or backward) by 2s, 5s, or 10s as shown, beginning and ending with the numbers given.

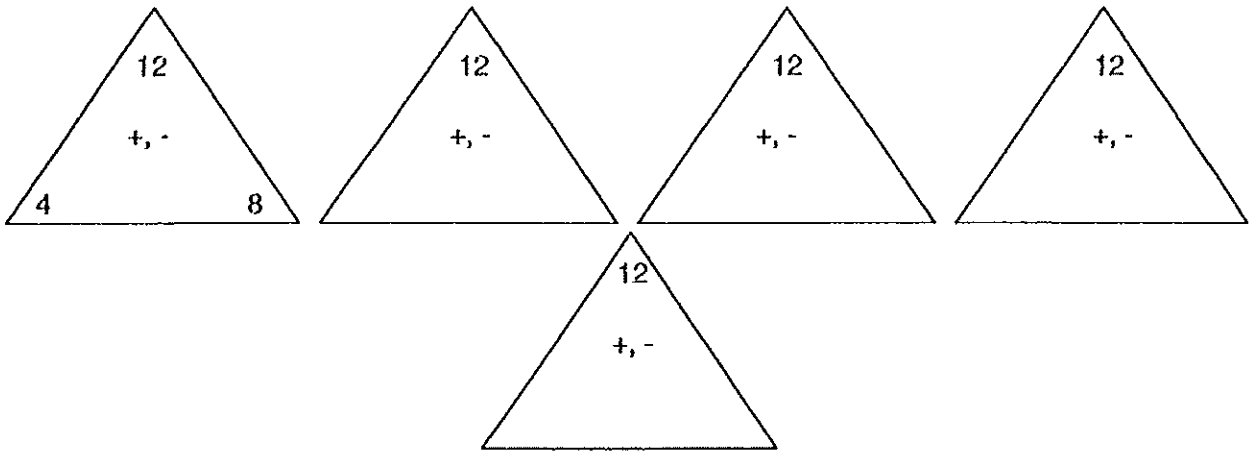
| | range | counting by | number line direction |
|---|---|---|---|
| a. 1. | from 17 to 67 | 2s | forward |
| 2. | from 35 to 100 | 5s | forward |
| 3. | from 100-1 | 10s | backward |
| b. 1. | from 12 to 90 | 2s | forward |
| 2. | from 13 to 83 | 5s | forward |
| 3. | from 91 to 1 | 10s | backward |
| c. 1. | from 301 to 231 | 2s | backward |
| 2. | from 974 to 874 | 5s | backward |
| 3. | from 1016 to 906 | 10s | backward |

2. Solve

a. 1. $4 + 3 =$ _____
2. $6 + 2 =$ _____
3. $7 + 7 =$ _____
4. $8 + 9 =$ _____
5. $5 + 7 =$ _____

b. 1. $9 - 6 =$ _____
2. $12 - 4 =$ _____
3. $18 - 9 =$ _____
4. $15 - 7 =$ _____
5. $19 - 11 =$ _____

c. Write the remaining 5 fact families for the number 12. One has been done for you.



3. Describe the following number patterns.

a. 1. 17, 19, 21, 23, 25, . . . . . _____

2. 305, 300, 295, 290, . . . . . _____

3. 87, 97, 107, 117, . . . . . _____

b. 1. 28, 32, 36, 40, . . . . . _____

2. 86, 79, 72, 65, . . . . . _____

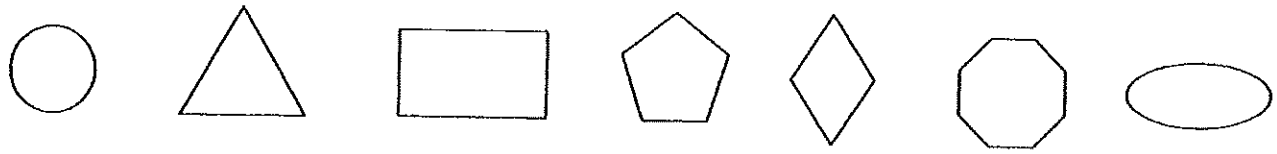
c. Create a number pattern for each description below.

1. add fifteen _____

2. subtract eight _____

3. count by sixes _____

4. a. Name each polygon below. If the shape is NOT a polygon, cross it out.



_____ _____ _____ _____ _____ _____ _____

b. Draw the following polygons.

1. square

2. pentagon

3. hexagon

4. rhombus

5. trapezoid

6. parallelogram

5. a. Measure each line segment to the nearest centimeter.

1. _____

2. _____

b. Use your ruler to draw line segments with the following measures.

1. 5 cm.

2. 13 cm.

c. Find things in your home that measure the lengths given below. Be sure to check the lengths by measuring with a ruler!

1. 8 cm. _____

2. 12 cm. _____

6. a. Using a page from a magazine or chapter book, count the number of items listed below that appear on that page.

1. the word *the* _____

2. the letter *r* _____

## Second Grade: Week Three

1. a. Read the following numbers out loud to an adult.
   1. 64
   2. 217
   3. 739

   b. Write the following in number from.
   1. eighty-seven _____
   2. seven hundred four _____
   3. nine thousand, two hundred eleven _____

   c. Write the following in number from.
   1. eight hundred sixty _____
   2. twelve hundred five _____

2. Using the number grid below, solve the following problems.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

   a. 1. 7 + 10 _____
   2. 25 + 10 _____
   3. 49 - 10 _____
   4. 63 – 10 _____

   b. 1. 36 + 9 _____
   2. 58 + 9 _____
   3. 72 – 9 _____
   4. 81 – 9 _____

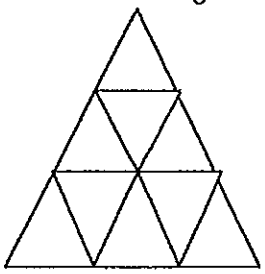
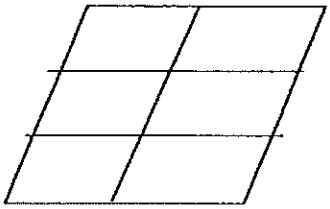
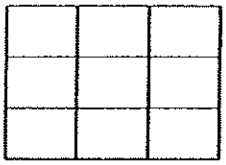
3. What comes next? Write the next three numbers in the pattern.

a.

2, 4, 8, ____, ____, ____
35, 40, 45, ____, ____, ____
800, 700, 600, ____, ____, ____
100, 80, 60, ____, ____, ____

b. 20, 40, 60, ____, ____, ____
21, 25, 29, ____, ____, ____
96, 48, 24, ____, ____, ____
73, 64, 55, ____, ____, ____

4. Do these activities on a separate piece of paper. (Pick One)
   a. Use a few different sizes of drinking glasses to trace a design of circles onto a piece of paper. Then color your design!
   b. Find items in your home to trace. Create and color designs using the following shapes: square, rectangle, triangle, and parallelogram.
   c. A tessellation is an arrangement of a shape or shapes that fits together with no gaps or overlaps.

Look for tessellations in your home and in public places. Pay close attention to bathrooms, kitchens, and the outsides of buildings.

5. a. Measure each line segment to the nearest half inch.

1. _____
2. _____
3. _____
4. _____

b. Measure each line segment to the nearest half centimeter.

1. _____

2. _____

3. _____

4. _____

6. a. Keep a record of the number of minutes in one day you spend doing the following things. Fill in the chart below.

date _____

| action | number of minutes |
| --- | --- |
| reading | |
| doing homework | |
| brushing teeth | |
| eating dinner | |

# Second Grade: Week Four

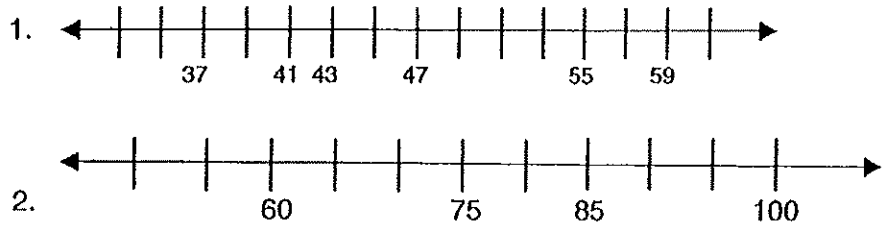
1. Compare the following numbers using <, >, or =.

   a.
   1. 15 _____ 17
   2. 26 _____ 31
   3. 148 _____ 240
   4. 330 _____ 330
   5. 856 _____ 854

   b.
   1. 3 + 5 _____ 9
   2. 4 + 6 _____ 10
   3. 15 – 8 _____ 6
   4. 20 + 5 _____ 17 + 8
   5. 13 – 4 _____ 16 – 9

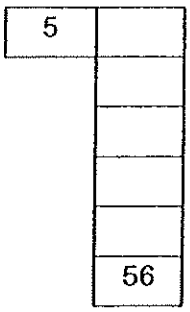
   c.
   1. twelve hundred _____ one thousand, two hundred
   2. 3 + 49 _____ 26 + 26
   3. 18 + 10 _____ 32 – 5
   4. six hundred forty-two _____ six hundred forty-nine
   5. 3 + 5 + 9 _____ 27 – 11

2. a. Complete the following number lines.

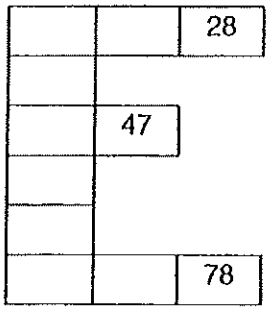


b. Solve the following number grid puzzles.

1.

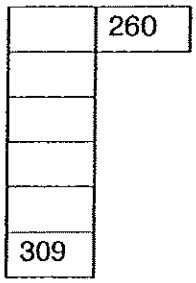



2.

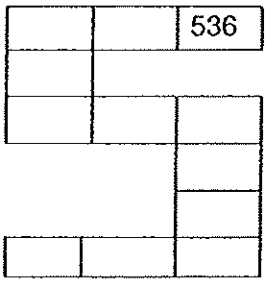



c. Solve the following number grid puzzles.

1.




2.




3. Complete the following

a. 1. rule: + 10 — 23 ___ ___ 53

2. rule: - 9 — 63 ___ ___ 36

b. 1. rule: + 34 — 11 ___ 79 ___

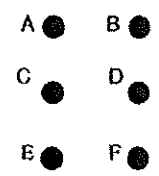
2. rule: - 17 — ___ 77 ___ ___

c. 1. rule: double — ___ 1 2 ___

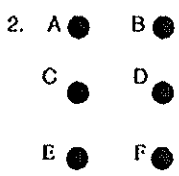
2. rule: — 2 6 10 14

4. Use a straight edge to draw line segments.

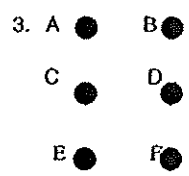
a. Draw these line segments. Then write the name of the letter the line segments create.

1. 

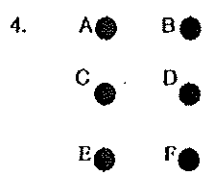

$\overline{AB}$
$\overline{AE}$
$\overline{EF}$
$\overline{CD}$

2. 


$\overline{AB}$
$\overline{AE}$
$\overline{BD}$
$\overline{CD}$

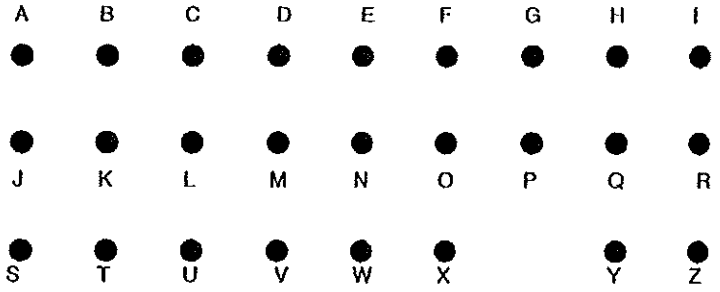
3. 


$\overline{AB}$
$\overline{CD}$
$\overline{EF}$
$\overline{AC}$
$\overline{DF}$

4. 


$\overline{AB}$
$\overline{AE}$
$\overline{BD}$
$\overline{CD}$
$\overline{CF}$

b. Draw the line segments. Then write the word they spell.




$\overline{AB}$
$\overline{AS}$
$\overline{ST}$
$\overline{CU}$
$\overline{CD}$
$\overline{DV}$
$\overline{LM}$

$\overline{FX}$
$\overline{EG}$
$\overline{HI}$
$\overline{QR}$
$\overline{YZ}$
$\overline{HQ}$
$\overline{RZ}$

word: _____

5. The five Johnson brothers are a total of 18 feet tall. Use the information to find the height of all five boys.
Mark the oldest, is 5 feet tall. Steve, the baby, is only 2 feet long. David is 1 1/2 feet taller than Steve, and Jim is 2 feet shorter than Mark. How tall is Mike?

6. Use the information (or data) in the chart below to complete the following problems.

Spelling Scores

| Student | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---|---|---|---|---|---|
| Amy | 19 | 20 | 19 | 20 | 20 |
| Bob | 12 | 18 | 19 | 19 | 20 |
| Celia | 13 | 15 | 17 | 18 | 18 |
| Donald | 20 | 19 | 20 | 19 | 19 |
| Emily | 18 | 17 | 18 | 18 | 20 |
| Fred | 15 | 14 | 16 | 15 | 17 |

a. 1. Which student had the highest score in week 2? _____

2. Which student had the lowest score in week 3? _____

3. Which student had 2 fewer points than Emily in week 2? _____

4. How many more points did Amy earn than Fred in week 1? _____

b. 1. Were the girls or boys the stronger spellers in week 5? _____

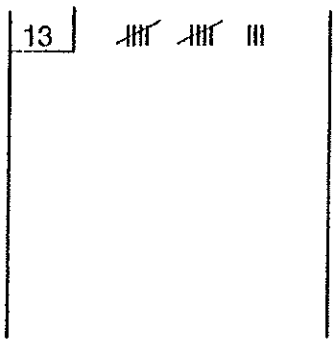
2. Who made the biggest improvement in score from week 1 to week 2? _____

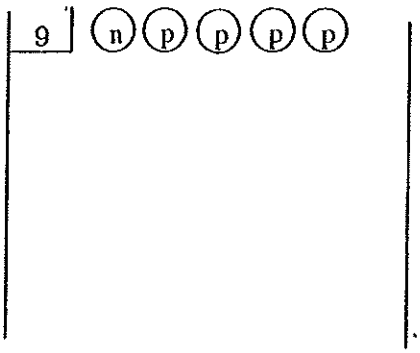
3. Who is the strongest girl speller? _____

4. Who is the strongest boy speller? _____

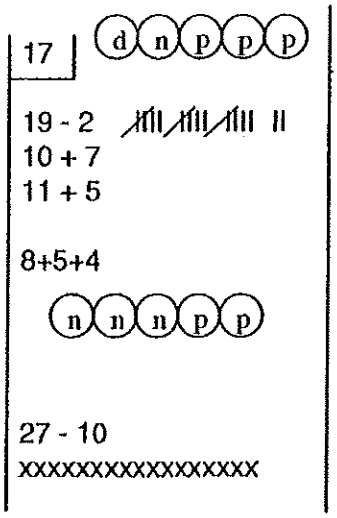
## Second Grade: Week Five

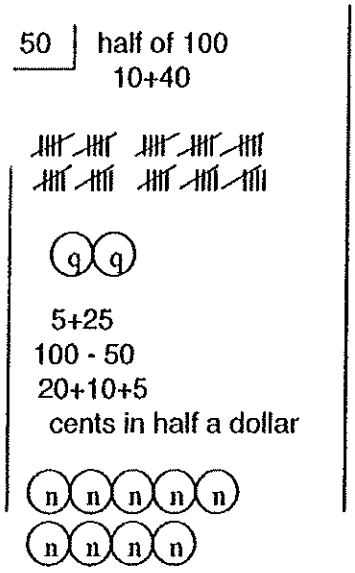
1. a. Write 9 other names for the number given in the box.
Be creative! An example has been given in each box.




b. Cross out the names in each box that DO NOT belong.




Solve

a.
1. 17 + 10 = _____
2. 29 + 10 = _____
3. 56 + 10 = _____
4. 48 – 10 = _____
5. 72 – 10 = _____

b.
1. 17 + 20 = _____
2. 29 + 30 = _____
3. 56 – 40 = _____
4. 48 – 30 = _____
5. 72 – 50 = _____

c.
1. 75 + 50 = _____
2. 86 + 20 = _____
3. 157 – 40 = _____
4. 399 – 20 = _____
5. 120 – 80 = _____

3. Complete the following tables.

a. 1. rule: add 4

| in | out |
|---|---|
| 8 | 12 |
| 2 | |
| | 19 |
| | 31 |
| 88 | |

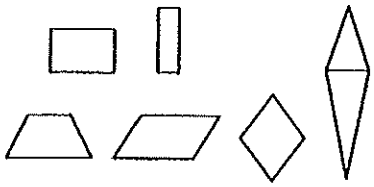
b. rule: subtract 24

| in | out |
|---|---|
| 24 | |
| | 6 |
| 48 | |
| | 3 |
| | 9 |

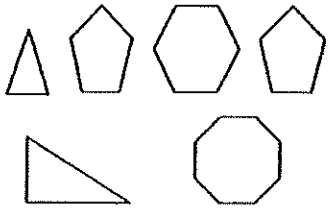
c. 2. rule: _____

| in | out |
|---|---|
| | 1 |
| 2 | 4 |
| | 50 |
| 20 | |
| 9 | 18 |

4. a. These shapes belong in group A.



These shapes do **NOT** belong in group A.

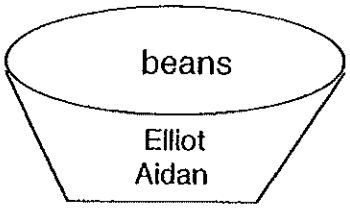


1. What is the rule for the shapes in group A? _____
2. Draw another shape that would belong in group A. _____
3. What is the special name given to the shapes in group A? _____

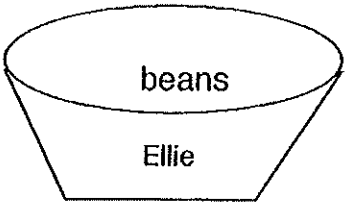
b. Make 2 groups of shapes. In one group, draw 5 polygons. In the second group, draw 5 shapes that are NOT polygons. Then name each polygon.

5. a. Show the number stories.

Miss Meyer's class planted beans for science class. Elliot and Aidan measured their plant each day for a week. On Monday, the plant was 1 inch tall. On Tuesday, it measured 1 1/2 inches. By Thursday the plant had grown 2 more inches in height. By Friday it had grown another inch taller-in just one night! The boys measured their plant on Monday morning. If the plant was seven inches tall on Monday, how much did it grow over the weekend? Use the picture below and a ruler to help you draw the plant and solve the problem.




b. Ellie is also in Miss Meyer's class. Her plant was three inches taller than the boys' plant on Monday morning. During the week her plant grew another 4 1/2 inches. Over the weekend, though, the stem of her plant broke off. If her plant is now 11 inches in height, how long was the part that broke off her plant. Use the picture below and a ruler to help you.




6. a. Complete this chart that Elliot and Aidan could have used to record their plant's height from Monday to the next Monday. If the exact height is not given for a day, put in a number that would make sense.

Elliot's and Aidan's Plant

| Day of the week | height (inches) |
|---|---|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |
| Saturday | |
| Sunday | |
| Monday | |

## Second Grade: Week Six

1. Write the following money amounts using dollars and cents notation.

a. (d) (n) (p) (p) (p) _____

(q) (d) (d) (n) (p) (p) _____

(q) (q) (q) (q) (d) (p) (p) (p) _____

b. [$ 1] (q) (q) (p) (p) _____

[$ 5] [$ 1] (d) (n) (p) (p) _____

[$ 20] [$ 5] (q) (d) (n) (p) (p) (p) (p) _____

c. Write the following money amounts using dollars and cents notation.

1. (d) (n) (p) (p) + (q) (d) (d) (n) _____

2. (q) (q) (n) (n) (n) + (p) (p) (p) (p) (p) (p) _____

c3. [$ 5] (q) (d) (n) + [$1] [$1] (q) (q) (q) (d) (n) _____

2. Solve

a. 1. $\begin{array}{r} 1 \\ 2 \\ +\ 3 \\ \hline \end{array}$ 2. $\begin{array}{r} 2 \\ 4 \\ +\ 6 \\ \hline \end{array}$ 3. $\begin{array}{r} 7 \\ 9 \\ +\ 5 \\ \hline \end{array}$

b. 1. $\begin{array}{r} 1 \\ 2 \\ 3 \\ +\ 4 \\ \hline \end{array}$ 2. $\begin{array}{r} 2 \\ 4 \\ 6 \\ +\ 8 \\ \hline \end{array}$ 3. $\begin{array}{r} 1 \\ 3 \\ 5 \\ +\ 7 \\ \hline \end{array}$

c. 1. $\begin{array}{r} 1 \\ 2 \\ 3 \\ 4 \\ +\ 5 \\ \hline \end{array}$ 2. $\begin{array}{r} 2 \\ 4 \\ 6 \\ 8 \\ +\ 10 \\ \hline \end{array}$ 3. $\begin{array}{r} 1 \\ 3 \\ 5 \\ 7 \\ +\ 9 \\ \hline \end{array}$

3. a. Put a + or − symbol in the box to make the math sentences true.

1. 2 ☐ 4 = 6
2. 9 ☐ 7 = 2
3. 7 ☐ 8 = 15
4. 10 ☐ 3 = 7
5. 11 ☐ 5 = 16

b. Put a <, >, or = symbol in the box in order to make the math sentences true.

16 − 9 ☐ 8

22 − 8 ☐ 14

13 + 6 + 5 ☐ 42 − 19

c. 22 + 18 + 19 ☐ 16 + 25 + 15

34 + 13 + 27 ☐ 41 + 24 + 18

4. Look around your home to find examples of the shapes below. List at least 4 items for each shape.

a. 1. circle

_____
_____
_____
_____

2. rectangle

_____
_____
_____
_____

3. triangle

_____
_____
_____
_____

b. 1. square

_____
_____
_____
_____

2. oval

_____
_____
_____
_____

3. parallelogram

_____
_____
_____
_____

c. 1. rhombus

_____
_____
_____
_____

2. pentagon

_____
_____
_____
_____

3. trapezoid

_____
_____
_____
_____

5. Solve the following number stories.

a. Sam and Tom had to go to the doctor for check-ups. Each boy was weighed before seeing the doctor. Sam weighed 74 pounds and Tom, who was 2 years younger than Sam, weighed 57 pounds.

1. How much do the two boys weigh together? _____

2. How many more pounds does Sam weigh than Tom? _____

b. Tony was excited when his dog, Lily, had five puppies. At first they were very small, but soon they grew. After a few months, Tony and his dad weighed them on the bathroom scale. Tony held each pup as it was weighed. If Tony weighs 79 pounds, find the weight of each puppy alone.

| puppy | weight with Tony | weight of puppy alone |
|---|---|---|
| Spot | 94 | |
| Lassie | 91 | |
| Rover | 86 | |

c. Lucy and her dad went grocery shopping. They needed to buy vegetables for homemade soup. Complete the table by calculating the cost, amount, or price of each vegetable and then calculate the total cost.

| vegetable | price per pound | amount | cost |
|---|---|---|---|
| carrots | $ 2.00 | _____ | $ 4.00 |
| celery | $ 0.75 | 2 pounds | $ _____ |
| onions | $ ___ | 1/2 pound | $ 2.00 |
| potatoes | $ 2.00 | 2 pounds | $ _____ |
| corn | $ 1.00 | _____ | $ 1.00 |

6. Use the tally chart to answer the questions below.

Mini Golf – 9 holes

| golfers | score | score in number form |
|---|---|---|
| Adam | 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 I | |
| Briana | 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 | |
| Charlie | 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 III | |

a. Write each golfer's score in number form.

b. What is the difference between the scores of the best golfer and the worst golfer?

_____

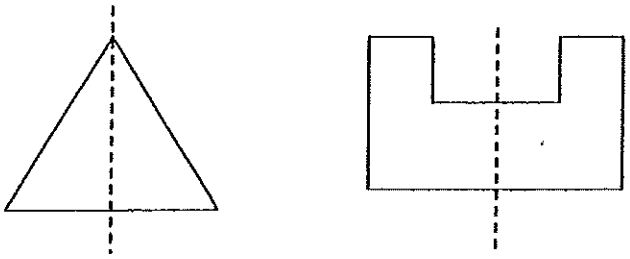
c. If the golfers had golfed in the pairs listed below, which team would have won? By how many strokes would they have won? _____
Also, give each team's total points.

Adam and Briana _____

Charlie and Erika _____

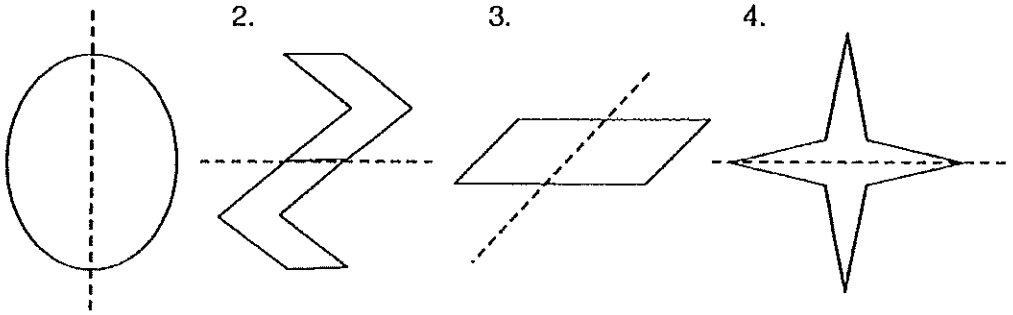
4. A line of symmetry is a line that divides a shape into 2 halves that are mirror images. If the shape were folded along a line of symmetry, the two halves would match up exactly.

ex.



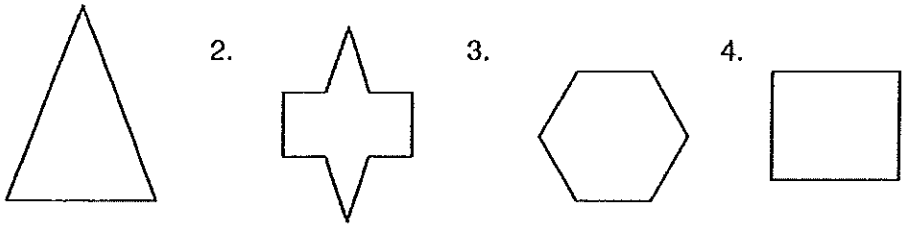
a. Tell whether each line drawn is a line of symmetry.

1. 2. 3. 4.



b. Draw lines of symmetry on the figures below. (There may be more than one.)

1. 2. 3. 4.



c. Look at each letter of the alphabet below. Draw lines of symmetry on each letter. Then write the total number of lines of symmetry below each letter.

A B C D E F G H I J

K L M N O P Q R

S T U V W X Y Z

5. a. Write the times shown on the clocks below.

1. 2. 3. 4.




_____ _____ _____ _____

b. Write the times shown on the clocks below.

1. 2. 3. 4.




_____ _____ _____ _____

c. Draw hands on the clocks below to show the following times.

1. 9:17 2. 1:11 3. 6:51 4. 3:48




6. For the next problems, make a tally chart to show the information. (Look to last week's problem #6 for examples.)

a. pairs of shoes each member of your family owns _____

b. pairs of socks each member of your family owns _____

c. Create a tally chart to show things owned by each member of your family.

## Second Grade: Week Seven

1. a. Show the following money amounts using coins.

1. $ 0.46
2. $ 0.59
3. $ 0.75

b. Show the following money amounts using dollars and coin symbols, following the rule given.

| | show | using |
|---|---|---|
| 1. | 21 ¢ | 1 dime |
| 2. | 67 ¢ | 1 quarter |
| 3. | 94 ¢ | 9 pennies |
| 4. | $ 2.38 | 1 dollar bill |

c. Show the following money amounts – using the fewest bills or coins (quarters, dimes, nickels, and pennies) possible.

1. 49 ¢
2. 87 ¢
3. $ 1.74

2. An estimate is a close, rather than exact, answer. Use rounding to estimate the following sums and differences. An example has been done for you.

a. ex. 21 "twenty-one is close to twenty" ⟹ 20
+ 39 "thirty-nine is almost forty" ⟹ +40
60

The sum is about 60.

1. 79 + 11 _____

2. 18 + 42 _____

b. Estimate the following differences. An example has been done for you.

ex. 97 – 42 = "ninety-seven is close to one hundred ⟹ 100
"forty-two is close to forty" ⟹ –40
The differences is about 60. 60

1. 62 – 39 _____

2. 89 – 41 _____

c. Use rounding to estimate the sums or differences for the following problems.

1. 99 + 61 = _____

2. 112 – 88 = _____

3. Fill in the box with a number to make these math sentences true.

a. 1. 14 + ☐ = 19

2. ☐ + 18 = 24

3. 13 + 8 = ☐

b. 1. 4 + ☐ + 11 = 21

2. ☐ + 17 + 28 = 56

3. 23 + 16 + ☐ = 51

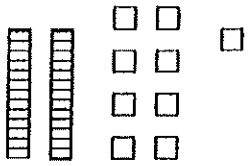
c. 1. ☐ + 7 + 4 = 13 + 3

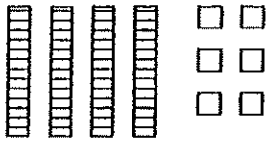
2. 9 + ☐ + 18 = 41 + 6

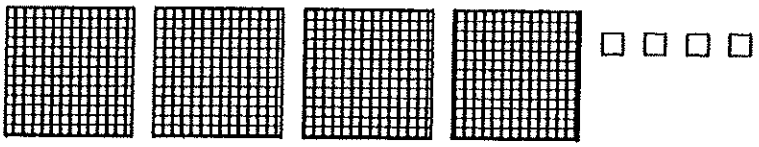
3. 14 + 12 + ☐ = 25 + 31 + 8

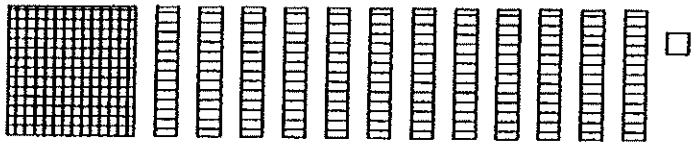
## Second Grade: Week Eight

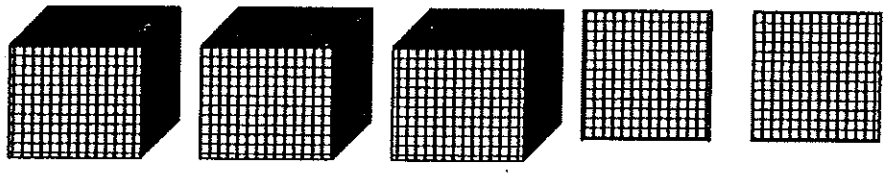
Write the number shown by the place value blocks.

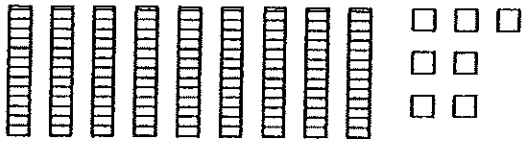
a. 1.  _____

2.  _____

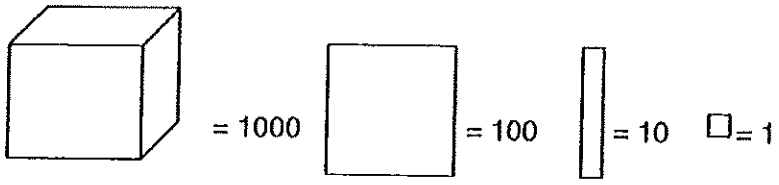
b. 1.  _____

2.  _____

3. 

 _____

c. Draw place value blocks to show the following numbers.
Use




1. 864

2. 1,271

2. Solve

a. 1. $16 + 23$ 2. $37 + 41$ 3. $60 + 28$ 4. $75 + 19$ 5. $56 + 38$

b. 1. $48 - 32$ 2. $69 - 43$ 3. $24 - 17$ 4. $72 - 58$ 5. $86 + 49$

c. 1. $428 + 319$ 2. $537 + 278$ 3. $681 - 463$ 4. $724 - 596$ 5. $805 - 348$

3. Fill in each box with a number to make these math sentences true.

a. 1. $9 - \square = 3$

2. $\square - 4 = 8$

3. $19 - \square = 7$

4. $16 - 6 = \square$

5. $18 - \square = 12$

b. 1. $42 - \square = 31$

2. $\square - 17 = 26$

3. $90 - \square = 45$

4. $73 - 28 = \square$

5. $\square - 86 = 49$

c. 1. $\square - 4 - 6 = 21$

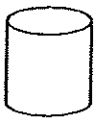
2. $23 - \square - 9 = 6$

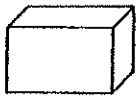
3. $39 - 16 - \square = 11$

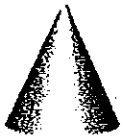
4. $\square - 41 - 32 = 8$

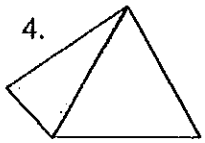
5. $187 - \square - 19 = 100$

4. a. Write the names of the 3–dimensional shapes.

1. 

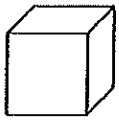
2. 

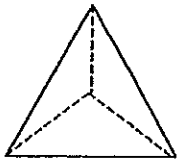
3. 

4. 

_____ _____ _____ _____

b. Match the 3–dimensional shape to its name.





triangular pyramid

sphere

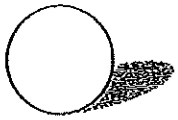
triangular prism

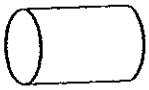
cone

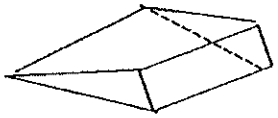
cube

rectangular prism

cylinder

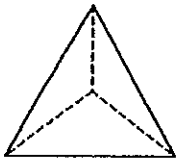




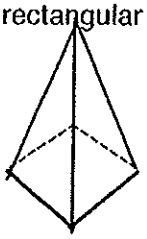


c. Use the pictures below to complete the following chart.

triangular

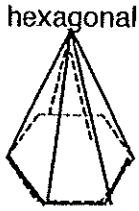


rectangular



pentagonal

hexagonal



| pyramid | shape of base | number of faces (not including base) | number of edges | number of vertices |
|---|---|---|---|---|
| triangular | | | | |
| rectangular | | | | |
| pentagonal | | | | |
| hexagonal | | | | |

5. weight – a measure of how heavy something is
capacity – a measure of how much a container can hold

a. Use a scale at home to weigh the following things. Then list them in order from lightest to heaviest.

Lightest to Heaviest

1. you _____
2. 10 cans of soup _____
3. a full bag or basket of laundry _____

b. In your kitchen, find 4 cans or containers of liquid. Read the label to see the fluid ounces of each and then list them in order from greatest to fewest fluid ounces.

Greatest to least

_____

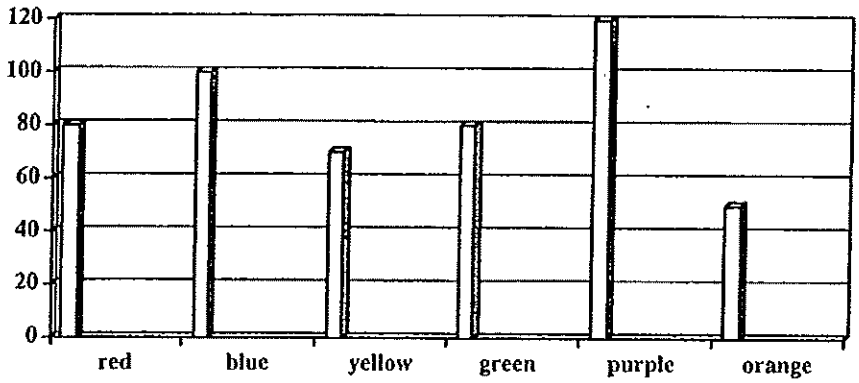
_____

_____

_____

6. Use the bar graph below to answer the questions.

**Favorite Colors of Second Graders Pine Grove Elementary**




Favorite Color

a. 1. Which color is most popular? _____

2. Which color is least popular? _____

3. Which 2 colors were chosen by the same number of students? _____

5. Which color is more popular, yellow or blue? _____

b. 1. How many students chose yellow as a favorite color? _____

2. How many more students chose blue than yellow? _____

3. How many students in all chose a primary color (red, yellow, blue)?

_____

4. What is the difference between the number of students who chose the most popular color and the least popular color? _____

c. 1. How many students are represented in this bar graph? _____

2. What fraction of the students chose red? _____

3. What fraction of the students chose blue? _____

4. 1/10 of the students chose which color as their favorite? _____

## Second Grade: Week Nine

1. a. Tell the place of the underlined digit in each number.

   9<u>6</u> _____

   <u>2</u>9 _____

   <u>1</u>84 _____

   b. Tell the value of the underlined digit in each number.

   <u>9</u>12 _____

   <u>8</u>,563 _____

   6,<u>0</u>17 _____

   c. Create a five-digit number by following the rules below.

   ____ ____ ____ ____ ____

   - Put a seven in the hundreds place.
   - Put a one in the ones place.
   - Put the largest odd digit in the ten thousands place.
   - Put an eight <u>next</u> to the ones place
   - In the thousands place, put the digit that is half as big as the digit in the tens place.

2. Solve the following number stories.

   a. Michelle and Jeremy were playing with matchbox cars. Michael had 16 cars and 7 trucks. Jeremy had 12 cars and 8 trucks.

      1. How many cars did the boys have altogether? _____
      2. How many vehicles did the boys have in all? _____
      3. Did the boys have more cars or trucks? How many more? _____

b. Juanita helped her dad make cookies. The recipe said the dough would make 48 cookies. Juanita and her dad had only one cookie sheet, so they could only bake some at a time. The first batch had 16 cookies, the next had 13, and the third batch had 7.

1. How many cookies did they bake in all? _____
2. How many more cookies were in the largest batch compared to the smallest batch? _____
3. How do you think the cookies Juanita and her dad baked compared in size to the recipe cookies? _____

c. Tom, Katie, Amy, and Sam went bowling on a Saturday afternoon. They bowled three games in all. Their scores were: Tom – 73, 81, 94, Katie – 68, 96, 111, Amy – 102, 106, 84, and Sam – 121, 82, 99.

1. Who had the highest score overall? _____
2. What was the difference in score between the person who scored the most and the person who scored the fewest points? _____
3. What score would Katie have needed in game 2 to make her overall score higher than Amy's? _____

3. Match the math sentences with equal value by drawing a line to connect them.

a.

| | |
|---|---|
| 12 + 8 | 11 - 4 |
| 16 – 9 | 6 + 8 |
| 20 – 3 | 9 + 11 |
| 7 + 7 | 2 + 3 + 4 |
| 17 – 8 | 5 + 12 |

b.

| | |
|---|---|
| 42 + 26 | 32 + 32 |
| 18 – 13 | 56 – 29 |
| 29 + 35 | 34 + 34 |
| 46 – 19 | 62 + 31 |
| 81 + 12 | 32 – 27 |

c.

| | |
|---|---|
| 17 + 24 – 9 | 100 – 12 |
| 43 + 37 + 8 | 121 – 118 |
| 11 + 21 – 3 | 39 – 10 |
| 18 – 9 – 6 | 50 – 11 |
| 50 – 24 + 13 | 16 + 16 |

4. Give 4 examples of the following 3–dimensional shapes found in the real world.

a. 1. sphere

_____
_____
_____
_____

2. cylinder

_____
_____
_____
_____

3. cone

_____
_____
_____
_____

b. 1. cube

_____
_____
_____
_____

2. triangular prism

_____
_____
_____
_____

3. rectangular prism

_____
_____
_____
_____

c. 1. triangular pyramid

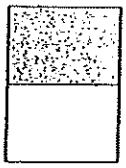
_____
_____
_____
_____

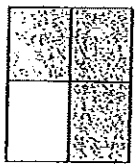
2. rectangular pyramid

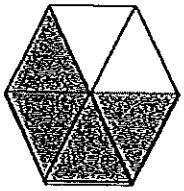
_____
_____
_____
_____

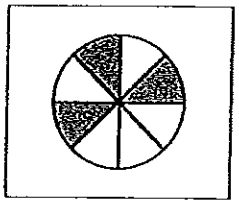
# Second Grade: Week Ten

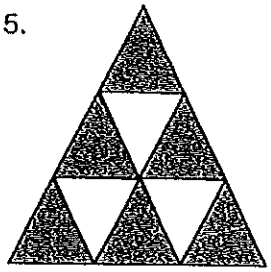
1. a. Write the fraction for the shaded regions shown below.

1. 

2. 

3. 

4. 

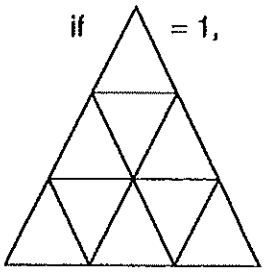
5. 

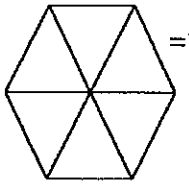
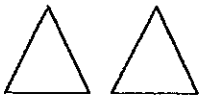
6. In number $\frac{3}{}$ which part is the numerator? Which part is the denominator?

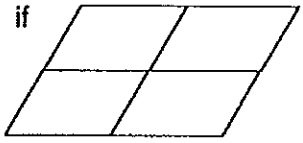
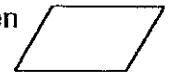
Numerator = _____

Denominator = _____

b. Solve the following pattern–block fractions problems.

1. if  = 1, then  = _____

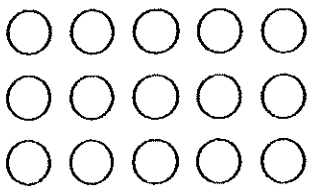
2. if  =1, then  = _____

3. if  =1, then  = _____

c. For each fraction given, color the appropriate number of dots.

1.  2/3

2  1/4

3.  2/5

2. Make up a number story for the following numbers and objects, using additional or subtraction. Then solve them!

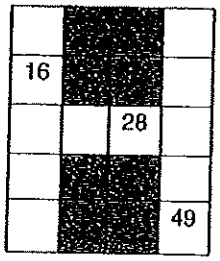
a. 18 pencils
19 pens
12 colored pencils

b. 77 raisins
126 peanuts
132 M & Ms
81 pretzels

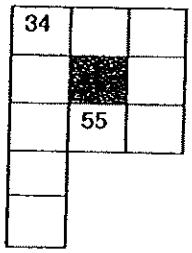
c. $17.12
$28.32
$11.46

3. Complete the following number puzzles.

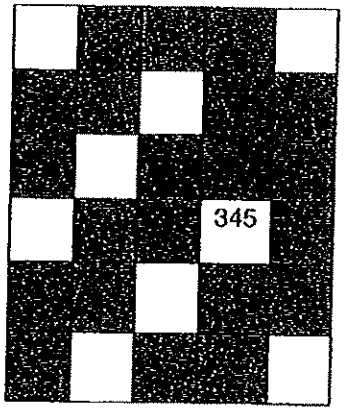
a. 1.



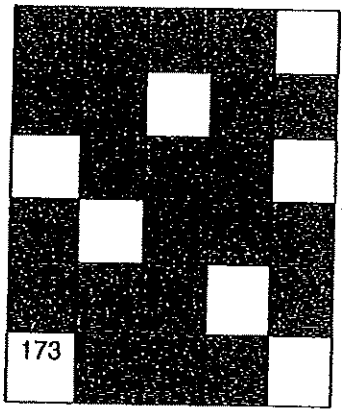

2.



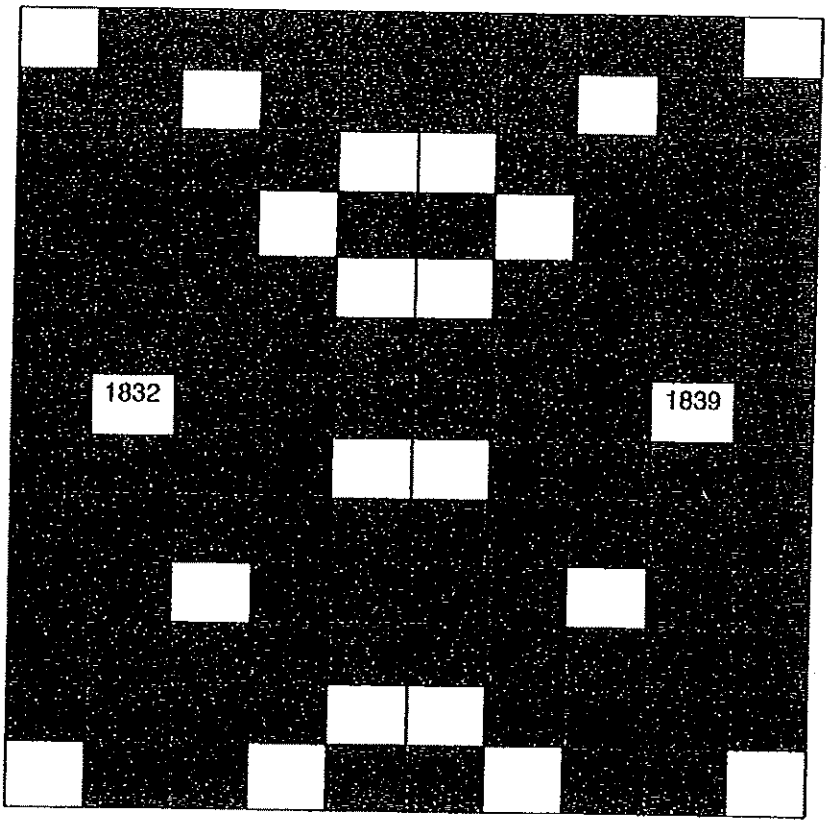

b. 1.



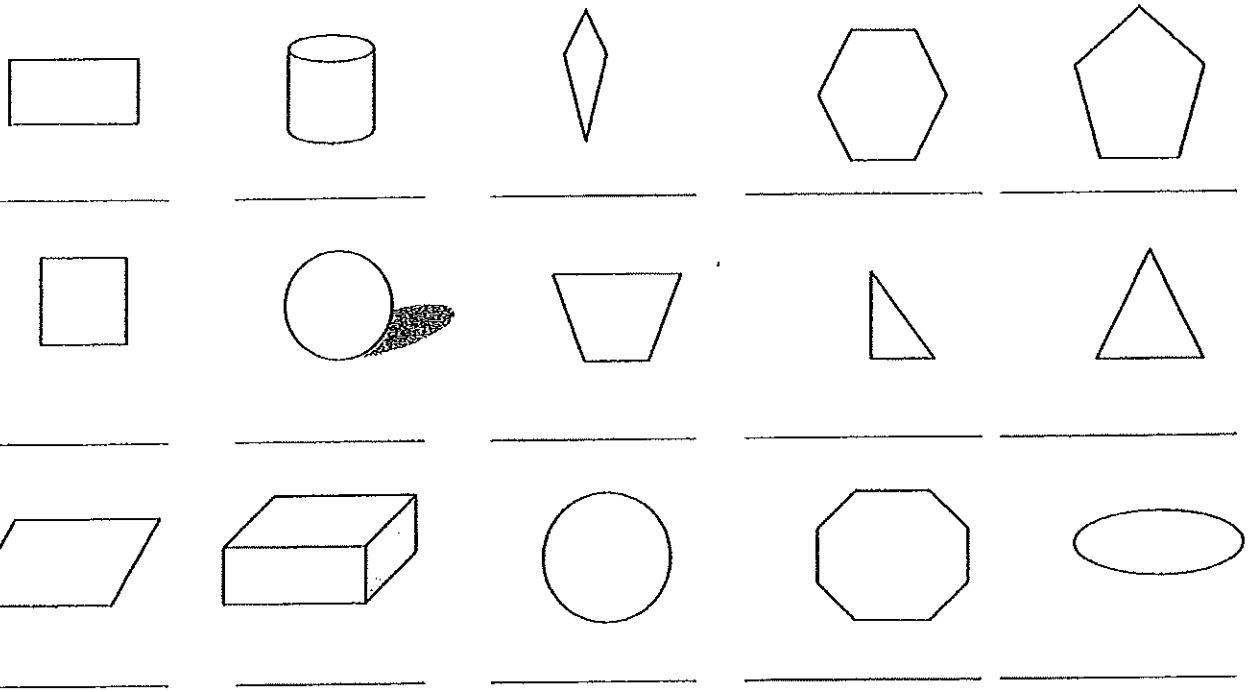

2.




c.



4. a. Name the 2– and 3–dimensional shapes shown below.



5. The sign below lists candy prices. Use it to solve the problems below.

| Jenny's Candy Shop | |
|---|---|
| licorice | 50 ¢ |
| lollipop | 75 ¢ |
| jelly beans | 80 ¢ |
| jawbreakers | $1.00 |
| gumball | 60 ¢ |
| lemon drops | 85 ¢ |

a. 1. What is the total cost of a lollipop and lemon drops? _____

2. How much more does a jawbreaker cost than a gumball? _____

3. Which item is the price of 3 quarters and 1 nickel? _____

b. 1. What is the cost of all the candy (one of each) on the sign? _____

2. Which candy is double the price of the licorice? _____

3. Which costs more; jellybeans & a jawbreaker, or licorice and a lollipop?

_____

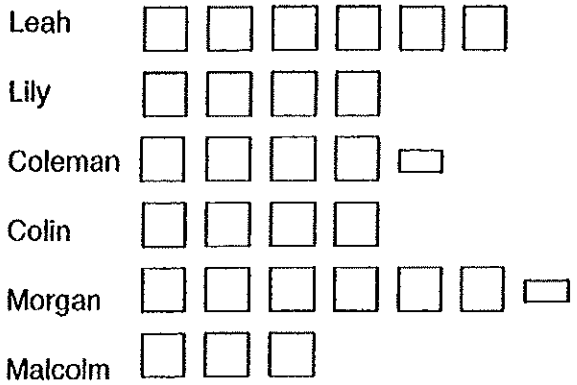
c. 1. Which 2 items total $1.65? _____

2. Which costs more: licorice, lemon drops, and a gumball or a jawbreaker and lemon drops? _____

3. If you bought 2 lollipops, lemon drops, and 2 bags of jellybeans and paid with a $5.00 bill, how much change would you get? _____

6. Use the pictograph to answer the questions below.

Books Read Over Summer Vacation




a. 1. Who read the most books? _____

2. Who read the fewest books? _____

3. Which two students read the same number of books? _____

b. 1. How many books did each student read? _____

2.How many more books did Morgan read than Lily? _____

3.How many books were read by these students altogether? _____

c. 1. Which 2 students read a total of 36 books? _____

2. Which pair of students read more: Leah and Colin or Coleman and Morgan?

_____

3. Who read more books: the boys or the girls? How many more?

(In this problem, Morgan is a girl.) _____