Incoming Grade 2
2021 Summer Assignments

Dear Mercymount Families,

Research spanning 100 years has proven that students lose ground academically when they are out of school for the summer- a phenomenon known as "the summer slide." Here are some facts about this achievement gap:

- When no work is done over the summer, it can take up to **2 months** from the first day of school for students' brain development to get back on track.
- Teachers spend an average of **4-6 weeks reteaching** material that students have lost during the summer.
- Failing to read over the summer results in an academic loss equivalent of **2.6 months** of reading skills. Similar statistics apply to math as well.
- Third graders who can't read on grade level are **4 times less likely to graduate** by age 18 when compared with proficient readers.
- A study conducted at Harvard's Center for Evaluation found that reading **4 or 5 books** over the summer months had an impact on fall reading achievement comparable to attending summer school.
- **2-3 hours per week (20 minutes a day)** is all children need during the summer to prevent summer learning loss.

(https://www.oxfordlearning.com/summer-learning-loss-statistics/)

To help prevent "the summer slide" and to aid your child's transition into the new school year, we appreciate your support with the following summer assignments.

<table>
<tr><th>Entering Grade...</th><th colspan="2">Reading and Language Arts</th><th>Math</th></tr>
<tr><td>K</td><td colspan="2" rowspan="3">(Enter K-2)
Read a book of your choice for 20 minutes for as many days as you can this summer.
Read with a parent or read by yourself. If you can't read the words by yourself, read the pictures.
Use the attached checklist to try reading in different ways.
Turn in the checklist with a parent signature during the first week of school and be ready to tell your teacher about an interesting reading experience you had over the summer.</td><td>Practice counting, recognizing, and writing your numbers through 20</td></tr>
<tr><td>1</td><td>Practice counting, recognizing, and writing your numbers through 100</td></tr>
<tr><td>2</td><td rowspan="4">(Entering 2-8)
Complete the attached math packet and turn in during the first week of school.
All students should be prepared to complete a math assessment (test or project) during the first weeks of school that covers the same topics addressed in the packet.</td></tr>
<tr><td>3</td><td>Grades 3-5 will be voting for this year's Rhode Island Children's Book Award. To qualify to vote, you must read at least 3 titles from the attached list. (QR Code also below)
All students should be prepared to complete an assessment (test or project) of the teacher's choosing during the first weeks of school.</td><td>(Entering 3)
Any 2 books of your choice.
The third book will be read during the school year.</td></tr>
<tr><td>4</td><td>(Entering 4)
Any 3 books of your choice.</td></tr>
<tr><td>5</td><td>(Entering 5)
1.Must Read: "Some Places More Than Others" ~or~ "Willa and the Whale
2. A picture book with a moral from the list.
3. Free Choice from the list.

Complete the attached grammar packet and turn in during the first week of school.</td></tr>
<tr><td>6</td><td>Grades 6-8 will be reading from this year's Rhode</td><td>(Entering 6)
Read 1 book from the</td><td>(Entering 2-8)
Complete the attached math packet and turn in</td></tr>
</table>

Name:_____

We have been very busy this year learning lots of new math skills. Mastery of all of these skills is extremely important in order to develop a solid math foundation. The second-grade math program will add onto these first-grade skills, so any time spent learning or reinforcing these concepts will be very beneficial to your child. Each year builds upon the previous year's skills in math. Any areas your child had difficulty with, you may want to give them additional practice. Student mastery of the basic math skills is as important to success in future mathematical procedures and reasoning as learning the alphabet is to reading and writing.

Math does not always need to be paper and pencil either! Cooking, playing board games, playing cards, reading a thermometer, are just a few wonderful ways to reinforce math. While driving in the car, you can play number games.... what number has 3 tens and 2 ones? What is 10 more than 53? What is 10 less than 53? Also, you will notice that there are no papers on time and money. These are two concepts that I think you can work on with your child without having to do it on paper. What time is it? If we need to leave in $\frac{1}{2}$ an hour what time will it be? How much change is in my hand? Do I have enough to get an ice cream cone?

Try to set aside a little time each week to have your child work on this math packet. (Yes, I know easier said than done) Maybe make it a little "school time" once a week.

Also, please have your child practice his/her math facts (You have that awesome set inside your child's MONKEY Binder that he/she used at least once a week during the school year). Knowing our addition and subtraction facts is extremely important!

Please return this packet to your child's 2nd grade teacher the first day of school next year.

Name: _____

Skill: 100 Chart

Directions: Fill in the missing numbers.

1									
									20
							28		
				35					
41									
					56				
	62								
			74						
						87			
91									100

Write in the numbers to tell one less, one more, ten less, or ten more.

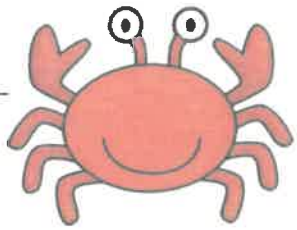
One Less	#	One More
	55	
	23	
	78	
	99	
	34	

Ten Less	#	Ten More
	22	
	36	
	71	
	80	
	47	

Name: _____

Skill: Skip Counting / Even and Odd Numbers

Directions: Write the missing numbers.



Circle the skip counting pattern.

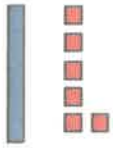
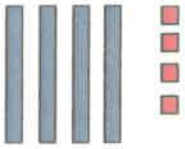
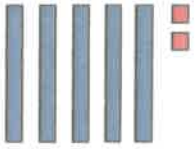
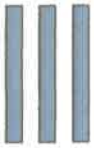
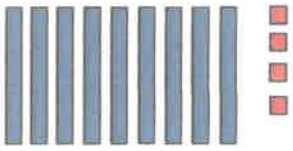
1.	40	50					100	2s	5s	10s
2.	2		6		10			2s	5s	10s
3.			70		80	85		2s	5s	10s
4.	56	58		62				2s	5s	10s
5.	15	20				40		2s	5s	10s
6.			84			90	92	2s	5s	10s
7.	18		22		26			2s	5s	10s
8.	90	80			50			2s	5s	10s
9.			54	56			62	2s	5s	10s
10.	30	35						2s	5s	10s

Circle if the number is even or odd.

45	even	odd	70	even	odd
34	even	odd	27	even	odd
68	even	odd	12	even	odd
16	even	odd	51	even	odd
83	even	odd	99	even	odd
5	even	odd	74	even	odd
14	even	odd	20	even	odd
88	even	odd	94	even	odd
11	even	odd	97	even	odd

Name:_____

Skill: Place Value~ Tens and Ones
Directions: Write the number.

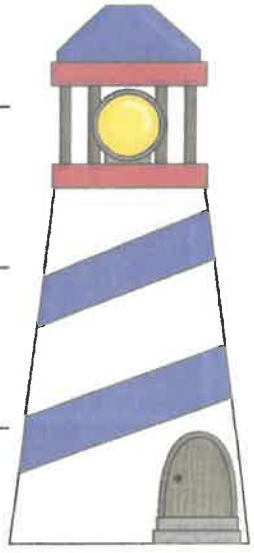
1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____

Write the number.

7. 7 tens and 5 ones _____

8. 3 tens and 2 ones _____

9. 6 tens and 8 ones _____



Write how many tens and ones.

10. 81= _____ tens and _____ ones

11. 62= _____ tens and _____ ones

12. 90= _____ tens and _____ ones

Write 7, 5, 4, and 6 in counting order.

____, ____, ____, ____

Write 10, 12, 9, and 11 in counting order.

____, ____, ____, ____

Write the number that is one less.

____ , 5

Write the number that is one more.

9, ____

Compare. Write <, =, or >.

7 ◯ 7

Compare. Write <, =, or >.

11 ◯ 12

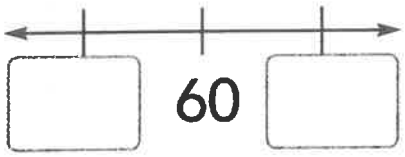
Write the number that comes just before.

____ , 8

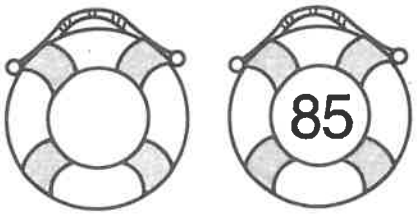
Write the number that comes between.

9, ____ , 11

Write the numbers that come just before and just after.



Write the number that is 10 less.



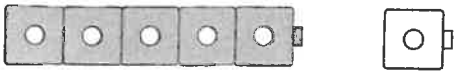
Write the number for the expanded form.

70 + 2 ____

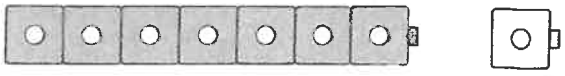
Compare. Write <, =, or >.

26 ◯ 62

Add.



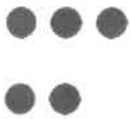
$5 + 1 =$ ____



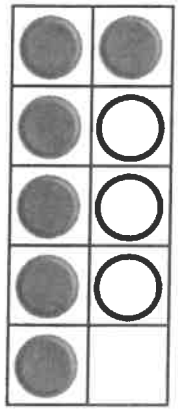
$7 + 1 =$ ____

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

$$\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array}$$

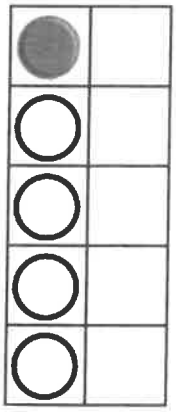


Write how many ○. Add.



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

Write how many ○. Add.

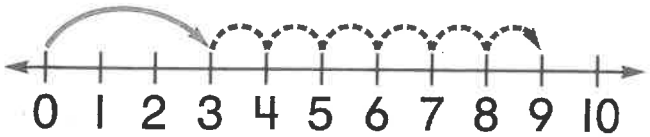


$$\begin{array}{r} 1 \\ +\ \_\_\_ \\ \hline \end{array}$$

Count to find the sum.

$2 + 3 =$ ____

Write an addition sentence shown on the number line.

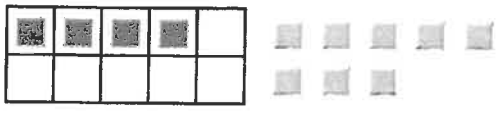


____ + ____ = ____

Write the addition sentence.

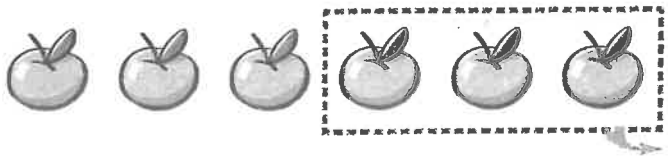
____ ◯ ____ = ____

Write the sum.



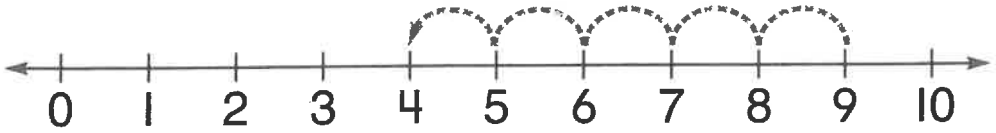
$4 + 8 =$ ____

Write the difference.



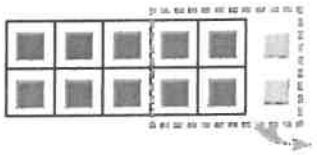
$6 - 3 = \_\_\_\_$

Use the numberline to find the difference.



$9 - 5 = \_\_\_\_$

Write the subtraction sentence.



____ − ____ = ____

Write the related subtraction fact.

$10 - 6 = 4$

____ − ____ = ____

Complete the fact family.

$7 + 5 = \_\_\_\_$

____ + ____ = ____

____ − ____ = ____

____ − ____ = ____

Subtract.

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

Problem Solving

Dori has 10  .

Dixie has 8  .

How many more  does Dori have than Dixie?

____ ◯ ____ = ____

Dori has ____  more than Dixie.

Cross out to take away. Then subtract.

$5 - 3 = \_\_\_\_$

$7 - 1 = \_\_\_\_$

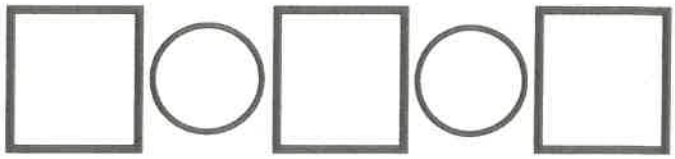
Name:_____

Skill: Word Problems

Directions: Read and solve the word problems. Write the number sentence.

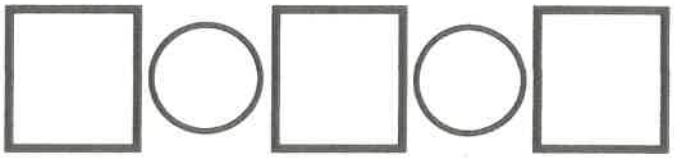
1. There were 7 buckets and 8 shovels.
How many in all?

_____ in all



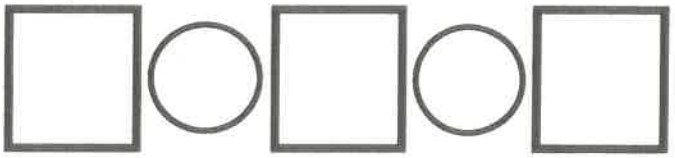
2. There were 12 children building a sand castle. 7 of them went to swim in the ocean. How many children were left building the sand castle?

_____ children



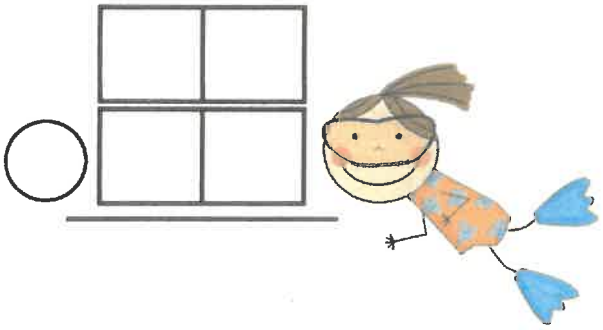
3. Bill and Sam went for a bike ride.
They each saw 9 palm trees
How many palm trees did they see in all?

_____ palm trees in all



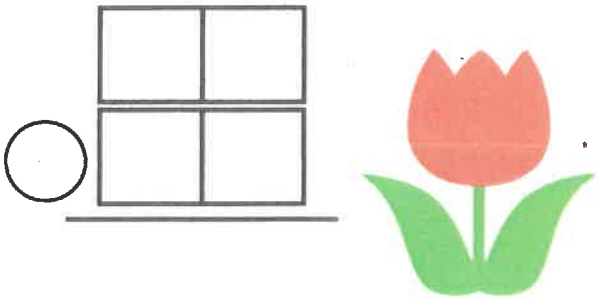
4. 29 swimmers were in the ocean.
14 came in to eat lunch.
How many swimmers stayed in the ocean?

_____ swimmers



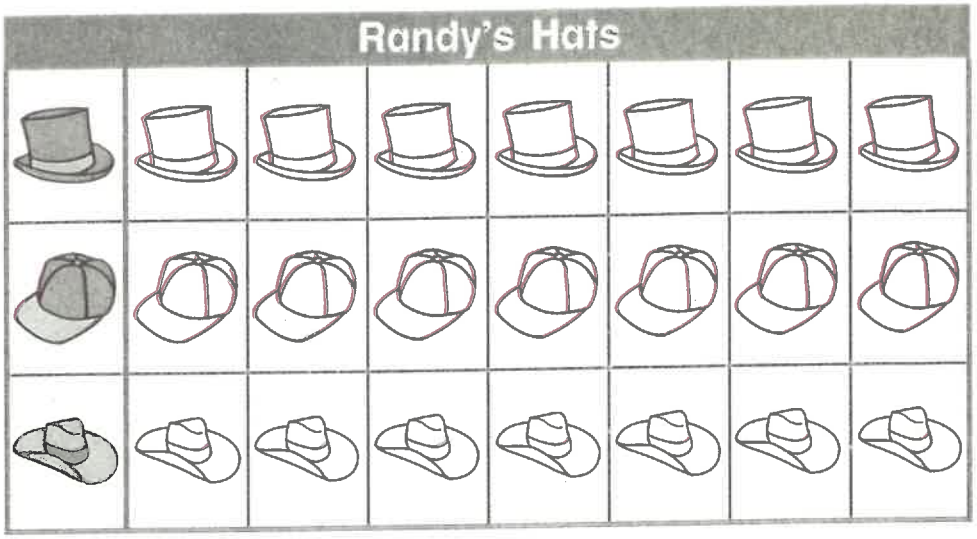
5. There were 67 flowers in Pat's garden.
She picked 14 flowers.
How many flowers were left?

_____ flowers



Use a tally chart to make a picture graph.
Color one picture for each tally mark.

Randy's Hats	
Hat	Tally
	𝍸
	𝍸 ||
	||||



Problem Solving

How many fewer  than  does Randy have?

____ ◯ ____ = ____

How many  and  does Randy have in all?

____ ◯ ____ = ____

Write how many tens and ones.

____ tens ____ ones

Circle the value of the underlined digit.

3<u>8</u>

3 30

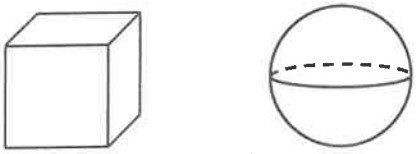
Write the missing number in the count-by-twos pattern.

24, 22, ____, 18, 16

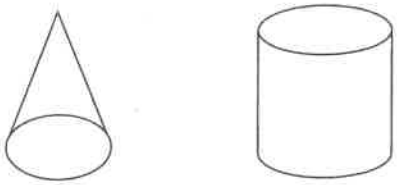
Circle the letters that are closed figures.

B C D L M O

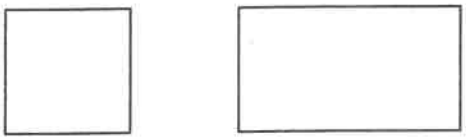
Color the sphere.



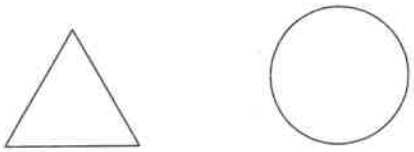
Color the cone.



Color the square.

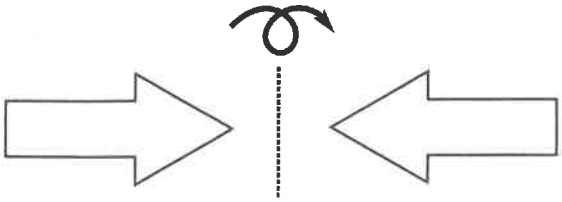


Color the triangle.

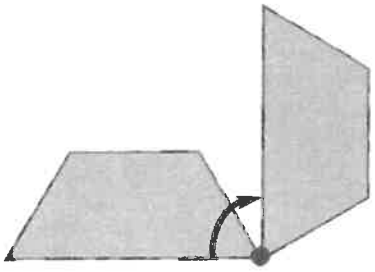


Circle the solid figure you can trace to make the plane figure at the left.

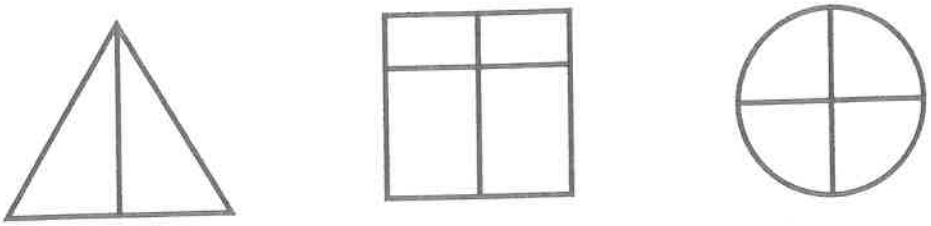
Tell how the figure moved. Write slide, flip, or turn.



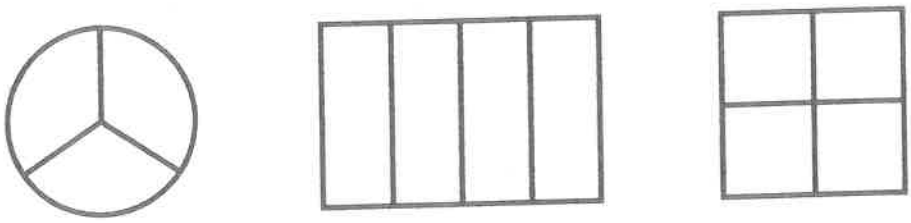
Tell how the figure moved. Write slide, flip, or turn.



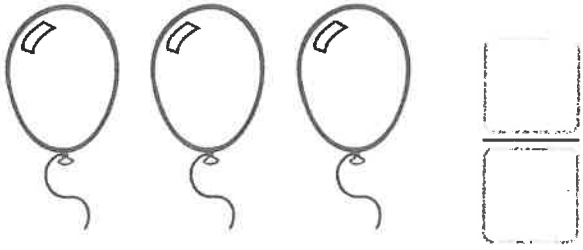
Color the figures that have equal parts.



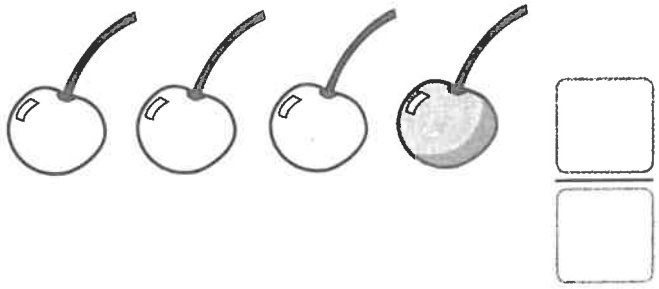
Circle the figures that show fourths.



Color one part of the set. Write the fraction for the part you colored.



What part of the set is colored? Write the fraction.



Solve.

Mary saw 10 🕷. Then 2 🕷 ran away. How many 🕷 are left?

____ ◯ ____ = ____

There are ____ 🕷 left.

Solve.

Val made 6 🥿. Annie made 4 🥿. How many 🥿 did Val and Annie make?

____ ◯ ____ = ____

Val and Annie made ____ 🥿.