2nd Grade Summer Learning Packet

Name _____

Contents
ELA

Math

A Real Winner

By Maria Cordoba

1.   It is the summer of 1988. The Olympic Games are on. On the USA swim team, Janet Evans is 17. She is not big, but she has talent. She swims like a fish! Can she help the team win the championships?

2.   When Janet was one, she went to a swimming pool with her mom. She liked the pool! Some kids got into it to swim. Mrs. Evans asked the swimming teacher if Janet could swim in the pool.

3.   Little Janet got her wish. She liked that pool a lot! She did not sink. She swam! Janet kept on swimming. The pool was her playground. At 4, Janet went into swimming events. At 10, she was winning championships.

4.   When Janet was 15, she went to a big swimming championship. Janet was not big, but she was strong. She was in the best of health. Some swimmers laughed at her. Not one of her teammates complained.

5.   The swimmers did not laugh for long. They could see that Janet Evans had talent. They respected her skill and speed. At the end of the championships, Janet had two wins. She had shot past the fastest swimmer. Her best speed was in the 400-meter and 800-meter events.

6.   Now Janet is at the Olympic Games! It's the 400-meter event, one of Janet's favorites. Splash! The swimmers are in the pool and swimming. Janet is fast, but she is not winning. On the last lap, she swims furiously. She flashes past the top swimmer. Janet Evans wins for the USA!

7.   Janet wins the second 400-meter event. Then she wins the 800-meter event! In the next two Olympic Games, no one will swim the 800-meters as fast. Janet Evans is one of the best swimmers the USA has had.
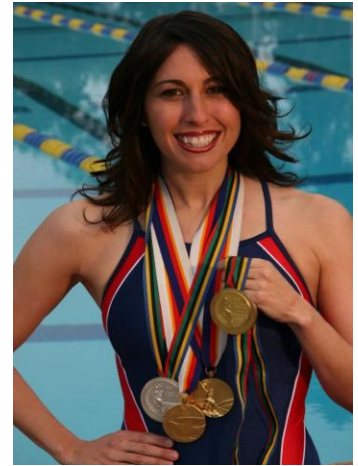
Directions: Fill in the circle next to the correct answer.

1) What is the focus of paragraph 2?

    ○ To explain to the reader how nice Janet's mom was.

    ○ To explain to the reader that Janet was a natural swimmer.

    ○ To explain to the reader that people were mean to Janet.

2) The author wrote, "The pool was her playground". This means _____.

    ○ Janet went to the pool to play instead of the playground.

    ○ Janet spent much of her free time in the pool.

    ○ There was a playground in the pool.

3) Why did the other swimmers laugh at Janet when she was 15?

    ○ Janet came in last at a race.

    ○ Janet was too young to race.

    ○ They all thought Janet was too small.

4) Based on the text, what is most likely Janet's best event?

    ○ The 800-Meter event

    ○ The Relay Race

    ○ The 200-Meter event

5) During the Olympic Games, Janet had to swim _furiously_ to win. _Furiously_ probably means _____.

    ○ With little effort

    ○ With great effort

    ○ Like a fish

<u>**Open-Ended Response**</u>

Answer the question in complete sentence. Use details from the text to support your response.

➢ **How can you tell that Janet Evans was one of the best swimmers ever?**

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HELP ON THE TRAIL
By Robert Newell

1.   A chill wind whips the branches. A storm is coming. Mr. Arnold's husband, Frank, is out hunting. Brandon, who is 12, is with him. She wishes she could telegraph them to come back.

2.   The temperature drops. A bad snowstorm starts. The wind makes the snow hit hard like splinters. Are Frank and Brandon lost? They could freeze out there! Did they go north from the ranch or south? Mrs. Arnold can't tell which, but some dogs can.

3.   How do dogs find someone who is lost? They sniff something that belongs to him or her. Then they sniff along the trail, looking for that smell. Which dogs can do this? Smart dogs. Strong dogs. They have to like adults and children. And they have to have a teacher.

4.   Dogs like this do not just sit and fetch. Starting as pups, they hunt for their teacher over and over. When someone is lost, dogs like Champ and Patches start sniffing. They are hunting for his or her smell. A snowstorm can't stop them from doing their job. They will find the trail.

5.   Champ stops and barks. It's a signal that he sees something. The drifts of snow are up to this dog's chin. She has to inch along. But just watch – she'll get there! Patches has a red harness and a bell. The bell signals that help is coming.

6.   Help did get to Frank and Brandon Arnold. Some dogs started out at the ranch. They hunted to the north and to the south. They guided friends to the Arnolds. Frank and Brandon had gotten lost. They got chilled, but they did not freeze in the storm.

7.   Frank said, "Thanks so much!" What did Brandon do? He had big, big hugs for the dogs!

Directions: Fill in the circle next to the correct answer.

1) Why do you suppose the author wrote this story?

○ To warn hikers about getting lost.

○ To tell an exciting adventure story.

○ To explain how dogs can find people who are missing.

2) How do Patches and Champ find the Arnolds?

○ They track them with their scent.

○ They follow their footprints in the snow.

○ They find their cries for help.

3) During the hunt, Patches has to "inch along". What do you suppose that means?

○ Patches has to measure her steps as she walks.

○ Patches has to move slowly so she won't lose the scent.

○ Patches has to stop and take short rests.

4) Why does Champ stop and bark?

○ There is danger ahead.

○ It's a signal that he sees something.

○ He is afraid the snowstorm is getting worse.

5) Why does Patches have a bell?

○ So Champ can find her if she gets lost.

○ So she can scare predators away.

○ So she can signal that help is coming.

<div align="center">

<u>Open-Ended Response</u>
</div>

Answer the question in complete sentence. Use details from the text to support your response.

> **Why would dogs be good at finding someone who is lost?**

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# A MOUNTAIN BLOWS ITS TOP
By Kana Riley

1.   A chain of mountains runs along the west coast of North America. It's called Cascade Range. The Mountains in this range are beautiful. Visitors hike and camp there. Loggers cut trees for lumber. Birds and animals make their homes in the forests, fields, and rivers.

2.   These peaks were formed long ago by volcanoes. Deep in the center of our planet is hot melted rock called magma. On top of it float plates of hard rock that form the planet's crust.

3.   In 1980 the plates under the Cascade Range started to shift. The edges of the plates pushed up magma. As the magma rose, it caused the north side of Mount St. Helens to bulge. It made the ground shake. Plumes of steam began to shoot of the old crater, or hole, at the top. Was the mountain ready to blow? No one knew.

4.   Sunday, May 18, 1980, dawned clear. Snowcapped Mount St. Helens caught the early rays of the sun. All seemed peaceful. Then suddenly, at 8:32 A.M, the ground began to shake. The epicenter of the quake was very near Mount St. Helens.
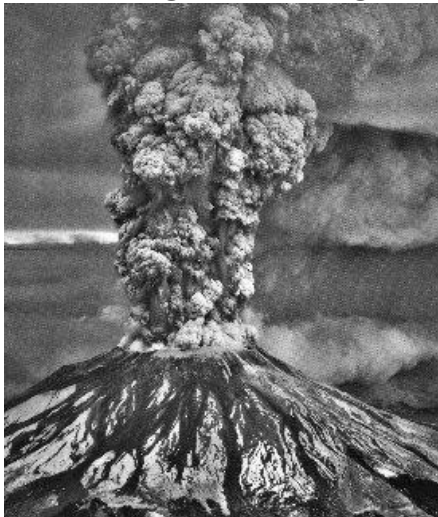
5.   This was a big one! With a mighty blast, it cracked the side of the mountain. Magma gushed to the surface, pushing layers of dirt and rocks and water in front of it. Blast after blast rocked the mountain. Blocks of ice went flying. Water turned to steam. Rocks exploded into dust. Hot ash flew 12 miles into the sky.

6.   Yakima, Washington, is 85 miles from Mount St. Helens. By 9:30 A.M. the sky in Yakima began to grow black. Lightning flashed. It looked as if a storm were coming. But it was not rain that fell. It was ash. The tiny bits had edges as sharp as glass. They hurt everyone's eyes and made it hard to breathe.

7.   All day ash fell. Soon every surface was covered with layers of it. Workers later swept up more than 600,000 tons from the streets and buildings. When the big blasts stopped, Mount St. Helens was an awesome sight. The

top of the mountain was not there. In its place was a huge, gray hole. From the center of it, clouds of ash still puffed into the air.

8.   The land around the mountain looked like the surface of the moon. All was still. Trees were spilled all over the ground like match sticks. Rivers were choked with mud. Most of the animals had been caught by the blasts. No birds sang.

Photo: J. Means

9.   It has been many years since the mountain blew. What has Mount St. Helens taught us? It has taught us that our planet is always changing. The blast showed us the awesome damage these changes can cause.

10.   Yet we also saw that in time the land will heal. New plants now grow out of the layers of the ash. Animals have come back. The rivers run clear once more. What's going on inside the mountain? It's not quiet yet. In the center of the crater, another dome of magma is growing. Sometimes steam and ash gush out of it. They help us remember that our planet is still alive and still shaking.

Directions: Fill in the circle next to the correct answer.

1) What can you conclude from this article?

○ Mount St. Helens was a volcano eruption.

○ Mount St. Helens was a terrible accident.

○ Mount St. Helens was a military experiment.

2) Paragraph 8 states, "The land around the mountain looked like the surface of the moon." The author writes this to show _____ .

○ That Mount St. Helens looked like outer space.

○ That the land around Mount St. Helens had many holes and craters.

○ That the eruption reminded people of a science-fiction movie.

3) Which of the following details describes how <u>hot</u> the mountain became?

○ Blocks of ice went flying.

○ Water turned to steam.

○ Rocks exploded into dust.

4) What is the focus of Paragraph 6?

○ To explain to the reader how dangerous Mount St. Helens became.

○ To explain to the reader that dark clouds bring lightening.

○ To explain to the reader that there was so much ash after the eruption.

5) Which detail helped you find the answer for question Number 4?

○ Yakima, Washington, is 85 miles from Mount St. Helens.

○ Lightning flashed.

○ It was ash.

Reader's Response

➢ **Imagine you are a citizen living in Yakima on the day Mount St. Helens erupts. Write a <u>first person narrative</u> of what that day would have been like. Make sure to include details from the article in your story.**

Writer's Checklist

Remember to

- ☐ Keep the main idea or topic in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include a beginning, middle and ending.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Use first person words such as: *I, me, my, mine, our* and *we*.

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"Auction Day"
By Carol Storment

When Ty spied the pony in the pen of wild horses, he knew what he had to do. First he went to the bank.

"How much money do I have?" he asked.

The man smiled. "You're a rich man, Tyrone. You have six dollars."

"Is that enough for that pony outside?" asked Ty.
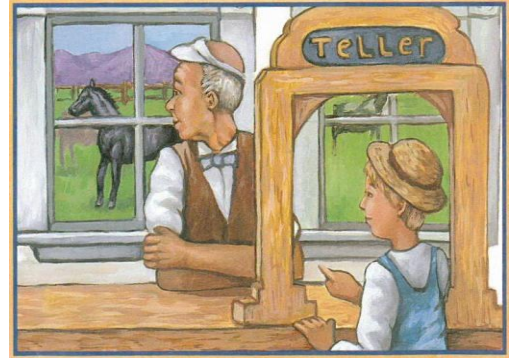
The man looked out the window. "Oh no, Ty. Those horses will go for ten dollars or more. Besides, what good would a wild pony be on a farm?"

Ty didn't say another word. He went across the road to the store. Ty had a plan to get his pony.

"Is there any work I could do for you, Mrs. Wyman?" Ty asked. "I need some extra money."

The shopkeeper said, "Why yes, Tyrone. I'll find something for you to do."

Ty started sweeping up. All morning he worked around the store, stacking shelves and cleaning the back room. When he was done, Mrs. Wyman gave him a dollar.

Ty walked by the pen full of wild horses. There she was, the littlest pony. Her coat was so black, it was almost blue. "Hello, Blue Sky," Ty said. He put out his hand. The shy pony jumped away. Her eyes were wild, but they looked sad, too.

"Be brave, girl!" Ty said. "You'll be out of here tomorrow."

The next day, Ty went to see three of his neighbors. He asked each one, "Is there work I can do for you?"

"You bet there is!" they all said.

First, Ty cut tall grass for Mr. Dyer. Then he moved a pile of rocks for Mr. Ryan. He fed chickens and collected eggs for Mrs. Bly. He worked until Mrs. Bly fried some eggs for his lunch. She asked Ty what he needed the money for.

"A pony" was all he would say. Then he went back to work. Ty tried his best to do each task well. He wanted his neighbors to be satisfied with his work. When Ty was done, each neighbor was happy and paid him one dollar. Now he had three more dollars!

The neighbors watched as he left for home. "That Tyrone works hard," they all agreed. "But he'll have his hands full if he tries to tame a wild pony!"

When Ty got home, he got out his bank. He counted all his money. Then he borrowed a horse and rode as fast as he could into town. He ran to the bank. It was still open.

"I'll take my six dollars, please," Ty told the man.

The man smiled. "Here you go. Good luck at the sale tomorrow!"

The sale started early. Everyone in the county came to see the wild horses. Ty was there with his money clutched in his hand.

The auctioneer called out that it was time to start. The bids began. The horses were going for much more than ten dollars. Ty felt like crying. He wouldn't have enough money!

At last, only Blue Sky was left. Ty bid ten dollars. Everyone in town knew how much Ty wanted that pony. No one said a word. "Sold!" shouted the auctioneer. "That pony is all yours, son."

All of Ty's neighbors clapped for him. Ty and his family got Blue Sky home into her new pen. Ty sat and watched her for a while. Her blue-black coat was glistening in the sun. Her mane was flying in the wind. But her eyes were still wild and sad. Then Ty got up and opened the gate. Blue Sky shot out and galloped away.
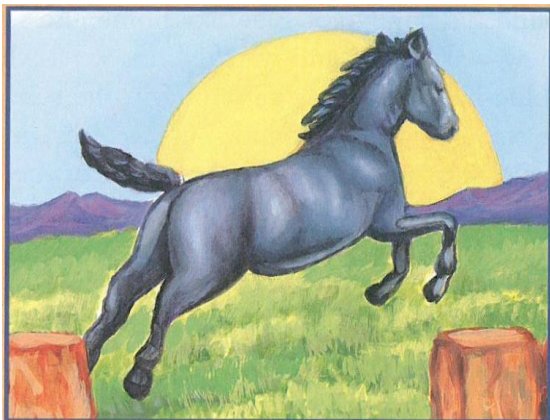
His father ran up. "Ty! Why did you let the pony get away? You worked so hard to get money for her!"

Ty said, "Blue Sky would never be happy living on a farm. I was glad to spend my money to set her free."

Ty felt proud as his pony galloped to freedom. Fly away, Blue Sky!

Directions: Complete the story sequence chart to retell the story. Use Details from the story to complete the chart.

Ty spied a wild pony in town.

⬇

⬇

⬇

Ty won the auction for Blue Sky.

⬇

Directions: Fill in the circle next to the correct answer.

1) When Ty first saw the pony, "Her coat was so black it was almost blue". How is the word _coat_ used in this passage?

   ○ A jacket

   ○ An animal's fur or covering

   ○ To place something on top of another

2) How much money did Ty earn from each of his neighbors?

   ○ It depended on the work he did.

   ○ 5¢ per hour.

   ○ One dollar.

3) Why didn't anyone bid on Blue Sky at the auction?

   ○ Everyone in town knew how much Ty wanted that pony.

   ○ Everyone in town knew how wild Blue Sky was.

   ○ Everyone in town didn't have enough to spend on the pony.

4) Which of the following words best describes Ty?

   ○ stubborn

   ○ thrifty

   ○ caring

5) Which detail from the story helped you answer question number 4?

   ○ Ty didn't say another word.

   ○ Ty opened up the gate and watched Blue Sky gallop away.

   ○ When Ty got home, he got out his bank.

Reader's Response

➢ **In the story, Ty made the decision to set Blue Sky free. Do you think that he made the right decision? Write an <u>opinion piece</u> explaining why you agree or disagree with Ty's decision.**

Writer's Checklist

Remember to:

- ☐ State your opinion.
- ☐ Use words like "I think" or "I feel".
- ☐ Give three or more reasons to support your opinion.
- ☐ Use examples from the text to support your opinion.
- ☐ Use the word "because" in your reasons.
- ☐ Write a concluding statement that sums up your opinion.
- ☐ Use "in conclusion" or "in closing" in your concluding statement.

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Plural Nouns

Use the correct noun to complete each sentence.

1) A _____ saw a plane. (mouse/mice)

2) It went behind those _____. (tree/trees)

3) Two _____ came to look. (fox/foxes)

4) They showed their _____. (tooth/teeth)

5) Three _____ helped the mice. (deer/deers)

6) All of the _____ became friends. (animal/animals)

Possessive Nouns

Reminder: A possessive noun shows ownership. It tells what someone or something owns or has.

Circle the possessive noun in each sentence.

1) Maryland's sunrise is 6:08 in the morning.

2) Oregon's sunrise is three hours later.

3) My aunt's home is in Portland.

4) Linda's alarm wakes her at seven o'clock.

Write each sentence. Make the noun in () show ownership. Do not write ().

5) (Mr. Rio) job is with NASA.

_____

6) His (spaceship) camera is very good.

_____

7) He took a picture of (Saturn) rings.

_____

8) The (planet) surface was dark.

_____

Pronouns

Reminder: A pronoun takes the place of a noun.

Circle the pronoun in each sentence.

1) They went to a farm.

2) He brought a boa constrictor.

3) It dropped to the ground.

4) I saw the snake.

5) Did Jamie see it, too?

Use a pronoun from the box to replace the word in ( ). Write the sentence.

It	They	She	He

6) (The horse) likes to eat grass.

_____

7) (The farmer's wife) is afraid of snakes.

_____

8) (The neighbors) are coming over for dinner.

_____

9) Has (Jimmy) ever milked a cow?

_____

Verbs

Reminder: An **action verb** tells what someone or something does. A verb can tell about an action that is happening **now**.

In each sentence circle the verb

8) Some children fly kites in the park.

9) One red kite dives down.

10) Then it leaps up again.

11) The wind carries it higher.

12) They pull on the kite's string.

Choose the verb from the box that best completes each sentence.

play	jogs	walk

13) Some people _____ their dogs.

14) Friends _____ at the park.

15) A girl _____ on the path.

Crossword Puzzle:

Use the word box to find the words that match each meaning.

cassette	companions	luggage	relatives	sturdy

Across

1. people who travel with you

2. strong

Down

1. a case with a tape for music

2. people from your family

3. boxes for travel

Use context clues to select a word from the box to complete each sentence.

cassette	companions	luggage
relatives	sturdy	

When packing for a trip, remember these tips:

1) Bring the addresses of _____ you want to write to.

2) It is a good idea to pack things that are small, light and _____.

3) Remember to bring a few stuffed animals as _____.

4) A _____ player and your favorite tapes can make traveling fun.

5) If you travel by plane, take your _____ to an agent to be checked in.

Crossword Puzzle:

Use the word box to find the words that match each meaning.

Details	disappoint	forcibly	information	oceans	stroke
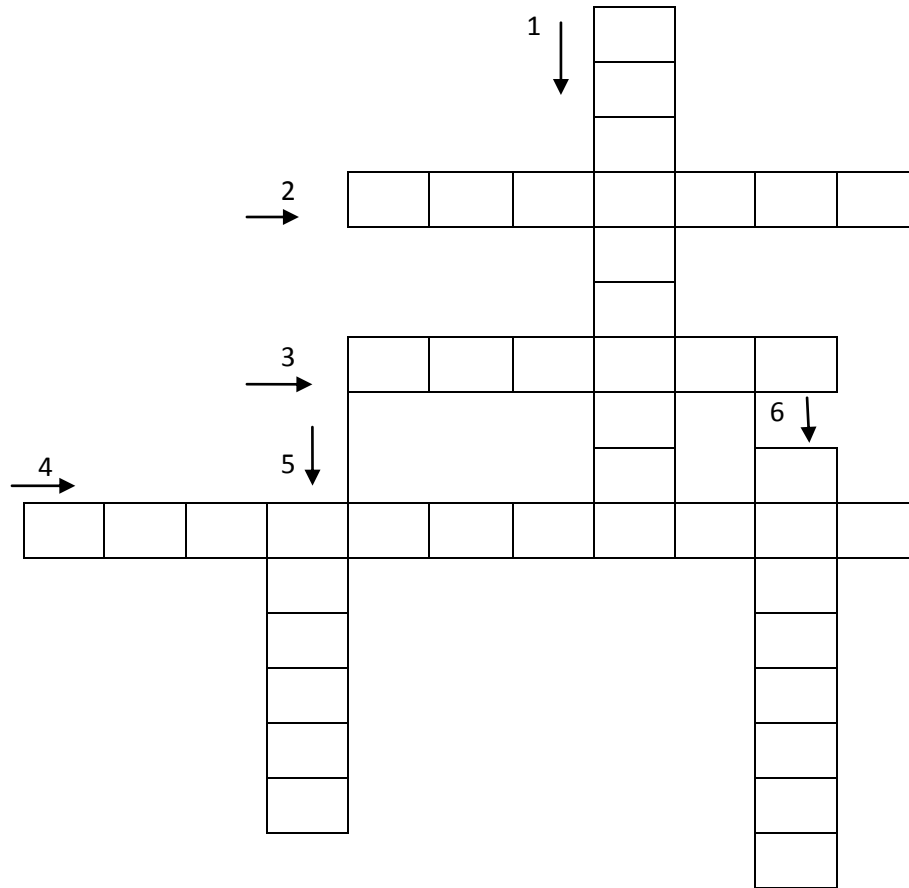
1. to make someone sad because something expected did not happen

2. small bits of information

3. to rub something gently

4. facts about a person, place or thing

5. large bodies of salt water

6. strongly; by force

Use context clues to select a word from the box to complete each sentence.

details	disappoint	forcibly
information	oceans	stroke

1) Emily asked Mr. Blueberry to send her _____ about whales.

2) Mr. Blueberry told Emily some _____ about whales.

3) Now Emily knows that whales live in the _____.

4) Emily said that the whale let her _____ its head.

5) Mr. Blueberry told Emily quite _____ that a whale could not be in her pond.

6) Mr. Blueberry was afraid he would _____ Emily.

Crossword Puzzle:

Use the word box to find the words that match each meaning.

appeared	conductor	created	imitated	rhythm	startled
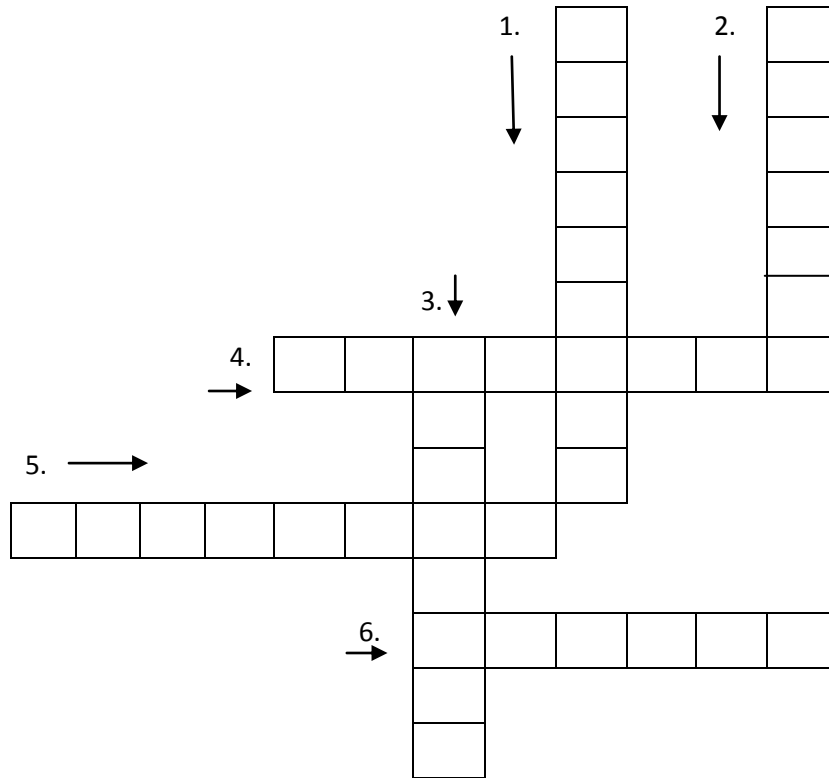
1. a person who is in charge of a train or band

2. to make something

3. to be seen

4. to scare or surprise

5. to copy

6. a beat

Use context clues to select a word from the box to complete each sentence.

appeared	conductor	created
imitated	rhythm	startled

1) The sun _____ after the light rain.

2) Max's father worked as a _____ on a train.

3) Max made a patting sound like _____ pigeons taking flight.

4) He _____ his own music.

5) He beat a steady _____ on the hatboxes.

6) He _____ the sound of the train wheels.

Crossword Puzzle:

Use the word box to find the words that match each meaning.

cozy	drifted	fleet	launched	looming	realized
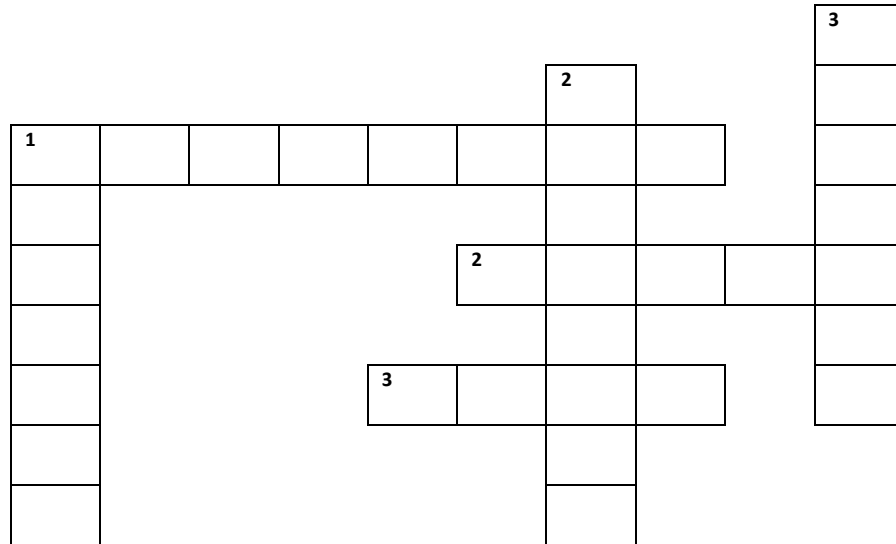
Across

1. caused to slide into water

2. group of ships

3. comfortable

Down

1. appearing scary

2. understood

3. pushed along by water

Use context clues to select a word from the box to complete each sentence.

cozy	drifted	fleet
launched	looming	realized

1) Montigue had a _____ home in a hole.

2) Montigue _____ he was floating in the sea.

3) He _____ on the water for many days.

4) A giant cat was _____ over the tiny hole.

5) The mice and the mole built a tiny _____ of boat.

6) Montigue _____ his boat into the sea.

Summer Reading List

Select 3 books from the list and complete a book review for each.

Title	Author	Genre
Why Mosquitoes Buzz in People's Ears	Aardema	**FANTASY/FICTION**
Charlotte's Web	White	**FANTASY/FICTION**
Jaguarundi	Hamilton	**FANTASY/FICTION**
Freckle Juice	Dahl	**FANTASY/FICTION**
Fairy Rebel	Banks	**FANTASY/FICTION**
Mr. Popper's Penguins	Blume	**FANTASY/FICTION**
Jeremy Thatcher Dragon Hatcher	Coville	**FANTASY/FICTION**
Nate the Great	Sharmat	**FANTASY/FICTION**
The Wish Giver	Brittain	**FRIENDSHIP**
The Reluctant Dragon	Grahame	**FRIENDSHIP**
The Velveteen Rabbit	Williams	**FRIENDSHIP**
Crow Boy	Yashima	**FRIENDSHIP**
The Boxcar Children	Warner	**FRIENDSHIP**
Pickle Puss	Giff	**FRIENDSHIP**
Amber Brown Is Not a Crayon	Danzinger	**FRIENDSHIP**
Best Friend Insurance	Gormley	**FRIENDSHIP**
Anatole & The Toy Shop	Titus	**FRIENDSHIP**
In the Year of the Boar & Jackie Robinson	Lord	**FRIENDSHIP**
The Gator Girls	Cole	**FRIENDSHIP**
Stay Away from Simon	Carrick	**FRIENDSHIP**
Horrible Harry & The Dungeon	Kline	**FRIENDSHIP**
You Can Never Tell	Conford	**HUMOR**
Banana Twist	Heide	**HUMOR**
Chocolate Fever	Smith	**HUMOR**
The Chocolate Touch	Catling	**HUMOR**
Fat Men From Space	Pinkwater	**HUMOR**
Jelly Belly	Smith	**HUMOR**
Owls in the Family	Mowat	**HUMOR**
Romana Quimby, Age 8	Cleary	**HUMOR**
What I Did Last Summer	Prelutsky	**HUMOR**
Frankenstein Moved in on the 4th Floor	Levy	**HUMOR**
Cam Jensen & the Mystery of the Circus Clown	Adler	**MYSTERY**
The Fortune Tellers	Alexander	**MYSTERY**
The Case of the Baker Street Irregular	Newman	**MYSTERY**
Eirsteing Anderson Shocks His Friends	Simon	**MYSTERY**
Fourth Floor Twins	Adler	**MYSTERY**

Book Review

Title of Book: _____

Author: _____

Illustrator: _____

Genre: (Circle)   Fiction   Non-Fiction   Fantasy   Science Fiction   Other

What is the book mostly about? (No spoilers!):

_____

_____

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_____

_____

What did you like best about the book?

_____

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What did you like least?

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Would you recommend this book to a friend? Why or why not?

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Book Rating (circle)   1 – Terrible   2 – Okay   3 – Good   4 – Very Good   5 – Outstanding

Book Review

Title of Book: _____

Author: _____

Illustrator: _____

Genre: (Circle)   Fiction   Non-Fiction Fantasy   Science Fiction   Other

What is the book mostly about? (No spoilers!):

_____

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What did you like best about the book?

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What did you like least?

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Would you recommend this book to a friend? Why or why not?

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Book Rating (circle)   1 – Terrible   2 – Okay   3 – Good   4 – Very Good   5 – Outstanding

Operations and Algebraic Thinking: Multiplication and Repeated Addition

Know It!

When you have an equation with <mark>equal addends</mark> it is called <mark>repeated addition</mark> or <mark>multiplication:</mark>

$$5 + 5 + 5 + 5$$
⇧ ⇧ ⇧ ⇧

<mark>equal addends</mark>

You can build an <mark>array</mark> to model the repeated addition equation:

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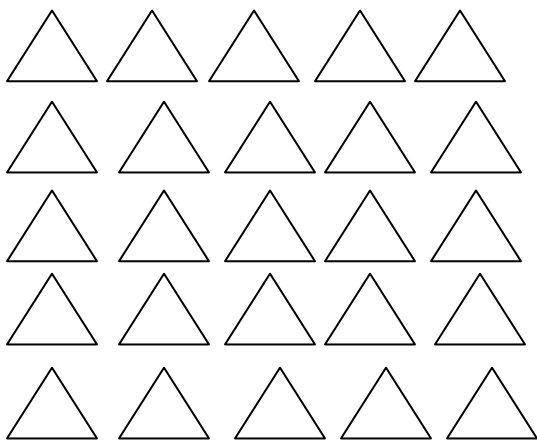
You can also create a <mark>multiplication equation</mark>:
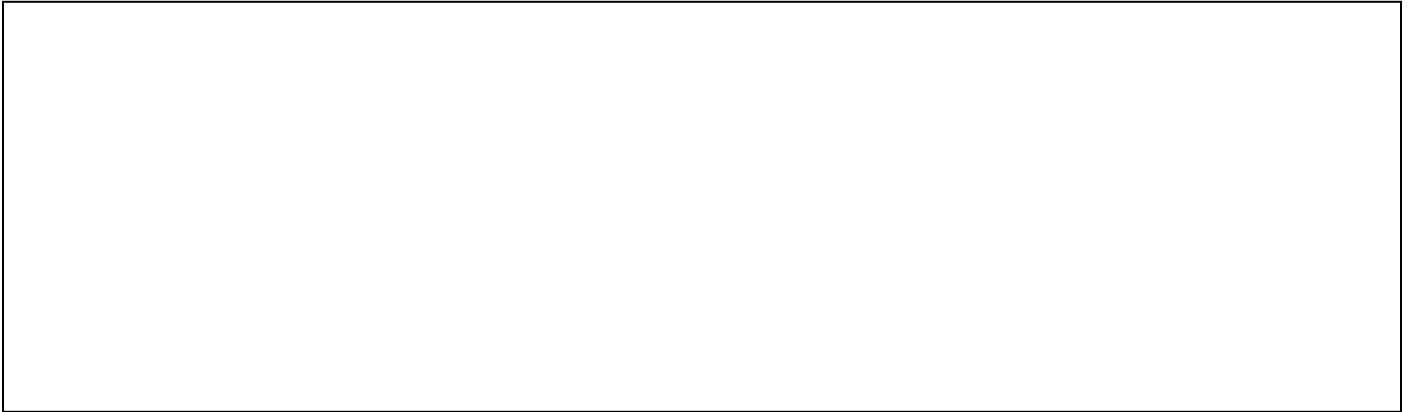
$$5 \times 5 = 25$$
⇧ ⇧   ⇧

factors   product

In a multiplication equation, the numbers you are multiplying together are the <mark>factors</mark>. The <mark>product</mark> is the answer you get when the factors are multiplied.

Show It!

Draw an array to represent this word problem:

Simon and George are placing the glue sticks in baskets for their teacher. There are 6 baskets. Each basket has 5 glue sticks. How many glue sticks do they have in all?

_____ glue sticks.

Write a repeated addition equation to match your array:

_____ + _____ + _____ + _____ + _____ + _____ = _____

Write a multiplication equation to match your array:

_____ x _____ = _____

Own It!

1) Which equation best represents the problem?

Amy is planting rows of corn in her garden. She plants 4 rows. Each row has 7 corn plants. How many corn plants does she grow in all?

○ $4 + 7 = \square$

○ $4 \div 7 = \square$

○ $4 \times 7 = \square$

○ $4 + 4 + 7 + 7 = \square$

2) Which is the same as $3 \times 6 = \square$?

○ $3 + 6 = \square$

○ $3 + 3 + 3 + 3 + 3 + 3 = \square$

○ $6 + 6 + 3 = \square$

○ $3 + 2 + 1 + 6 = \square$

3) Write an equation that will help you solve the word problem below:

Jamal has 8 bags. Inside each bag Jamal has 6 marbles. How many marbles does Jamal have altogether?

Operations and Algebraic Thinking: Division as Equal Shares

Know It!

When you <mark>divide</mark> an object, you are partitioning the object into a number of equal shares:

Amanda has 6 hearts. She wants to share them equally with 3 of her friends. Amanda can give each friend 2 hearts.
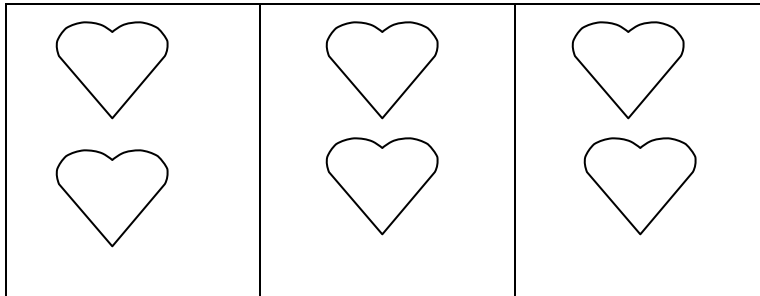
You can represent this array with a <mark>division equation</mark>:

$$6 \div 3 = 2$$

⇧   ⇧   ⇧

dividend   divisor   quotient

The <mark>dividend</mark> is the whole you start with. The <mark>divisor</mark> is the number of groups you want to make. The <mark>quotient</mark> is the number of shares each group gets.

Show It!

Use this array to write a division equation. Find the quotient.

_____ ÷ _____ = _____
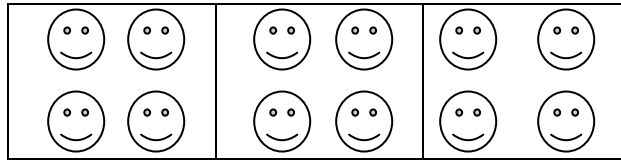
Draw an array to solve this problem:

Karla has 16 cupcakes. She wants to share them equally between 4 friends. How many cupcakes can each friend get?

_____ **cupcakes**

Own It!

Draw an array and write a division equation to solve this problem:

Denis has 15 action figures. He wants to put them away in groups of 3. How many action figures will go in each group?

_____ ÷ _____ = _____

Numbers Base Ten: Rounding Numbers to the nearest 10 or 100

Know It!

When we see if a number is closest to the nearest 10 or nearest 100, we are **rounding** numbers.

When we are rounding to the **nearest 10**, we use the number in the one's place. If the number in the one's place is less than 5, we round the number down to the nearest 10:

> 23 is rounded to 20 because 3 is less than 5.

If the number in the one's place is 5 or greater, we round the number up to the nearest 10:

> 67 is rounded up to 70 because 7 is greater than 5.

When we are rounding to the **nearest 100**, we use the number in the ten's place. If the number in the ten's place is less than 5, we round the number down to the nearest 100:

> 327 is rounded to 300 because 20 is less than 50.

If the number in the ten's place is 5 or greater, we round the number up to the nearest 100:

> 178 is rounded up to 200 because 70 is greater than 50.

Circle the numbers that will round to 30:

32	37	29	24

Circle the numbers that will round to 400:

467	389	418	456

Show It!

Round each number below to the nearest 10:

44 _____

77 _____

91 _____

16 _____

Round each Number to the nearest 100:

225 _____

378 _____

107 _____

456 _____

827 _____

Own It!

In which list will every number round to 300 when rounding to the nearest 100?
- ○ **225, 328, 209, 389**
- ○ **298, 317, 329, 278**
- ○ **299, 408, 334, 232**

In which list will every number round to 420 when rounding to the nearest 10?
- ○ **423, 418, 419, 423**
- ○ **428, 417, 429, 478**
- ○ **439, 408, 434, 432**

Numbers Base Ten: Fact Practice

Own It!

Use place value, base ten materials or properties of operation to solve each equation:

1) 52 + 19

2) 46 + 28

3) 81 - 45

4) 92 – 57

5) 52 + 39

6) 46 + 38

7) 63 - 47

8) 82 - 57

9)   Jose's class was collecting hats and coats to donate to the poor. The class collected 27 coats and 43 hats. How many items will the class have to donate to the poor?

10)   Mrs. Plum owns a bakery. She bakes treats every morning. Today, Mrs. Plum baked 22 cookies, 18 muffins, 17 cupcakes and 13 donuts. How many treats did Mrs. Plum bake today?

11)   The school is going on a field trip to an apple farm. 63 second graders are going on the field trip. 19 parents will also go. How many people are going on the field trip?

12)   The Apple Farm is 92 miles from the school. The bus has traveled 58 miles so far. How many more miles do they have to go?

Operations and Algebraic Thinking: Fact Practice

Own It!

Build arrays or use properties of operation to solve each multiplication equation:

1) *4 x 3 =*

2) *5 x 6 =*

3) *7 x 2 =*

4) *8 x 8 =*

5) *9 x 3 =*

6) *5 x 4 =*

7) 6 x 8 =

8) 7 x 4 =

9) 6 x 6 =

10) 9 x 3 =

11) 8 x 10 =

12) 7 x 5 =

Build arrays or use properties of operation to solve each division equation:

1) $4 \div 2 =$

2) $10 \div 5 =$

3) $9 \div 3 =$

3) $8 \div 4 =$

5) $12 \div 3 =$

6) $15 \div 5 =$

7) 24 ÷ 6 =

8) 28 ÷ 7 =

9) 32 ÷ 4 =

10) 30 ÷ 5 =

11) 16 ÷ 4 =

12) 20 ÷ 4 =

Math Review

The students in Mrs. Crosby's class took a vote on their favorite sport. They charted it with this graph:

My Favorite Sport

Sport	Number of Children
Basketball	🎾 🎾 🎾
Football	🎾 🎾 🎾 🎾 🎾
Soccer	🎾 🎾 🎾 🎾

🎾 = 2 children

How many children chose football as their favorite sport?

How many more children chose soccer than basketball?

Math Review

Ruth wants to buy a yo-yo from the store. The yo-yo costs 75¢. Ruth has these coins:

➢ Does Ruth have enough money to buy the yo-yo?

➢ How much money does Ruth have?

➢ How much more money does Ruth need to buy the yo-yo?

Math Review

Samantha ordered pizza for her birthday. She had 12 slices of pizza. She invited 3 of her friends over to share. How many slices can each child get?
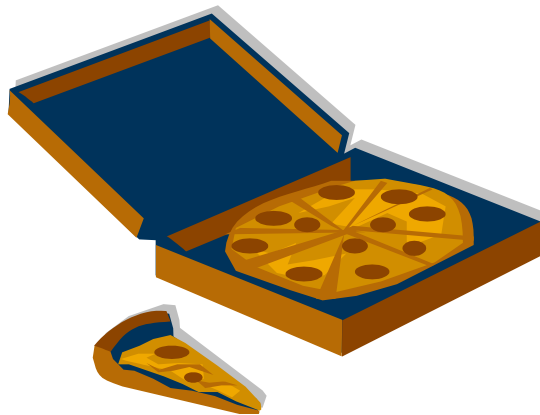
Math Review

1. Look at these equations:

$$7 + \square = 13 \qquad 12 - \square = 6$$
$$\square - 3 = 3 \qquad \square + 3 = 9$$

What is the value of $\square$?

---

2. Judy woke up at 8:30 last Saturday. Her baby brother woke up 2 hours before her. What time did Judy's brother wake up?

---

3. What fraction is shown?
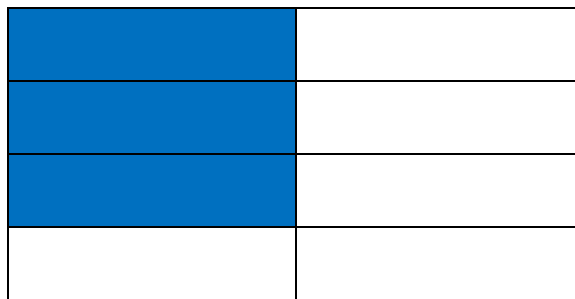
Math Review

4. Find the sum.

$$427$$
$$\underline{+144}$$

---

5. What is the missing number?

$$50 + \underline{} + 7 + 7000 = 7{,}857$$

---

6. I am a shape with one flat surface, zero edges and one vertex. What am I?

Math Review

7. Estimate the sum.

$$526$$
$$\underline{+490}$$

a) 900   b) 800   c) 1000

___

8. Round 5,037 to the nearest ten.

___

9. Look at the clock:
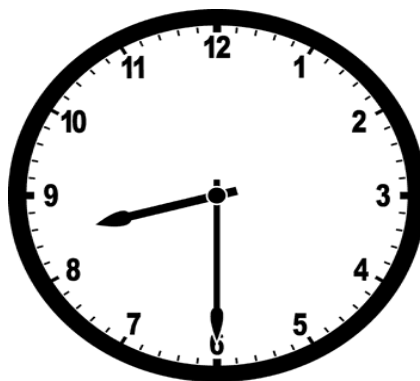
What time will it be in 2 hours?

Math Review

10. Look at the number pattern:

5, 8, 11, 14, 17

What is the pattern counting by?

_____

11. Joey got 25 stickers in April. He got 12 erasers in May. He got 37 more stickers in June. How many stickers did he get in all?

_____

12. Look at the graph:

Favorite Lunch

Pizza	☺ ☺ ☺ ☺ ☺
Chicken	☺ ☺
Hot Dogs	☺ ☺ ☺

☺ = 5 students

How many children chose hot dogs as their favorite lunch?

Math Review

13. Juliana has 12 cupcakes. She wants to share them equally with 3 friends. How many cupcakes will each child get?

14. Find the difference:

$$\begin{array}{r} 735 \\ -\ 267 \\ \hline \end{array}$$

15. How would you write four thousand six hundred twenty-two in standard form?

16. Which symbol will make the equation true?

$$24 \bigcirc 17 = 7$$

Math Review

17. Use the graph to solve:

Cars in the Parking Lot

Red	124
Blue	203
Green	98
Black	73

How many blue and black cars are there altogether?

_____

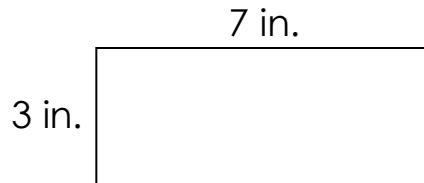18. What is the value of x?

$x + 20 = 45$ $\qquad$ $x \div 5 = 5$

$30 - x = 5$ $\qquad$ $5 \times 5 = x$

_____

19. Which number will make the equation true?

$5 + 100 +$ _____ $+ 50 = 7{,}155$

Math Review

20. What is the distance around this shape?

7 in.

3 in.

21.   x = 52 y = 28

x + y = ?   x − y =?

22. Jenny has 13 markers. She gets more markers. Now she has 30 markers. How many markers did Jenny get?

Math Review

23. Solve.

   Samantha had 15 Barbie dolls. Her cousin Susan has twice as many Barbie dolls. How many Barbie dolls does Susan have?

_____

24.   Find the sum.

$$\begin{array}{r} 4{,}286 \\ +1{,}502 \\ \hline \end{array}$$

_____

25. Show 86¢ two different ways.

Math Review

26. Solve.
   Cassie went to the theater to see a play.
   The seats were all numbered like this:
   23, 25, _____, 29, 31, _____
   What are the missing seat numbers?

_____

27.   Find the difference.

$$
\begin{array}{r}
6,175 \\
-\ 1,502 \\
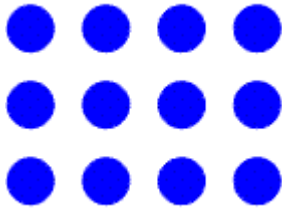\hline
\end{array}
$$

_____

28. Look at this number:
   653

Round it to the nearest ten: _____

Round it to the nearest hundred: _____

Math Glossary

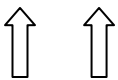|		
array	**dividend** the whole you start with in a division equation $6 \div 3 = 2$ ⇧ dividend	**division** partitioning object into a number of equal shares $6 \div 3 = 2$
division equation $6 \div 3 = 2$	**divisor** the number of groups you want to make in a division equation $6 \div 3 = 2$ ⇧ divisor	**equal addends** when all the numbers you are adding have equal value. $5 + 5 + 5 + 5$ ⇧ ⇧ ⇧ ⇧
factors the numbers you are multiplying together $5 \times 5 = 25$ ⇧ ⇧ factors	**multiplication** a process of representing repeated addition $5 \times 5 = 25$	**multiplication equation** $5 \times 5 = 25$
nearest 10 a number closest to the value of another in the ten's place	**nearest 100** a number closest to the value of another in the hundred's place	**product** the answer you get when the factors are multiplied $5 \times 5 = 25$ ⇧ product
repeated addition an equation with equal addends $5 + 5 + 5 + 5$	**rounding** When we see if a number is closest to the nearest 10 or nearest 100	**quotient** the number of shares each group gets in a division equation $6 \div 3 = 2$ ⇧ quotient