

Third Grade Summer Learning Packet

Dear Margate Families,

Summer is an important time for each of us. It is an opportunity to rest and relax with our families and friends. Even though, it is a much deserved time of rest, it is also vitally important that we maintain learning for our panthers. Daily work in Reading, Writing, Mathematics and Science is critical. Vacations and special events also contribute to the learning environment. It is our sincere hope that you spend time this summer continuing your child's learning progression. The summer packet attached provides you with resources, suggestions and activities to maintain this important learning. As always, the best practice for reading is to read each day for at minimum 30 minutes. Please turn in all assignments to your child's teacher in the fall.

May you have a blessed, restful, relaxing, enjoyable and fun-filled summer!

Sincerely,

Thomas Schroeder & Vicki Flourney



Take the Summer Literacy Adventure pledge at <http://app1.fl DOE.org/Communications/Forms/SummerLitAdventure.aspx>



JUST READ, FLORIDA!

2016 SUMMER LITERACY ADVENTURE

Florida's First Lady Ann Scott and the Florida Department of Education have partnered with the Florida Lottery and the Florida Department of Environmental Protection to announce the 2016 **Summer Literacy Adventure**.

Literacy experts and educators agree that children of all ages need to be read to, read by themselves and talk about the books they have read during the summer. Your student's summer reading and book discussions will help maintain reading skills, improve reading fluency and provide the opportunity to learn new vocabulary and concepts. Most importantly, when parents and children enjoy summer reading together, children develop a love of books and reading that lasts a lifetime. According to research by Richard Allington (2007), by the time a struggling reader reaches middle school, summer reading loss has accumulated to a two-year lag in reading achievement. Researchers also conclude that two-thirds of the ninth-grade reading achievement gap can be explained by summer learning loss. Let's work together to help students in Florida stay on track and not lose valuable ground in reading.

The 2016 **Summer Literacy Adventure** is geared to help children stay on target, motivated and excited about reading and literacy. During summer vacation, it is important for students of all ages and reading levels to spend time reading and writing on a regular basis.

To make reading even more exciting, we are challenging all of our state's students to pledge to read as many books as possible throughout the summer break, and I hope that you will encourage all of the teachers, students and parents in your school to participate. Each student can fill out his or her pledge on the *Just Read, Florida!* website at [Summer Literacy Pledge](#). Following the summer break, the department will recognize the top 10 schools with the highest percentage of participation. The school whose students read the most books will receive a surprise visit from First Lady Ann Scott.

In addition to this challenge, here are some suggestions and resources for you, as the district literacy leader, to share with administrators, reading coaches and teachers in every school in your community to encourage reading. Thank you for your continued efforts to provide Florida's students the resources and support they need to be successful in school and in life.

ADDITIONAL STUDENT, PARENT AND TEACHER RESOURCES:

Students:

- The *Just Read, Florida!* website provides a list of suggested summer reading selections as well as tips for helping children with reading skills at home. <http://www.justreadflorida.com>
- **Sunshine State Young Reader Awards Program** is a statewide reading motivation program for students in grades 3-8. <http://www.floridamediaed.org/>

Teachers and Parents:

- **Florida Public Libraries** <http://dos.myflorida.com/library-archives/research/florida-information/libraries/florida-libraries/public-library-homepages/#Public>
- The *Just Read, Florida!* website provides a list of suggested summer reading selections as well as tips for helping children with reading skills at home. <http://www.justreadflorida.com>
- *Just Read, Florida!* parents site <http://www.fl DOE.org/academics/standards/just-read-fl/parents.stml>
- *Just Read, Families!* <http://www.justreadfamilies.org>
- **Sunshine State Young Reader Awards Program** is a statewide reading motivation program for students in grades 3-8. <http://www.floridamediaed.org/>

ON YOUR MARK, GET SET, Read!



DEAR FAMILY,

As many of you are planning for your summer activities for your children, we want you to remember to encourage your children to read over the summer break! Reading for the sake of reading will allow children to explore summer from home, on the road, on vacation or from their own backyard!

Many children forget what they've learned during the school year while on summer break. This "achievement loss" is also known as the summer slide. Keeping your kids' engaged with reading over the summer months will help maintain their academic edge and reduce the summer slide. Children who do not read over the summer could potentially lose more than 2 months of reading achievement and unfortunately summer reading loss is cumulative.

Good News: Margate Elementary encourages reading over the summer by providing your child access to myON, an online personalized collection of more than 5,000 digital books that can be read on computers, laptops, and other devices anytime, anyplace. We hope you enjoy the 2016 Summer Reading Program!

Your children can now read with myON over the summer & choose the books that they are interested in.

www.myON.com

School: Margate Elementary School

Username: Student Number

Password: Birthday mm/dd/yyyy

HAPPY READING!

Sincerely,

Patti Moore

Literacy Coach



Dear Parents and Guardians,

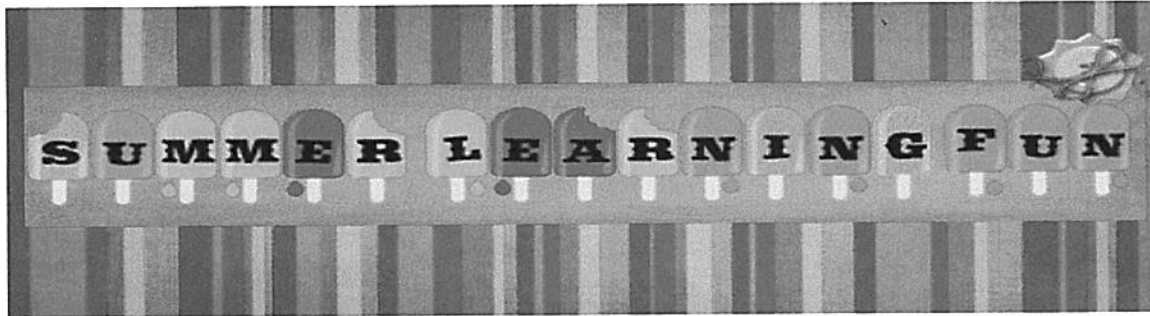
We are very excited to announce that our math program called Reflex will continue to be available for the summer. It is important to continue to work on math during the summer months. Reflex is a game-based system that helps students with math fact fluency. Over the course of a student's first few sessions, Reflex learns which facts and fact families the student is not yet fluent with and it uses this information when making instructional decisions for that student. This means that students won't spend time learning facts that they already know.

Reflex is a web based program which means students can access the online system anywhere they have internet. It is also available for use on the ipad.

www.reflexmath.com

My user name is: _____ My password is: _____

Margate Elementary Summer Packet



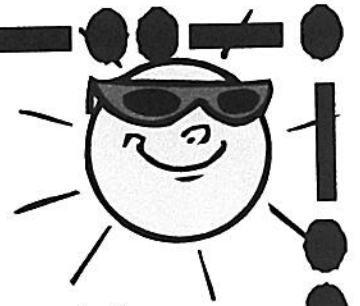
Look Who's Getting Ready for 3rd Grade

What does your second grader need to do over summer to be ready for 3rd grade? For most children, summer vacation seems like two-month stretch of playground recess. "No more pencils, no more books..." they chant as the school doors close behind them. The fact is, now they will have more time to read and write. Here is a list of activities your child can work on over the summer.

- Read at least 20 minutes every day.
- Practice adding and subtracting 1, 2 and 3 digit numbers with and without regrouping.
- Practice telling time to the hour, half hour and quarter hour.

Complete this packet over the summer and bring it to your 3rd grade teacher for a special treat.

Summer Website List



Here are some fun and exciting websites to visit
over the summer for practice:

● www.raz-kids.com-use same sign in and password used throughout the year

● www.i-ready.com-use same sign in and password used throughout the year

● www.aplusmath.com

● www.teacher.scholastic.com

● www.factmonster.com

● www.abcya.com

● www.wordcentral.com

● www.funbrain.com

● www.multiplication.com

● www.kidsciencechallenge.com

● www.learningplanet.com

● www.letsmove.gov

● www.4kids.org

● www.kidspell.com

● www.starfall.com

● www.pbskids.org

FICTION READING



Reading fluency is a very important component of reading comprehension. Fluency is the ability to read accurately, with proper speed and expression. Non-fluent readers will not have good comprehension. There is one main way to improve fluency practice. Encourage students to read at every opportunity. We recommend that your child read at least 20 minutes each night. Reading can be done independently or with an adult. Please record all the books your child read on the "Books I've Read" sheet.

Fiction Books

Read books by these authors:

- | | |
|-----------------------|----------------|
| - Jan Brett | -Dav Pilkey |
| -Matt Christopher | -Jon Scieszka |
| -Alice Dalgliesh | -Judith Viorst |
| -Ezra Jack Keats | -Jane Yolen |
| -Patricia MacLachlan | -Robert Munsch |
| -James Preller | -Judy Blume |
| -David Shannon | |
| -Dan Gutman | |
| -E.B. White | |
| -Charlotte Zolotow | |
| -Eve Bunting | |
| -Beverly Cleary | |
| -Paula Danzinger | |
| -Steven Kellogg | |
| -Ann Martin | |
| -Louis Sacher | |
| -Todd Strasser | |
| -Laura Ingalls Wilder | |
| -Roald Dahl | |

Read any of these Fictional Series:

- Judy Moody
- Cam Jansen
- American Girl
- Dear America
- Amber Brown
- Junie B. Jones
- Amelia Bedelia
- Magic Tree House
- Horrible Harry
- Never Girls

NON-FICTION READING



As we transition to third grade, children will be interacting with greater amounts of non-fiction texts. The readability of non-fiction texts is more challenging than fiction texts due to the vast amounts of information and actual content found in them.

We find that most third graders struggle with successfully comprehending nonfiction texts. Because of this, we are highly encouraging that the children read more non-fiction at home as well. With practice and exposure, students success with non-fiction will increase significantly.

Kids love to read about real people, places, and events. Nonfiction books present real information in engaging and interesting ways. However, most kids read a lot more fiction than nonfiction, so spend some extra time helping your reader learn how to navigate a nonfiction book.

Talk about nonfiction- Begin by explaining that the book you're about to share is nonfiction. That means that the book will give us information that is true. The book will be organized around a specific topic or idea, and we may learn new facts through reading. Some kids even enjoy sorting their home libraries into fiction and nonfiction books. This simple categorization task helps your child understand the difference between fiction and nonfiction.

Most good nonfiction books will have helpful features that are not a part of most fiction books. These parts include a table of contents, an index, a glossary, photographs and charts with captions, and a list of sources. Share the purpose of the features with your reader.

Table of Contents

Located at the front of a book, the table of contents displays a list of the big ideas within the book and where to find them.

Index

An index is an alphabetical list of almost everything covered within the book, with page numbers. Readers can use the index to look up specific terms or concepts and go right to the specific information they're looking for.

Glossary

Located at the back of the book, a glossary contains key words that are related to the topic and their definitions. These definitions provide more information about new vocabulary words.

Captions

Captions are usually right under photographs, figures, maps, and charts. Captions give a quick summary of what information is presented in the graphic.

Photos/Charts

A lot of information can be found by "reading" the charts and photos found within nonfiction text. Readers will first need to figure out what information is presented. Then they'll need to discover how to navigate the information. Some charts use clear labels, others require more careful examination. Help your reader learn more about the different ways information can be displayed.

QUESTIONS TO USE TO HELP WITH COMPREHENSION



The next 4 pages provide questions that can be asked WHILE reading and
AFTER reading.

(MC- means this would be a multiple choice question)

HOT- means it is a Higher Order Thinking Question- this kind of question
requires more thought)

We encourage you to use these in the summer and throughout the year.

WRITING

In 2nd and 3rd grade we focus on 3 types of writing:

- Narrative- telling a story
- Informational- writing about something we know about (fact based)
- Opinion- what we think or believe and why

There are a sample of each included.

-Perfect Summer Day- is a Narrative

Make this be the story of one time in your life. You might focus on just a
scene or two.

- Favorite Season- is a Opinion

"Think of a topic or issue that you know and care about, an issue around
which you have strong feelings.

-What do I know?- is Informational

"Think of a topic that you've studied or that you know a lot about. If you
want to find and use information from a book or another outside source to
help you with this writing, you may use that to help you.

LAFS.3.RL.11 – Ask & Answer ?s

Select two sentences that show that the main character is excited about the arrival of _____ . (HOT)

How do we know that the main character's father did not understand his question? (MC)

Select the example from the text that shows that Character A visited Character B several times (HOT)

Based on information in the passage, how does the reader know that the main character has used the _____ before?

Select details from the text to support your answer. (2HOT)

LAFS.3.RL.13 – Character traits, motivations, & actions relating to the plot

Select the sentences in the story that show that the main character is _____. (HOT)

The main character is _____ in the passage. Select the sentences that show this feeling. (HOT)

How does the main character feel in the paragraph below?

Select the sentences that show this feeling. (2HOT)

How are the father's actions affected by the main character's actions? (MC)

Which of the following phrases describes both the main character's behavior & the author's writing? (MC)

LAFS.3.RL.12 – Recount events & lessons

Which of the following does the main character do first? (MC)

Place the events from the story in correct order. (GRID)

What is the central idea of the passage? (MC)

One of the lessons of the passage is to use your imagination. Select two details from the passage that support this idea. (HOT)

Select the central idea of the passage. Then, select a quotation from the passage that supports this idea. (2HOT)

LAFS.3.RL.24; 23; 34; 35; 33; 4.4 – Meaning of Words & Phrases

What does the word _____ mean in the passage? (MC)

Choose the correct meaning of the word _____ as the author uses it in the passage.

Select the words from the passage that helps the reader understand what _____ means. (2HOT)

What does the author mean by the phrase _____?

How does the author illustrate this phrase in the passage? (2HOT)

What does _____ mean as it is used in the passage? (MC)

What does the author suggest by the phrase " _____"? (MC)

LAFS.3.RL.2.5 – Parts of writing/interpret

What would the reader miss if the _____ were not included? (HOT)

In the story, the author uses _____ to share information with the reader.

What does the _____ show the reader? (MC)

LAFS.3.RL.2.6 – Point of View

Select the part of the story that is told from the point of view of someone other than the main character. (HOT)

From which character's point of view is the story told? (MC)

LAFS.3.RL.3.7; 1.2; 1.3 – Illustrations, Main Ideas, Details

What does the illustration in the passage tell the reader about the narrator? (MC)

What is the main idea of the presentation? (MC)

Which detail from the presentation supports the idea that _____? (MC)

Select words or phrases from the text that identifies the mood of the illustration. (MS)

What is a similarity in the way the pictures are used in both stories? (OPEN)

LAFS.3.RL.3.9 – Compare/Contrast

How are the plots of both stories similar? (MC)

How are the settings of both stories similar? (MC)

Choose the sentence that shows a similarity between the theme of each of the two stories.

Choose a phrase from each passage to support you answer in Part A. (2HOT)

LAFS.3.RI.2.5 – Text Features

Which of the following information can be found using the footnotes in the article? (MC)

Select the information in the article that explains _____. (HOT)

LAFS.3.RI.2.6 – Point of View of the Author

Which of the following correctly states the point of view in the article? (MC)

LAFS.3.RI.3.7; 1.2; 1.3 – Illustrations, Main Ideas, Questions

Select the words in the text that show what information the illustration provides the reader. (HOT)

Which of the following phrases correctly describes what the illustration contributes to the text? (MC)

What is the main idea of the presentation? (MC)

Which detail from the presentation supports the idea that _____? (MC)

LAFS.3.RI.3.8 – Text Structure

Which of the following descriptions explains the relationship between paragraphs ___ and ___ of article ___? (MC)

Select the sentence in the article that demonstrates a shift between storytelling and factual explanation. (HOT)

LAFS.3.RI.11 – Ask & Answer ?s

When was the dinosaur found? (MC)

Select a detail from the article that shows that the animal's _____ was made for catching prey. (HOT)

Why was the location of the discovery described as _____? (OPEN)

LAFS.3.RI.12 – Main Idea/Key Details

Which of the following best describes the main idea of the article? (MC)

What is the main idea of the article? (OPEN)

Select the statement that describes the main idea of the article.

Select a sentence from the article that best supports your answer. (2HOT)

LAFS.3.RI.13 – Text Structure

Select the phrase that describes how the chronological structure helps the reader to understand the process of _____ (MC)

How does the structure of the text help the reader to understand how _____ are found? (OPEN)

LAFS.3.RI.2.4; 2.3; 3.4; 3.5; 3.3; 4.4 – Meaning of words/phrases

What does the word _____ mean as it is used in the article? (MC)

What does the phrase "_____" mean as it is used in the article? (MC)

What does the author suggest by the phrase "_____"? (MC)

Perfect Summer Day...

4
writing

Write about the perfect summer day from morning until night.
Include at least four sentences.

Draw a picture to match your writing.

Favorite season

42
writing

What is your favorite season? Fall, winter, spring, or summer?
Tell three reasons why this is your favorite season. Use complete sentences.

My favorite season is _____

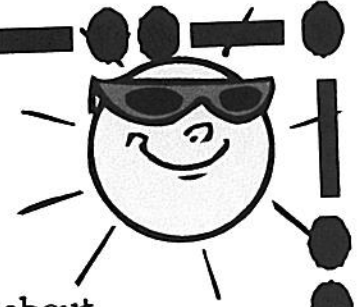
Reason #1 _____

Reason #2 _____

Reason #3 _____

Informational Writing

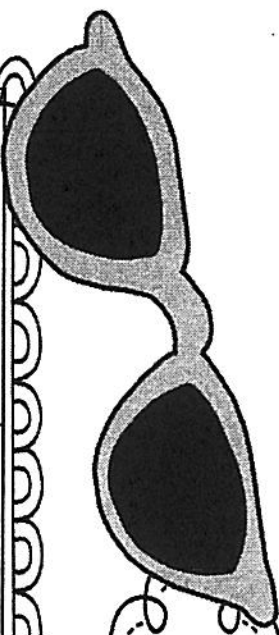
What do I know about?



"Think of a topic you've studied or that you know a lot about.

If you want to find and use information from a book or another outside source to help you with this writing, you may use that to help you.

A series of horizontal lines for writing, consisting of 15 lines spaced evenly down the page.



June Activity Calendar

BUBBLES

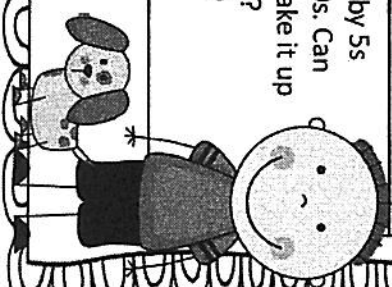
**Please complete activities on notebook paper.

**Have your parent initial in the box when you complete an activity.

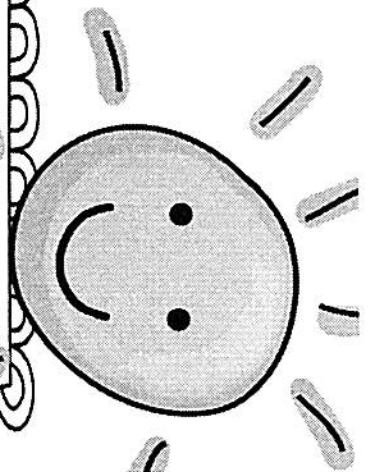
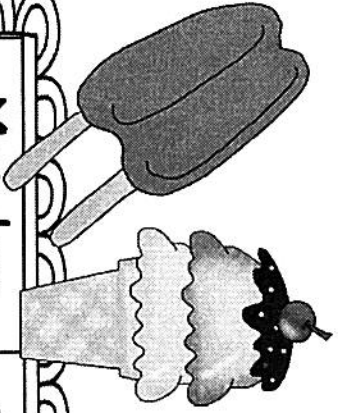
**Try and complete 3 activities each week!

Monday	Tuesday	Wednesday	Thursday	Friday
Write a letter to your parents. Tell four things you would like to do this summer.	Fill a jar with Cheerios. Estimate how many are in there. Count them. How close were you?	Write a paragraph about something fun you did yesterday. Circle the vivid verbs you used.	54 + 23 + 76 + 89 = Solve.	Go for a walk. Make a list of 10 things you saw while walking. Now make those words plural.
Check out a poetry book from the library this week. Reread your favorite poem to an adult.	Ask an adult to call out a number between 100 – 900. Mentally add and subtract 10. Repeat.	Create a grocery list of 10 items you would like to buy. Write an adjective in front of each item.	Plan a dream family vacation. Give reasons why you want to visit that place.	Gather a handful of coins. Count. How much more do you need for \$5.00?
Solve. 506 - 275	Write 3,892 using words. Then expanded form.	Which holiday is the best? Write a paragraph stating why you think that.	Draw : rectangle, pentagon, hexagon, and quadrilateral. How many sides and vertices on each?	Start reading a chapter book today. Your goal is to finish it by next Friday.
Read a picture book to someone younger than you. Use a different voice for each character.	Make a list of 2D and 3D shapes. Go on a nature hike to hunt for those shapes.	Bake cookies today! While they are baking, write the steps for making the cookies. Use time words like first, next, then, and last.	Make a piece of toast. Cut it into four equal pieces. What fraction is two pieces? Three pieces? Four pieces?	Count by 5s and 10s. Can you make it up to 500? 1,000?

Challenge yourself to complete at least 3 activities each week!

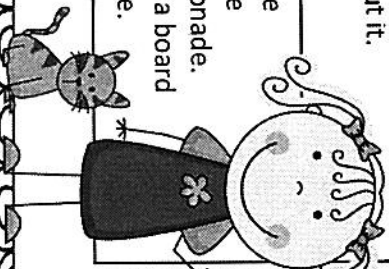


July Activity Calendar

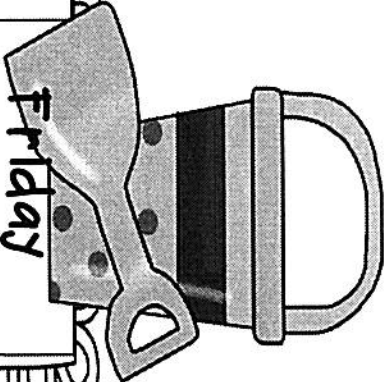
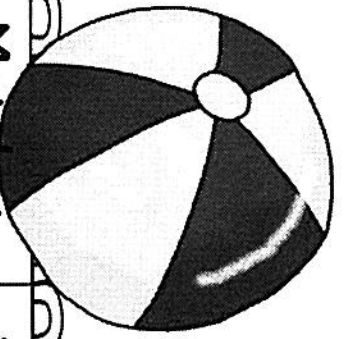


Monday	Tuesday	Wednesday	Thursday	Friday
Practice addition facts.	Write down the time you eat dinner. What time will it be in 15 minutes? 40 minutes?	Make a Venn diagram. Label one side ice cream and the other popsicle. List 3 details in each section.	Write down ten 3 digit numbers. Put them in order from greatest to least. Then subtract 10 from each number.	Read a non fiction book today. Look for text and graphic features.
Go to the library and check out a book of fables. What is the moral or lesson in your favorite fable?	What is the sum of 549 and 808? What is the difference?	Read a non fiction book today. Write down 3 facts you learned and three questions you have.	How much is one quarter, 3 dimes, 3 nickels, and four pennies?	Read the first part of a picture book. Predict what you think will happen next.
Start reading a chapter book today. Your goal is to finish it by Friday.	Name 5 ways to make 50 cents. Draw the coins to show your thinking. Now show 7 ways to make \$1.00.	Write a letter or send an email to a family member.	What is the sum of 397 and 962? What is the difference?	Write 3 facts about your summer vacation. Now write 3 opinions about it.
Practice subtraction facts.	Set the table for dinner. How many utensils will you need for 4 people? Seven people?	Write addition problems outside with sidewalk chalk.	Make 3D shapes using tiny marshmallows and toothpicks. Tell how many sides and vertices on each.	Make some lemonade. Play a board game.

Challenge yourself to complete at least 3 activities each week.

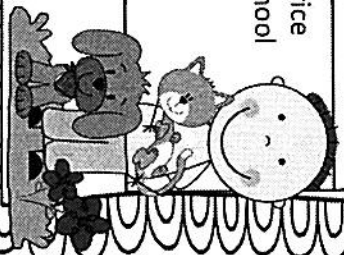


August Activity Calendar

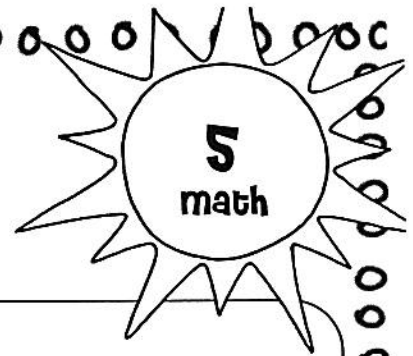


Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read a picture book, Find five words for each: short vowel a, e, i, o, and u.</p>	<p>Draw pictures to show: 2 x 7 5 x 4 3 x 5</p>	<p>Write a poem about something in nature. Illustrate it.</p>	<p>Start reading a chapter book today. Make a list of the main characters. Write a character trait for each one.</p>	<p>Think about the chapter book you are reading. Which character would you like for a friend? Explain your thinking.</p>
<p>Find a catalog or newspaper ad for a store you like. Make a list of what you would buy if you had \$100 to spend?</p>	<p>Draw 3 clocks. Show the time when you woke up, ate lunch, and when your favorite tv show starts.</p>	<p>Write a letter to a family member. Do you know how to address an envelope?</p>	<p>Pretend you are a teacher. Write 5 questions to ask your students about the book you are reading.</p>	<p>Write the time you woke up this morning. What time was is 45 minutes earlier? One hour and 15 min. earlier?</p>
<p>Choose a book to read to an adult. Read fluently and with expression.</p>	<p>What do these prefixes mean — re, pre, un, dis?</p>	<p>Practice the addition double facts. (Ex. 6 + 6 =)</p>	<p>Count by 3s and 4s. Can you make it past 50?</p>	<p>Write a letter to your new teacher. Describe some of the fun summer activities you did.</p>
<p>As you read today, find five words for each: long vowel a, e, i, o, and u.</p>	<p>Draw a picture outside with sidewalk chalk. Then write a story about it.</p>	<p>Practice the subtraction double facts. (Ex. 18 - 9 =)</p>	<p>Solve. 561 + 839 + 642</p>	<p>Add the price of your school supplies. What is the total?</p>

Challenge yourself to complete at least 3 activities each week!



Fast math • Addition



Solve these ADDITION problems as fast as you can.

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

FAST math • subtraction



1
math

Solve these SUBTRACTION problems as fast as you can.

$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$
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$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -3 \\ \hline \end{array}$
---	---	--	---	---	--	---	---

$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -7 \\ \hline \end{array}$
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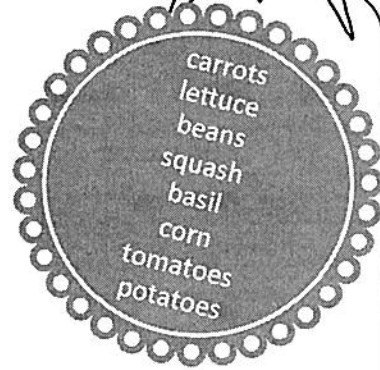
$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -8 \\ \hline \end{array}$
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$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -3 \\ \hline \end{array}$
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geometry

35
math

Miss Swanson wants to design a garden in her backyard. The space is in the shape of a rectangle. She wants to plant the following types of vegetables: carrots, lettuce, beans, squash, basil, corn, tomatoes, and potatoes. She wants her garden to have an equal amount of space for each of the vegetables. Draw out a plan for how she could design her garden below.



How many vegetable sections are there in her garden?



Math Packet

(Addition practice worksheet 6)

$$\begin{array}{r}
 240 \\
 + 131 \\
 \hline
 \end{array}
 \rightarrow
 \begin{array}{r}
 240 \\
 + 131 \\
 \hline
 1
 \end{array}
 \rightarrow
 \begin{array}{r}
 240 \\
 + 131 \\
 \hline
 71
 \end{array}
 \rightarrow
 \begin{array}{r}
 240 \\
 + 131 \\
 \hline
 371
 \end{array}
 \rightarrow
 \begin{array}{r}
 240 \\
 + 131 \\
 \hline
 371
 \end{array}$$

$$\begin{array}{r}
 242 \\
 + 647 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 557 \\
 + 320 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 715 \\
 + 264 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 640 \\
 + 148 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 807 \\
 + 170 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 211 \\
 + 523 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 422 \\
 + 415 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 352 \\
 + 325 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 133 \\
 + 756 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 210 \\
 + 567 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 125 \\
 + 154 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 840 \\
 + 148 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 472 \\
 + 506 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 220 \\
 + 632 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 135 \\
 + 142 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 262 \\
 + 526 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 167 \\
 + 622 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 234 \\
 + 613 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 721 \\
 + 126 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 443 \\
 + 452 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 481 \\
 + 507 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 400 \\
 + 358 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 213 \\
 + 685 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 711 \\
 + 144 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 347 \\
 + 540 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 455 \\
 + 312 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 314 \\
 + 181 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 233 \\
 + 752 \\
 \hline
 \end{array}$$

Math Packet

(Subtraction practice worksheet 7)

$$\begin{array}{r} 437 \\ - 316 \\ \hline \end{array} \rightarrow \begin{array}{r} 437 \\ - 316 \\ \hline 1 \end{array} \rightarrow \begin{array}{r} 437 \\ - 316 \\ \hline 21 \end{array} \rightarrow \begin{array}{r} 437 \\ - 316 \\ \hline 121 \end{array} \rightarrow \begin{array}{r} 437 \\ - 316 \\ \hline 121 \end{array}$$

$$\begin{array}{r} 646 \\ - 311 \\ \hline \end{array}$$

$$\begin{array}{r} 472 \\ - 231 \\ \hline \end{array}$$

$$\begin{array}{r} 352 \\ - 121 \\ \hline \end{array}$$

$$\begin{array}{r} 634 \\ - 431 \\ \hline \end{array}$$

$$\begin{array}{r} 572 \\ - 422 \\ \hline \end{array}$$

$$\begin{array}{r} 482 \\ - 341 \\ \hline \end{array}$$

$$\begin{array}{r} 562 \\ - 131 \\ \hline \end{array}$$

$$\begin{array}{r} 625 \\ - 215 \\ \hline \end{array}$$

$$\begin{array}{r} 636 \\ - 511 \\ \hline \end{array}$$

$$\begin{array}{r} 956 \\ - 742 \\ \hline \end{array}$$

$$\begin{array}{r} 555 \\ - 222 \\ \hline \end{array}$$

$$\begin{array}{r} 732 \\ - 211 \\ \hline \end{array}$$

$$\begin{array}{r} 286 \\ - 155 \\ \hline \end{array}$$

$$\begin{array}{r} 298 \\ - 182 \\ \hline \end{array}$$

$$\begin{array}{r} 378 \\ - 233 \\ \hline \end{array}$$

$$\begin{array}{r} 265 \\ - 134 \\ \hline \end{array}$$

$$\begin{array}{r} 988 \\ - 556 \\ \hline \end{array}$$

$$\begin{array}{r} 746 \\ - 545 \\ \hline \end{array}$$

$$\begin{array}{r} 379 \\ - 249 \\ \hline \end{array}$$

$$\begin{array}{r} 483 \\ - 171 \\ \hline \end{array}$$

$$\begin{array}{r} 278 \\ - 148 \\ \hline \end{array}$$

$$\begin{array}{r} 644 \\ - 424 \\ \hline \end{array}$$

$$\begin{array}{r} 633 \\ - 431 \\ \hline \end{array}$$

$$\begin{array}{r} 385 \\ - 173 \\ \hline \end{array}$$

Multiplication Facts

Below is a set of all the multiplication facts your child must know by the end of 3rd grade. Begin studying these facts over the summer. Spend extra time reviewing any that cause your child to hesitate or that your child cannot recall. In every 3rd grade class, each Friday, a 1-minute timed test will be given on a set of math facts. In order to move onto the next set of facts, all questions must be answered correctly within 1 minute.

Zeros

* Anything multiplied by zero is 0. Example:
 $9 \times 0 = 0$

Ones

* Anything multiplied by 1 is that number.
Example: $9 \times 1 = 9$

Twos

$2 \times 2 = 4$
 $2 \times 3 = 6$
 $2 \times 4 = 8$
 $2 \times 5 = 10$
 $2 \times 6 = 12$
 $2 \times 7 = 14$
 $2 \times 8 = 16$
 $2 \times 9 = 18$
 $2 \times 10 = 20$
 $2 \times 11 = 22$
 $2 \times 12 = 24$

Threes

$3 \times 3 = 9$
 $3 \times 4 = 12$
 $3 \times 5 = 15$
 $3 \times 6 = 18$
 $3 \times 7 = 21$
 $3 \times 8 = 24$
 $3 \times 9 = 27$
 $3 \times 10 = 30$
 $3 \times 11 = 33$
 $3 \times 12 = 36$

Fours

$4 \times 4 = 16$
 $4 \times 5 = 20$
 $4 \times 6 = 24$
 $4 \times 7 = 28$
 $4 \times 8 = 32$
 $4 \times 9 = 36$
 $4 \times 10 = 40$
 $4 \times 11 = 44$
 $4 \times 12 = 48$

Fives

$5 \times 5 = 25$
 $5 \times 6 = 30$
 $5 \times 7 = 35$
 $5 \times 8 = 40$
 $5 \times 9 = 45$
 $5 \times 10 = 50$
 $5 \times 11 = 55$
 $5 \times 12 = 60$

Sixes

$6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 10 = 60$
 $6 \times 11 = 66$
 $6 \times 12 = 72$

Sevens

$7 \times 7 = 49$
 $7 \times 8 = 56$
 $7 \times 9 = 63$
 $7 \times 10 = 70$
 $7 \times 11 = 77$
 $7 \times 12 = 84$

Eights

$8 \times 8 = 64$
 $8 \times 9 = 72$
 $8 \times 10 = 80$
 $8 \times 11 = 88$
 $8 \times 12 = 96$

Nines

$9 \times 9 = 81$
 $9 \times 10 = 90$
 $9 \times 11 = 99$
 $9 \times 12 = 108$

Tens

$10 \times 10 = 100$
 $10 \times 11 = 110$
 $10 \times 12 = 120$

Elevens

$11 \times 11 = 121$
 $11 \times 12 = 132$

Twelves

$12 \times 12 = 144$

*** REMEMBER TO
CONTINUE TO STUDY THE
PREVIOUS WEEKS FACTS.**

Project #1

Domain: Number and Operations in Base Ten (NBT)

2.NBT.3. Read and write numbers to 1,000 using base-ten numerals, number names and expanded form.

2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits using $>$, $=$, and $<$ symbols to record the results of comparisons.

Directions: Cut out the number cards on the next page. Then follow the directions to complete the activity with the cards and record your answers.

Using the cards:

1. **Example:** Build the largest number you can. Record it here: **9,876,543,210**
2. Build the smallest number you can. Record it here: _____
3. Build a number less than 700. Record it here: _____
4. Build a number greater than 700. Record it here: _____
5. Build a number that is between 300 and 500. Record it here: _____
6. Build a different number that is between 300 and 500. Record it here: _____

1	2	3	4	5
6	7	8	9	0

Project #2

Domain: Operations and Algebraic Thinking (OA)

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Directions: Solve the following word problem:

Amy had 62 hair clips in her collection. She bought a pack of 36 hair clips to add to her collection. How many does she have now? Write a number sentence below to solve the problem.

In the space below write your own word problem using 2 or 3 digit numbers. Solve the problem below using a number sentence.

Project #4

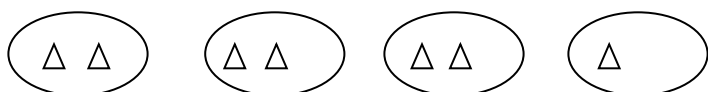
Domain: Operations and Algebraic Thinking (OA)

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Directions: Show a given number using the model below. Then, label the number as “odd” or “even”. The number is odd if there is one left over without a partner. The number is even if there is none left over.

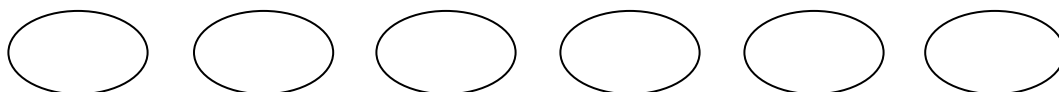
Example:

7



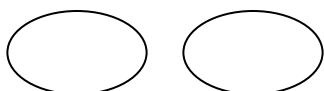
Is 7 odd or even? _____

11



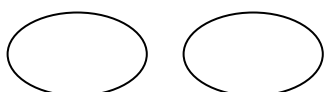
Is 11 odd or even? _____

4



Is 4 odd or even? _____

3

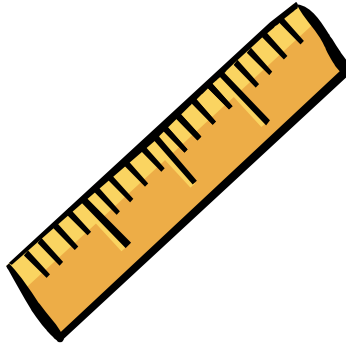


Is 3 odd or even? _____

Project # 5

Domain: Measurement and Data (MD)

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.



Directions: Use a one-foot ruler to measure different objects in your home. Write the measurements of the objects in the chart below.

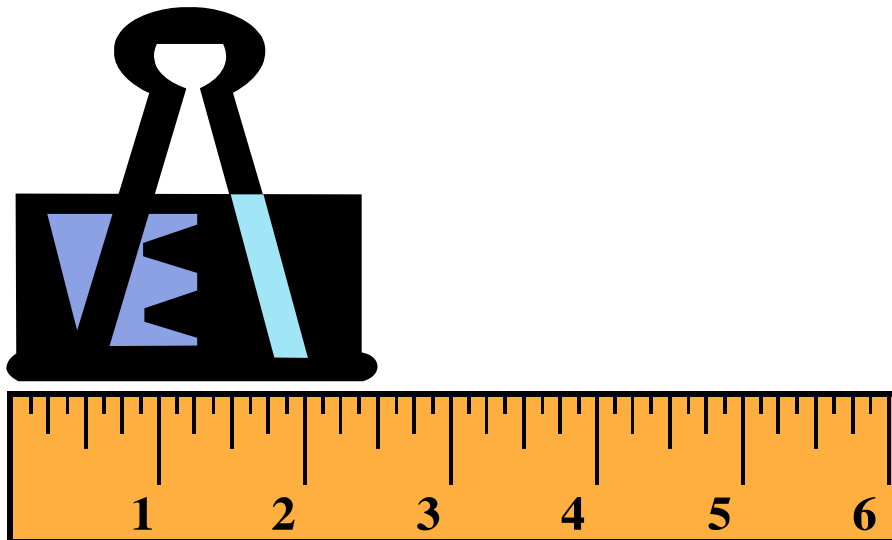
Objects	Length (Be sure to include the word "inches" after each length)
Paperclip	2 inches

Project #6

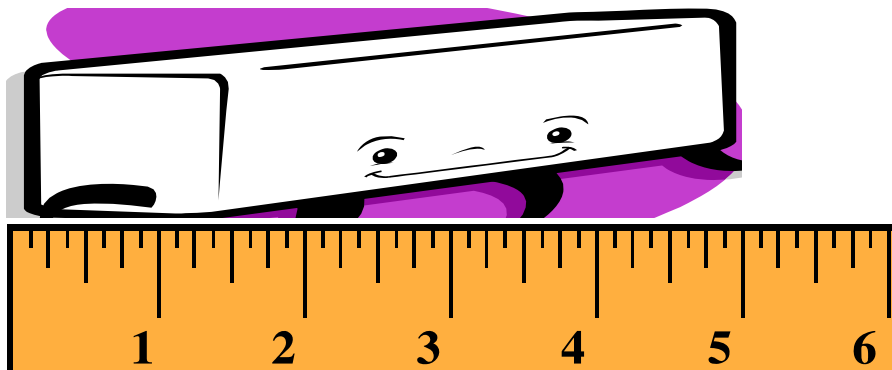
Domain: Measurement and Data (MD)

2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Directions: Answer the questions below.



How many inches long is the binder clip pictured above? _____ inches



How many inches long is the eraser pictured above? _____ inches

If the binder and eraser clip were put next to each other how long would they be together? ____ inches

Project #7

Domain: Number and Operations in Base Ten (NBT)

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

Directions: Estimate the answer to the addition problems below. Round the numbers in the addition problems below to help you estimate an answer. When adding two numbers of 2 or 3 digits, first round to the nearest ten and then add both numbers.

For example when adding: $73 + 59 =$

To estimate a solution first round each number to the nearest ten:

$$70 + 60 =$$

Then, add the numbers.

$$70 + 60 = 130$$

Estimate the answers to the problems below:

1) $89 + 64 =$

2) $51 + 33 =$

3) $28 + 21 =$

4) $19 + 11 =$

5) $121 + 61 =$

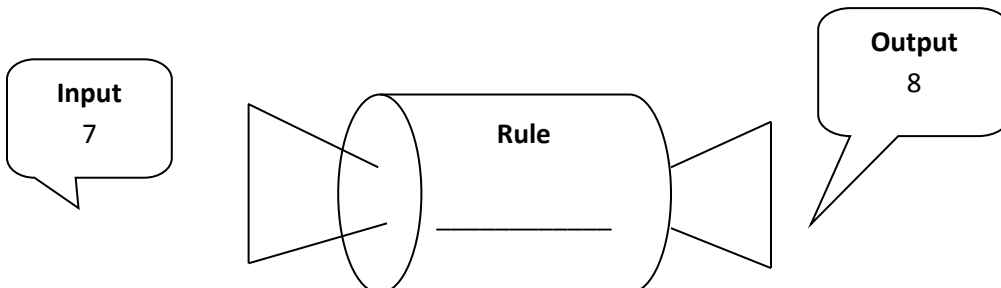
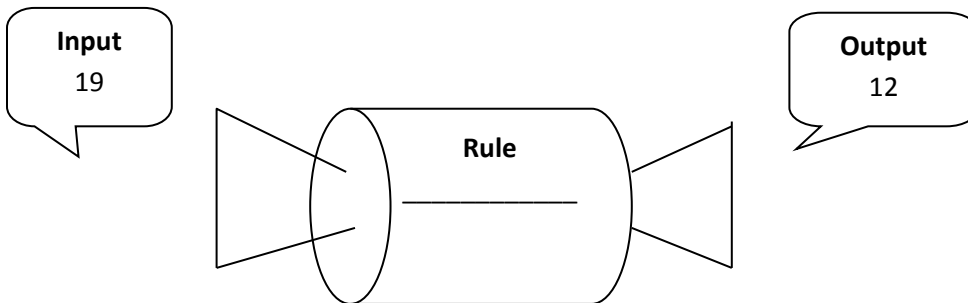
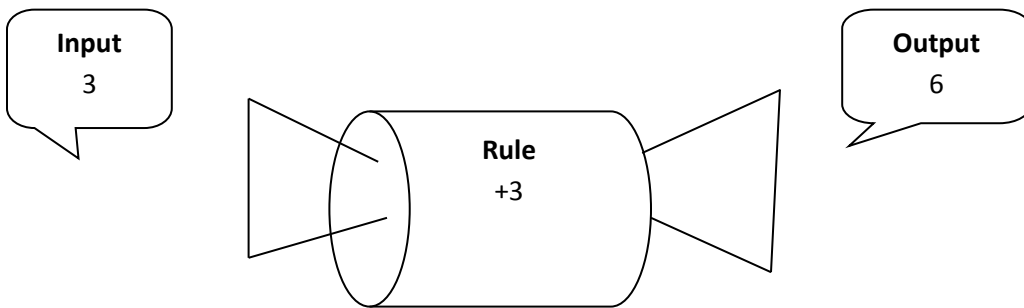
Project # 8

Domain: Number and Operations in Base Ten (NBT)

2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Directions: Find the rule for all of the problems below. Follow the example below.



Project # 9

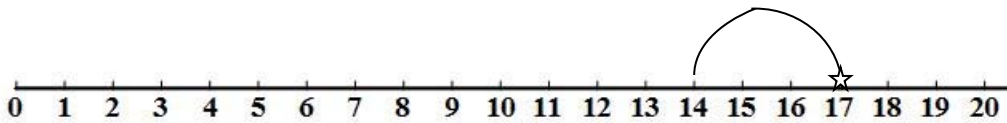
Domain: Measurement and Data (MD)

2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

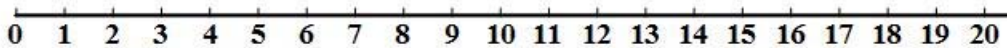
Directions: Show the addition and subtraction problems on the number lines below.

Example: $17-3=14$

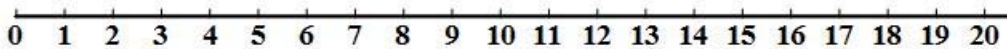
I put a star at 17 to start. Then, I hopped back 3 to 14. $17-3=14$.



$15-5=10$



$9+4=$



Project # 10

Domain: Geometry (G)

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Directions: Trace all the shapes in the picture below with a colored pencil or marker.



List the different shapes you have found below:

Project #11

Domain: Number and Operations in Base Ten (NBT)

2.NBT.2. Count within 1000; skip count by 5s, 10s, and 100s.

Directions: Cut out the number cards below. Next, put the cards in numerical order. Then, practice counting by 100s to 1000.

100	300
800	200
600	700
1000	500
400	900

Project # 12

Domain: Measurement and Data (MD)

2.MD. 10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Directions: Collect the following items:

- clock or watch
- newspaper
- blank paper
- graph paper (can be hand-drawn)
- ruler
- markers

Together with your child, keep track of how he or she spends time in one 24-hour period: time spent sleeping, eating, playing, reading, and going to school. Measure a strip of paper that is 24 inches long. Let each inch represent 1 hour. Color in the number of hours for each activity, using a different color for each activity. When finished, make the strip into a circle and place it on a blank piece of paper. Trace around the circle. Then make lines from the center of the circle to the end of each color. Your child has just made a circle (pie) chart of how he or she spends 24 hours. Compare this with how other people in your family spend their time.



Kanter, Patsy and Darby, Linda B. *Helping Your Child Learn Math*. Washington, D.C.: U.S. Department of Education, 1999.

Project #13

Domain: Operations and Algebraic Thinking (OA)

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Directions: Sort the even and odd numbers listed below into the table below. Write the even numbers in the even category and the odd numbers in the odd category. After you are finished sorting the numbers explain to an adult why certain numbers are odd and certain numbers are even.

The numbers:

53, 72, 86, 8, 10, 15, 91, 84, 25, 67, 109

Even	Odd
Example: 72	Example: 15

Project # 14

Domain: Measurement and Data (MD)

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Directions: Find one penny, one nickel, one dime, and one quarter. Order the value from least to greatest. Answer the following questions:

1. Which coin is worth the least amount? How much is it worth?
2. Which coin is worth the most? How much is it worth?
3. If you had to make 31 cents to pay for something, which coins would you use?

Project # 15

Domain: Geometry (G)

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Directions: Collect the following supplies:

- clear container
- masking tape
- marker
- measuring cups ($\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$ cup measure)
- uncooked rice or popcorn kernels
- water

1. Have your child stick a piece of masking tape straight up one side of the clear container from the bottom to the top.
2. For younger children, use a $\frac{1}{2}$ cup measure. For older children, use a $\frac{1}{3}$ or $\frac{1}{4}$ cup measure. Choose the unit of measure and fill the measuring cup. Then let your child pour the substance from the measuring cup into the clear container. Continue to pour the same amount of the substance into the container.
3. As each equal amount of the substance is poured, mark the level on the container by drawing a line on the tape. Write the cup size or appropriate fraction on each line. The fraction for one-third cup would be $\frac{1}{3}$.
4. Follow this procedure until the container is full and the tape is marked in increments to the top of the container.
5. Fill the container again and again using different measures each time. Ask your child "thinking" questions.
 - How many whole cups do you think this container will hold? How many $\frac{1}{2}$ cups, $\frac{1}{3}$ cups, or $\frac{1}{4}$ cups do you think the container will hold?
 - How many $\frac{1}{2}$ cups equal a cup?
 - How many $\frac{1}{4}$ cups equal $\frac{1}{2}$ cup? A cup?
 - How many $\frac{1}{4}$ cups equal $\frac{3}{4}$ cup?



Kanter, Patsy and Darby, Linda B. *Helping Your Child Learn Math*. Washington, D.C.: U.S. Department of Education, 1999.

Project # 16

Domain: Operations and Algebraic Thinking (OA)

2.OA.2. Fluently add and subtract within 20 using mental math strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

Directions: Collect the following items:

- Deck of cards
 - Kitchen timer
1. Shuffle the deck of cards and deal them face down, giving each player an equal number of cards until the deck runs out. Each player keeps his cards in a stack. Assign picture cards, such as jacks, queens, and kings, a value of 10. Give aces a value of 1.
 2. Demonstrate to your child how to play the game: Each player turns two cards face up, reads the number sentence and gives the answer. For example, if your child draws a 5 and a 4, he says $5 - 4 = 1$. If you draw a 7 and an 2, then your number sentence is $7 - 2 = 5$. Because your result is larger, you win the four cards and you put them at the bottom of your pile.
 3. If each of you has a number sentence with the same answer, then it's war! At this point, you'll reverse the math "operation" and do an addition problem. Each player puts four cards face down and turns up two of them. The player with the highest sum wins all eight cards.
 4. Set up the timer and play the game for 10 to 15 minutes. When the bell goes off, each player counts his cards. The player with the most cards wins. If one player runs out of cards before time is up, then the other player wins.



Source: http://www.education.com/activity/article/subtraction_war/

Project # 17

Domain: Operations and Algebraic Thinking (OA)

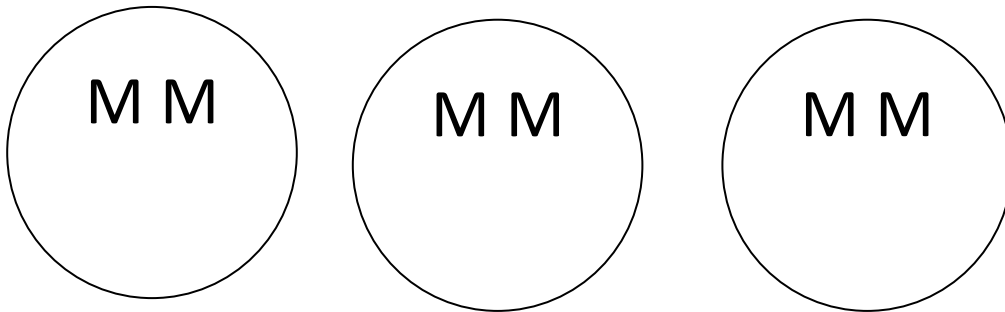
College and Career Readiness Anchor Standard: Work with equal groups of numbers to gain foundations for multiplication.

Directions: Use the example below to make multiplication models with your student.

Explanation:

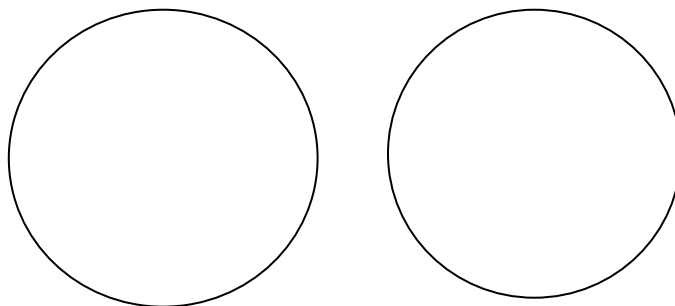
When you read the number sentence $3 \times 2 = 6$ you may not know what it means. But, you can replace the “x” symbol with the words “groups of”. You could say: “3 groups of 2 equals 6.” Below I have drawn a model of three groups of 2. Each circle is one group. Each circle has two M’s. So, there are 3 groups of 2 Ms for 6 Ms total.

$$3 \times 2 = 6$$



Create your own model of the number sentence below.

$$2 \times 4 = 8$$

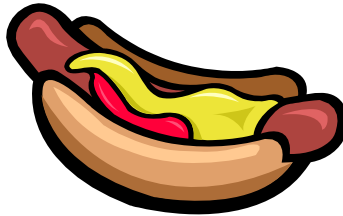


Project # 18

Domain: Measurement and Data (MD)

2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Directions: Pick two items to buy from the menu below. Then, add up the total cost of your food. Next, write a sentence and draw a picture of the types of bills and coins you would give to the cashier to pay for your food.



For example, I bought an ice cream cone and sweet potato fries. My total bill was \$8. ($\$2 + \$6 = \8). I gave the cashier a \$5 bill and three \$1 dollar bills to pay for my food.



Menu

Food	Price
Hot dog	\$1
Soda	\$1
Hamburger	\$2
Ice Cream Cone	\$2
Large French Fries	\$5
Sweet Potato Fries	\$6

What two items would you like to buy? How much will they cost?

What money will you have to give the cashier to pay for your food?

Project # 19

Domain: Operations and Algebraic Thinking (OA)

2.OA.2. Fluently add and subtract within 20 using mental math strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

Directions: Encourage your child to play one of the following addition games for twenty minutes or until they master the game. Watch your child play a round of the game to ensure they have mastered the game and are reviewing their addition skills.

Penguin Addition allows student to add one-digit number at various speeds.

http://www.sheppardsoftware.com/mathgames/popup/popup_addition.htm

Or, play the addition farm game that allows you to choose different addition fact families to practice:

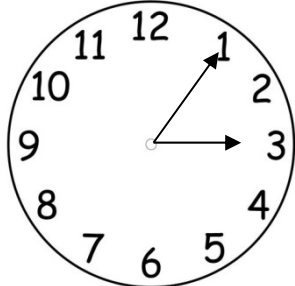

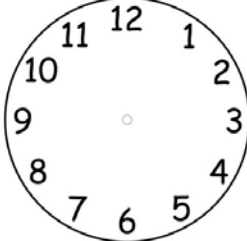
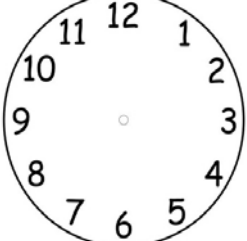
<http://www.fun4thebrain.com/addition/ffoadd.html>

Project # 20

Domain: Measurement and Data (MD)

2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Directions: Create a chart of your favorite times of day. Include a.m. and p.m. in your chart.

Activity	Draw Time on the Clock	Write the Time
My favorite cartoons are on TV.	 An analog clock face with numbers 1 through 12. The hour hand is between 3 and 4, and the minute hand is pointing to 1, representing 3:05.	3:05 p.m.
	 A blank analog clock face with numbers 1 through 12 and a central dot.	
	 A blank analog clock face with numbers 1 through 12 and a central dot.	
	 A blank analog clock face with numbers 1 through 12 and a central dot.	

Extensions

The following activities are based on standards your student will learn in third or fourth. They may be challenging for your student.

Project # 21

Domain: Measurement and Data (MD)

3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.2

Directions: Draw a line from the unit word to the system you measure it with. For example, you could draw a line from the picture of a ruler to the word inches.

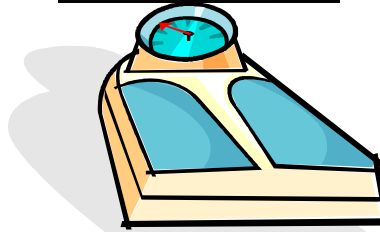
inches



pounds



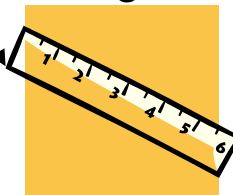
degrees
Fahrenheit



miles per
hour



minutes



Project # 22

Domain: Geometry (G)

4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

Directions: In which figure below is a line of symmetry shown? How do you know? Explain your answer in 3-4 complete sentences. If needed, cut out the pentagon on the bottom of the page and fold it in various ways to find the lines of symmetry.

