Marion P Thomas
CHARTER SCHOOL

Rising 2nd Grade Summer Learning Packet

Reading Book List

SUMMER READING IS A WONDERFUL OPPORTUNITY FOR STUDENTS TO CONTINUE THEIR LEARNING JOURNEY OUTSIDE THE CLASSROOM. IT HELPS MAINTAIN AND IMPROVE LITERACY SKILLS, FOSTERS A LOVE FOR BOOKS, AND OPENS UP NEW WORLDS OF IMAGINATION AND KNOWLEDGE. BY EXPLORING VARIOUS GENRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.

Rising Kindergarten	**Jabari Jumps by Gala Cornwall**
Rising First Grade	**Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor**
Rising Second Grade	**Surf's Up by Kwame Alexander** **The Water Princess by Susan Verde**
Rising Third Grade	**Barack by Jonah Winter** **Ada Twist and the Perilous Pants by Andrea Beaty**
Rising Fourth Grade	**Ellray Jakes is not a Chicken by Sally Warner** **J.D. and the Great Barber Battle by J. Dillard**
Rising Fifth Grade	**ReStart by Gordan Korman** **The Last Kids on Earth by Max Brallier**
Rising Sixth Grade	**The Dreamer by Paul Munoz Ryan** **Becoming Muhammad Ali by James Paterson**
Rising Seventh Grade	**Long Walk to Water by Linda Sue Park** **Esperanza Rising by Pam Munoz Ryan**
Rising Eighth Grade	**One Crazy Summer by Rita Williams Garcia** **We Beat the Street by Sampson Davis, George Jenkns, Rameck Hunt, Sharon Draper**

Dear Families,

We are excited to share a simple and effective way for you to support your child's reading development at home. As part of our focus on building strong foundational reading skills, we have prepared a set of sight words for your child to practice. Below, you will find instructions on how to review these sight words with your child and use the provided record sheet to track their progress.

Steps to Review Sight Words:

1. Create a Routine: Set aside a consistent time each day to practice sight words with your child. Aim for about 10-15 minutes of practice.
2. Review the Words
    - Flashcards: Use the flashcards provided or make your own by writing each sight word on an index card.
    - Read Aloud: Show each flashcard to your child and have them read the word aloud. If they struggle, say the word together and then have them repeat it.
    - Use in Sentences: Help your child use the sight words in simple sentences to reinforce understanding and context.
3. Engaging Activities
    - Memory Game: Create two sets of sight word flashcards and play a matching game.
    - Word Hunt: Ask your child to find sight words in books, magazines, or around the house.
    - Writing Practice: Encourage your child to write each sight word and use it in a sentence.

How to Use the Record Sheet:

1. Date: Write the date of each practice session.
2. Progress Check: If your child can read the word correctly on the first try, place a check mark (✓) in the "Mastered" column.

Regularly reviewing sight words at home will greatly enhance your child's reading fluency and confidence. We appreciate your support and partnership in your child's education. If you have any questions or need additional resources, please feel free to reach out.

Thank you for your continued support.

Sincerely,

Ms. Wilson
Director of K-8 Humanities

Queridas familias,

Nos complace compartir una forma sencilla y eficaz para apoyar el desarrollo de lectura de su hijo en casa. Como parte principal de crear y desarrollar habilidades sólidas y fundamentales de lectura, hemos preparado un conjunto de palabras que son reconocibles para leer para que su hijo(a) practique en casa.

A continuación, encontrará las instrucciones sobre cómo repasar estas palabras reconocibles para leer con su hijo(a) y cómo utilizar la hoja de registro para el seguimiento de su progreso.

Pasos para revisar las palabras reconocibles para leer:

1. Crear una rutina: reservar un tiempo constante cada día para practicar las palabras reconocibles para leer con su hijo(a). Practique las palabras entre 10 y 15 minutos diarios.
2. **Practicar las palabras**
    - Fichas: utilice las fichas proporcionadas o cree las suyas escribiendo cada palabra reconocible para leer en una ficha.
    - **Lea en voz alta:** muestre cada ficha a su hijo(a) y pídale que lea la palabra en voz alta. Si tiene dificultad en leer la palabra , leer la palabra juntos y luego repitan la palabra otra vez.
    - **Usar en oraciones:** Ayude a su hijo(a) a usar las palabras reconocibles para leer en oraciones simples para reforzar la comprensión y el contexto de la lectura.

3. Crear Actividades Interesantes

- Juego de memoria: crea dos conjuntos con fichas de palabras reconocibles para leer y juega un juego de combinaciones usando las palabras.
- Búsqueda de palabras: Pídale a su hijo(a) que busque las palabras reconocibles para leer en libros, revistas o alrededor de la casa.
- Práctica la escritura: Hágale escribir a su hijo(a) cada palabra reconocible para leer y usarla en una oración completa.

Cómo utilizar la hoja de registro:

Fecha: Escribe la fecha de cada sesión que practique las palabras reconocibles para leer.

Verificación de progreso: si su hijo puede leer la palabra correctamente en el primer intento, coloque una marca de verificación (✓) en la columna "Dominado".

Practicar periódicamente las palabras reconocibles para leer en casa mejorará enormemente la fluidez y la confianza en la lectura de su hijo(a). Apreciamos su apoyo y colaboración en la educación de su hijo(a). Si tiene alguna pregunta o necesita recursos adicionales, no dude en comunicarse.

Gracias por su continuo apoyo.

Atentamente,

Sra. Wilson

Director de Humanidades K-8

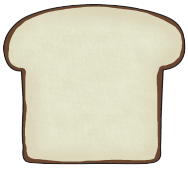
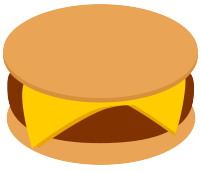
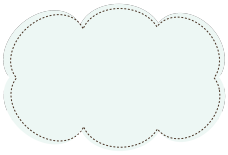
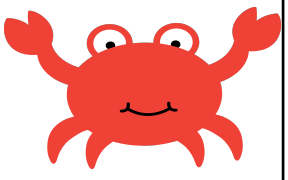
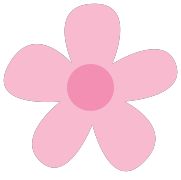
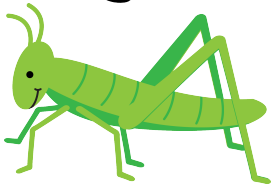
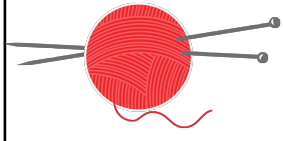
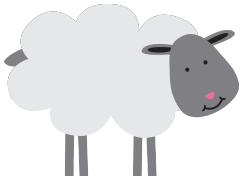
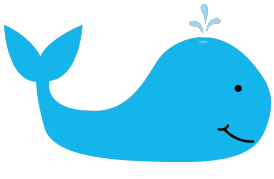
always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off
or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

Dolch Second Grade Word List Record Sheet

always					or				
around					pull				
because					read				
been					right				
before					sing				
best					sit				
both					sleep				
buy					tell				
call					their				
cold					these				
does					those				
don't					upon				
fast					us				
first					use				
five					very				
found					wash				
gave					which				
goes					why				
green					wish				
its					work				
made					would				
many					write				
off					your				


Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qu
qu
Rr
Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz
wh
ch
sh
th
ck

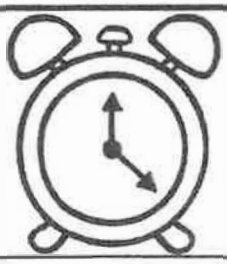
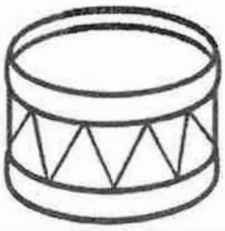
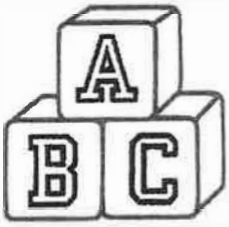
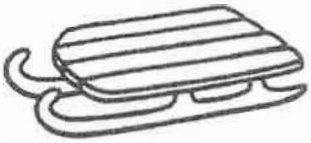
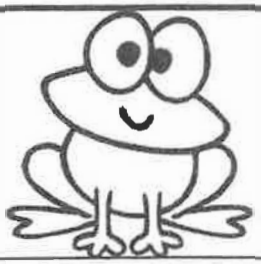
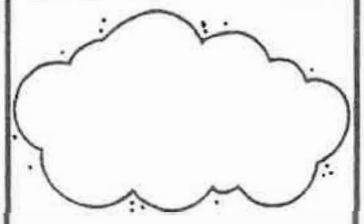
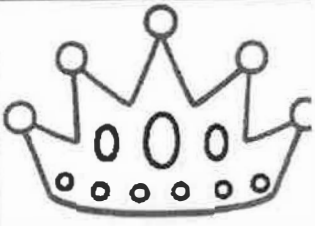
Blends and Digraphs

bl  blue	**br**  bread	**ch**  cheese	**cl**  cloud	**cr**  crab
dr  drink	**fl**  flower	**fr**  frog	**gl**  glove	**gr**  grasshopper
kn  knit	**pl**  plant	**pr**  princess	**qu**  quarter	**sc**  school
sh  sheep	**sk**  skate	**sl**  slice	**sn**  snail	**sp**  spider
st  star	**sw**  swing	**th** 3 three	**tr**  tree	**wh**  whale

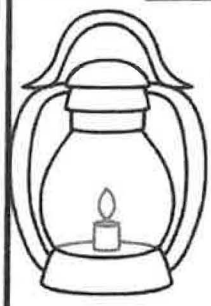
Name _____

R and L Blends

Directions: Say the name of each picture.
Write the word on the line.
Circle the beginning blend for each word.

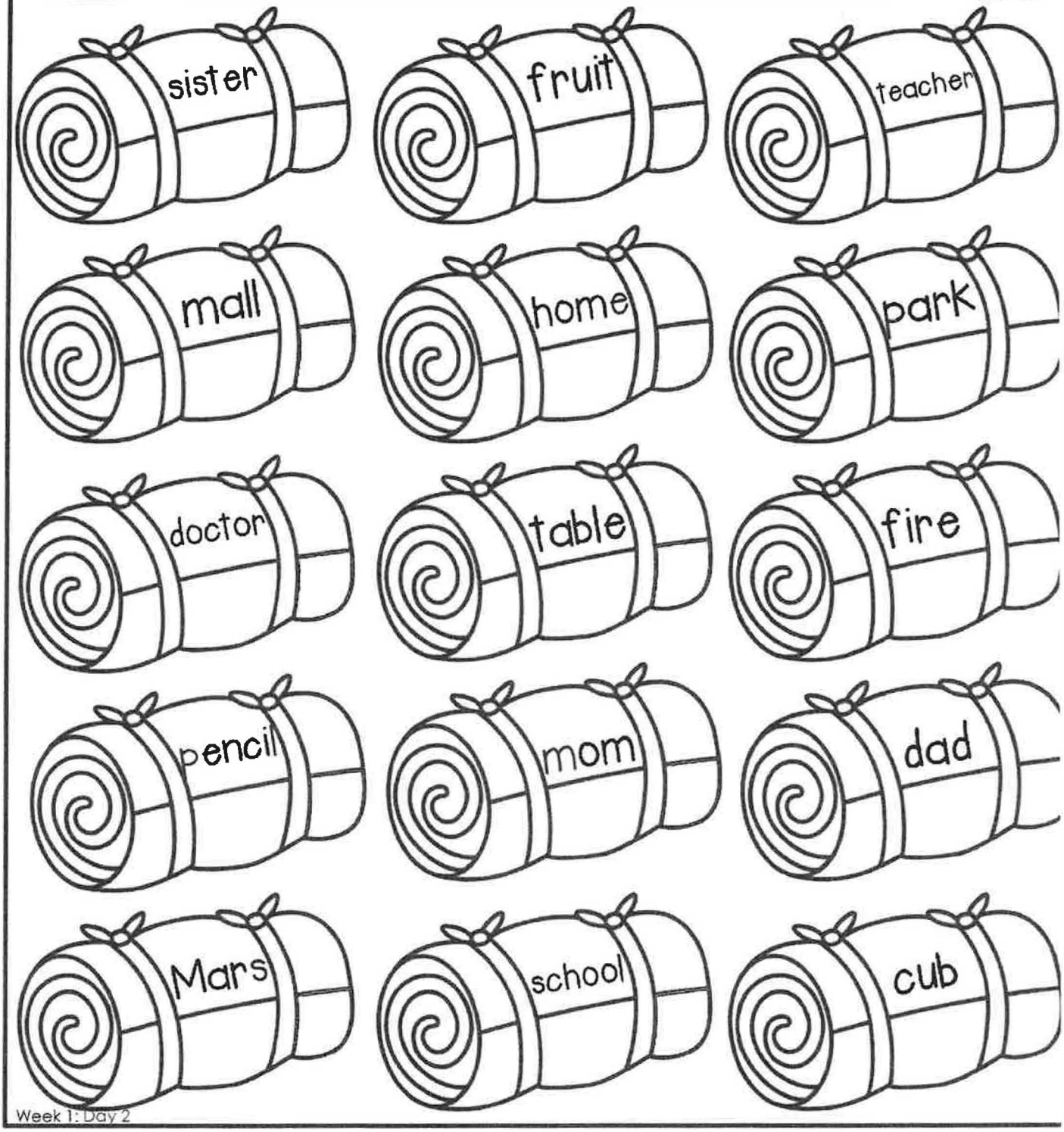
Name _____



Camping for Nouns

Directions: Read the nouns on the sleeping bags.
Use the color code to color the sleeping bags.

person = red place = orange thing = green



Name _____

Summer Vowels

Directions: Read the words below. Color the long vowel words green. Color the short vowel words red.

stop	leap	mug	sun	sled	lake
smile	bone	pill	beach	ran	tile
stay	rule	stain	sail	rule	shine
cat	tie	bite	still	boat	chin

Directions: Write three sentences using the words from the list above.

1.

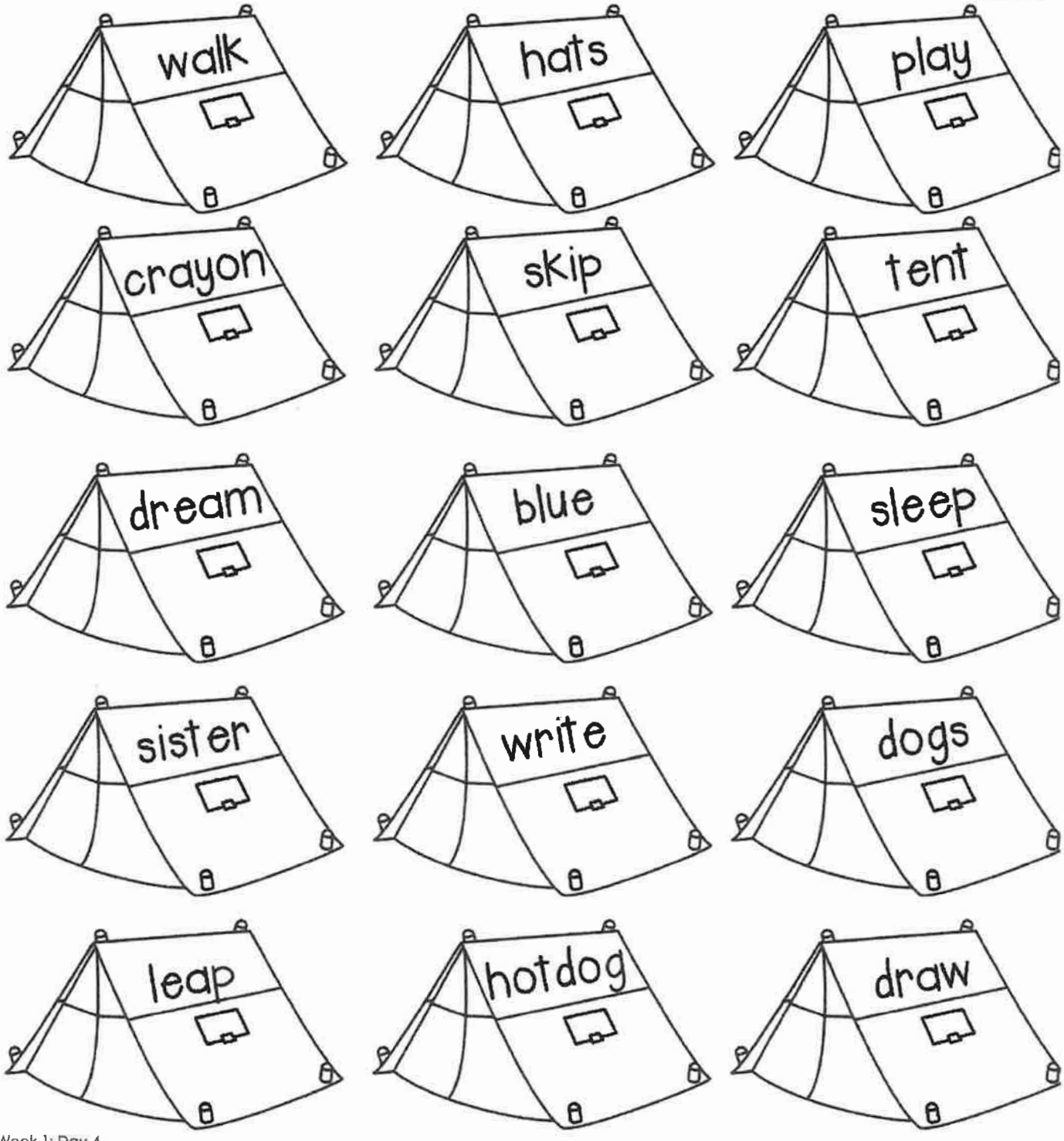
2.

3.

Name _____

Camping for Verbs

Directions: Read the words on the tents. If the word is a verb, color the tent green. Color all of the other tents yellow.



Name _____

Compound Words!

Directions: Write the two words that make up each compound word. Next, put the compound words in ABC order. Finally, write a sentence using two compound words.

1. sandcastle _____ + _____	
2. doghouse _____ + _____	
3. hotdog _____ + _____	
4. backpack _____ + _____	
5. sailboat _____ + _____	
6. flashlight _____ + _____	
7. butterfly _____ + _____	
8. ladybug _____ + _____	

ABC Order

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

Directions: Write a sentence using two compound words.

Drinking Fountain

By Marchette Chute

When I climb up
To get a drink,
It doesn't work
The way you'd think.

I turn it up,
The water goes
And hits me right
Upon the nose.

I turn it down
To make it small
And don't get any
Drink at all.

Name: _____ **Date:** _____

For questions 1–4, please circle the correct answer.

1. Why does the speaker of the poem climb up?

A) to go down a slide
B) to get a drink
C) to get hit in the nose

2. Some words in this poem rhyme. What are two words in the poem that rhyme?

A) "up" and "right"
B) "down" and "any"
C) "small" and "all"

3. The speaker of the poem has trouble using a drinking fountain.

What information from the poem supports this statement?

A) When the speaker turns it down, the water of the drinking fountain becomes too small to drink.
B) When the speaker turns it up, the water of the drinking fountain becomes too small to drink.
C) When the speaker climbs up to the drinking fountain, the speaker is not tall enough to reach the water.

4. What is "Drinking Fountain" mostly about?

A) someone who is too short to use a drinking fountain
B) someone who has trouble getting a drink from a drinking fountain
C) someone who likes to drink water but does not like to drink milk

5. What happens when the speaker of the poem turns the water up?

The water hits the speaker on

7. What did you learn from "Drinking Fountain"?

8. What does the word "it" refer to in this poem? Support your answer with information from the poem.

Troy's Treat

by ReadWorks

Photo Credit: Flying Toaster

Troy was excited. He had saved $5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice-cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was $5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for $5!"

Name: _____ **Date:** _____

1. Who is Tara?

A. Troy's friend

B. Troy's sister

C. the girl at the counter

2. Where does Troy take Tara for her special treat?

A. the movie theater

B. the toy store

C. the ice cream store

3. Read the following sentences from the story: "Troy was excited. He had saved $5 to buy his sister a special treat. It was Tara's birthday."

Why did Troy want to buy Tara a special treat?

A. It was Tara's birthday.

B. Troy likes to surprise Tara.

C. Tara did Troy's chores.

4. What is "Troy's Treat" mainly about?

A. buying an ice cream sundae

B. Troy treating his sister Tara for her birthday

C. how Troy saved $5

5. What was Troy's surprise for his sister?

6. What did you learn from "Troy's Treat"?

7. Class Discussion Question: At the end of the passage, Troy gets a surprise as well. Why is Troy most likely surprised?

8. Draw a picture of Troy treating his sister for her birthday.

What Is a Rainbow?

By Rachelle Kreisman

Rainbows sometimes show up on rainy days. Have you ever seen one?

Rainbows appear in the sky only if the sun is shining. Sunlight looks white. Actually, it is made of many colors. Rainbows show off those colors.

Rain comes from clouds. Clouds are made of tiny drops of water. If the drops get too big, they fall as rain.

Sunlight shines through the drops of rain. The drops bend the light. The colors spread out. Then you see a rainbow! A rainbow's top rows are red, orange, yellow, and green. The bottom rows are blue, indigo, and violet.

Name: _____ **Date:** _____

For questions 1–4, please circle the correct answer.

1. Rainbows appear in the sky only if the sun is doing what?

A) shining
B) setting
C) rising

2. The text explains how rainbows are formed. What does sunlight need to shine through for a rainbow to appear?

A) Sunlight needs to shine through dark gray clouds for a rainbow to appear.
B) Sunlight needs to shine through the water in rain for a rainbow to appear.
C) Sunlight needs to shine through a cloudless blue sky for a rainbow to appear.

3. Rainbows appear when sunlight shines through drops of rain. The drops bend the light, and the colors spread out. Based on this information, when do rainbows appear?

A) Rainbows appear on days when it is just rainy.
B) Rainbows appear on days when it is both sunny and rainy.
C) Rainbows appear on days when it is just sunny.

4. What is "What Is a Rainbow?" mainly about?

A) how rainbows are formed
B) what makes the sun shine
C) how clouds are formed

5. What colors make up sunlight?

The colors that make up sunlight are red, orange, yellow, green,

6. Draw a picture of a rainbow.

7. What did you learn from "What Is a Rainbow"?

8. Class Discussion Question: Use information from the text to explain how rainbows are formed.

Why Do We Have Summer?

By Rachelle Kreisman

Summer starts on the longest day of the year. We call that day the summer solstice**.**

Summer days are warm and long. There is more sunlight. People spend more time outdoors.

Why do we have summer? Earth tilts as it travels around the sun. When Earth's northern half leans toward the sun, that part has summer.

Summer starts in the northern half of Earth around June 21. At that time, it is winter in the southern part of Earth. That is because the Earth's southern half is tilted away from the sun.

Name: _____ **Date:** _____

For questions 1–4, please circle the correct answer.

1. What is the summer solstice?

A) The summer solstice is the hottest day of the year.
B) The summer solstice is the shortest day of the year.
C) The summer solstice is the longest day of the year.

2. The text explains why we have summer. Why do we have summer?

A) Summer starts on the longest day of the year.
B) Summer days are warm, long, and sunny.
C) Earth tilts as it travels around the sun.

3. When the earth's southern half is tilted away from the sun, it is winter in the southern part of Earth. What season does the southern part of Earth have when it is tilted towards the sun?

A) winter
B) fall
C) summer

4. What is "Why Do We Have Summer?" mainly about?

A) what summer days are like
B) the northern half of Earth
C) why we have summer

5. What season is it in the southern half of Earth when people in the northern half have summer?

It is

6. Please draw the earth as the northern half tilts towards the sun. Color the half of Earth which has summer red. Color the half of Earth which has winter blue.

7. What did you learn from "Why Do We Have Summer"?

8. Class Discussion Question: Use information from the text to explain why summer days are warm and long.

Math Facts Challenge

FOR THE SUMMER, ALL INCOMING K-8 STUDENTS MUST PRACTICE THEIR BASIC MATH FACTS LISTED BELOW AND COMPLETE THE MATH ACTIVITIES FOR THEIR GRADE LEVEL. THE GOAL IS TO BE 100% FLUENT IN THEIR FACTS WHEN THEY RETURN TO SCHOOL.

Rising Kindergarten	• Orally Count to 50 • Count Objects up to 20
Rising First Grade	• Count by 1s, 2s, 5s, & 10s to 100 • Addition & Subtraction within 20 Ex: 6+2=8 9-4=5 11+5=16 15-3=12 20-7=13
Rising Second Grade	• Count to 120, starting at any number • Addition & Subtraction within 50 Ex: 25+10=35 50-10=40 40+5=45 30-20=10
Rising Third Grade	• Addition & Subtraction within 100 Ex: 60+30=90 100-40=60 • Multiplication Facts - 0 to 10 • Fractions and Equivalent Fractions
Rising Fourth Grade	• Addition & Subtraction within 1000 Ex: 250+300=550 900-100=800 • Multiplication and Division Facts - 0 to 12 • Fractions and Equivalent Fraction
Rising Fifth Grade	• Addition & Subtraction of any multidigit number Ex: 20000+3000=23000 19500-1400=18100 • Multiplication and Division Facts - 0 to 12 • Fractions and Equivalent Fraction
Rising Sixth Grade	• Multiplication and Division Facts - 0 to 12 • Fractions and Decimal Fluency
Rising Seventh Grade	Multiplication and Division Facts - 0 to 12 Fractions, Decimal, and Percent Fluency Solve Simple Expressions and Equations

Name: _____

Quick Assessment 1 to 120

Can count 1 to 120 orally

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____

Counting Within 120

Decide which numbers are missing and write them in the boxes.

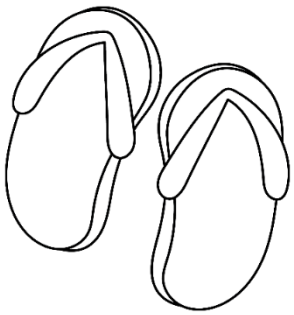
21	22	23				27			30
		33	34		36			39	

61			64		66			69	
		73		75			78		80

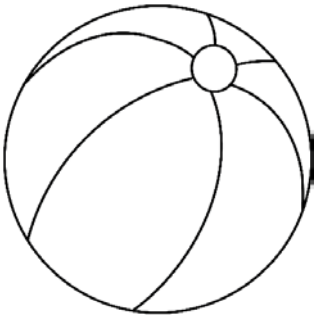
		83			86	87			90
91			94		96		98		

101		103				107			
	112			115			118	119	

Name: _____



Addition Clue Words



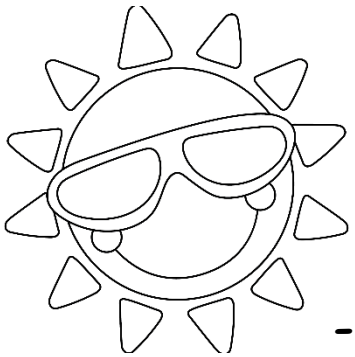
In word problems, look for some of these words that tell you to <u>add</u>:

in all ***total***
combined ***all together***

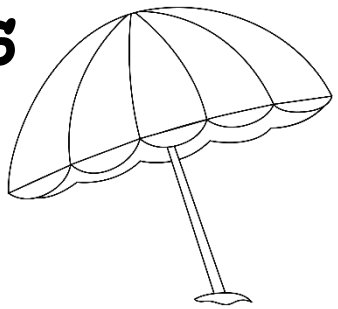
Circle the clue words. Then write an addition problem and solve it. Be sure to label your answers.

1. Bailey has 7 purple beach balls and 4 pink beach balls. How many beach balls does she have in all? _____	2. Agnes counted 5 striped fish and 3 solid color in the ocean. How many total fish did she see? _____
3. Dylan has four pairs of sunglasses. Cam has two pairs. How many pairs do the boys have combined? _____	4. Jack had 3 surfboards and then he bought 2 more. How many does he have all together? _____
5. Amanda picked six orange flowers and five yellow flowers. How many flowers in all will be in her bouquet? _____	6. Joel put 6 scoops of ice cream on his cone. Carly put 4 scoops on hers. How many scoops all together did they use? _____
7. Kyla made 8 shell necklaces on Monday. On Tuesday she made 7 more. How many total necklaces did Kyla make? _____	8. Raul counted 8 starfish on the beach, and then found 8 sand dollars. How many combined sea creatures did Raul find? _____

Name: _____



Subtraction Clue Words



In word problems, look for some of these words that tell you to <u>subtract</u>:

left over take away difference
how many/less remain(ing)
-er words (longer, shorter, larger, smaller)

Circle the clue words. Then write a subtraction problem and solve it. Be sure to label your answers.

1. Dawn counted 8 red umbrellas and 4 blue umbrellas on the beach. How many more red umbrellas were there? _____	2. Martin made 7 sandwiches for his picnic with friends. They ate 3 of them. How many were left over? _____
3. Claire measured 2 starfish. One was 4 inches long and the other was 3 inches long. How much longer was the first one? _____	4. KyRee saw 11 sharks and 6 dolphins from his boat. How many more sharks than dolphin did he see? _____
5. Ian picked up 10 conch shells from the beach. He gave 7 of them away to friends. How many were remaining? _____	6. Meg caught 2 fish. One was 13 pounds and the other was 8 pounds. How much larger was the first fish? _____
7. Nate carried 12 shovels to the beach to build sand castles. He lost 4 of them. How many did he bring home? _____	8. Chloe's mom bought her 6 new diving toys for the pool. She gave 1 to her friend Ann. How many did she have left? _____

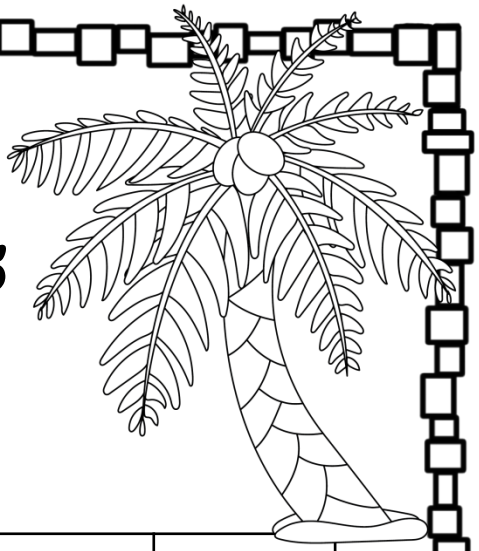
Name: _____

Write the number in different ways.

number form	word form	tally marks
11		
	fourteen	
		
	six	
23		
		
	eight	

Name: _____

Comparing Numbers



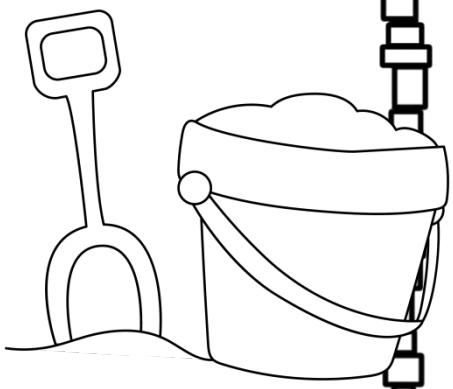
Directions: Compare the numbers by using the correct sign. Use >, < or =.

24		36
75		74
30		3
16		16
99		52
18		81

45		45
63		62
49		50
6		66
50		15
27		26

Name: _____

Comparing Numbers



Directions: Compare the numbers by using the correct sign. Use >, < or =.

13		31
11		17
29		28
72		52
44		64
96		92

37		72
80		60
38		39
99		9
13		33
75		55

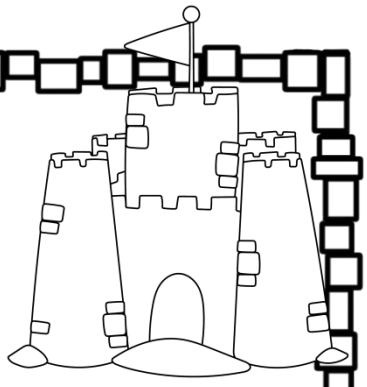
Name: _____

Add 2-Digit Numbers

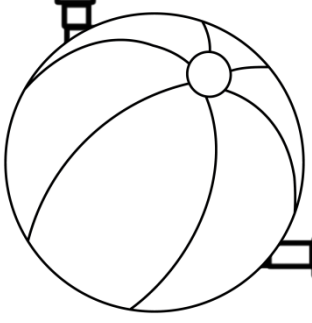
24	65	17
+11	+32	+72
70	83	15
+29	+14	+33
63	16	31
+23	+40	+45

Name: _____

Subtract 2-Digit Numbers



40	50	70
-30	-10	-60
20	90	60
-10	-40	-20
80	30	90
-50	-30	-60



Understanding Place Value

1. What is the value of the underlined digit in 5̲7? _____
What is the value of the underlined digit in 57̲? _____

2. In the number 85, is the 8 in the tens place or ones place? _____

3. What is the value of the underlined digit in 1̲38? _____
What is the value of the underlined digit in 13̲8? _____
What is the value of the underlined digit in 1̲38? _____

4. Compare the numbers below by using >, <, or =

a. 91 _____ 19 **b.** 63 _____ 66 **c.** 105 _____ 112

d. 112 _____ 121 **e.** 210 _____ 198 **g.** 483 _____ 348

5. Which number is bigger 64 or 46? Explain how you know. (Extension 112 or 121)

_____

_____

6. Put the following numbers in order from least to greatest:

109, 65, 56, 110, 6, 201

_____

Explain how you know what order to put them in.

_____

Understanding Place Value

1.

What is the value of the underlined digit in 4̲8? _____

What is the value of the underlined digit in 48̲? _____

2. In the number 76, is the 6 in the tens or ones place? _____

3. What is the value of the underlined digit in 1̲41? _____

What is the value of the underlined digit in 14̲1? _____

What is the value of the underlined digit in 1̲41? _____

4. Compare the numbers below by using >, <, or =

a. 37 _____ 73 **b.** 52 _____ 51 **c.** 108 ____ 115

d. 116 _____ 161 **e.** 301 _____ 299 **g.** 352 ____ 325

5. Put the following numbers in order from least to greatest:

51, 15, 8, 115, 94

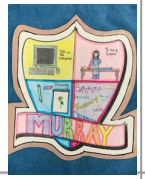
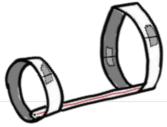
_____

Science & STEM

THIS SUMMER, GET READY FOR STEM BY COMPLETING AS MANY BOXES ON THE CHOICE BOARD AS YOU CAN! BELOW IS AN OVERVIEW OF THE SCIENCE CONCEPTS YOU WILL LEARN ABOUT NEXT YEAR!NRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.

Rising Kindergarten	**Living Things** **Our Changing World** **Weather & the Sun** **Make Things Move**
Rising First Grade	**All About Plants** **Animals & How TheyCommunicate** **Light & Shadows** **Sky Patterns**
Rising Second Grade	**Land & Water** **Properties of Materials** **Earth's Changing Landscape** **Living Things & Habitats**
Rising Third Grade	Forces Around Us Life Cycles & Traits Different Environments Observing Weather
Rising Fourth Grade	**Informaion Processing & Living Things** **Forces & Energy** **Using Energy** **Our Dynamic Earth**
Rising Fifth Grade	**Investigate Matter** **Ecosystems** **Earth's Interactive Systems** **Earth & Space Patterns**
Rising Sixth Grade	**Cells & Life** **Body Systems** **Reproduction of Organisms** **Energy & Matter** **The Water Cycle**
Rising Seventh Grade	**Classification & States of Matter** **Properties & Changes** **Dynamic Earth** **Natural Hazards** **Materials Science** **Distribution of Earth's Resources**
Rising Eighth Grade	**Geologic Time** **Natural Selection & Adaptations** **Forces & Motion** **Evidence of Evolution** **Mechanical Energy** **Electromagnetic Forces** **Light** **Introduction to Waves** **Information Technologies**

STEM Enrichment Activity Chart Grades K-2

Create Monday	Science Tuesday	Coding/Active Wednesday	Engineering Thursday	Fun Friday
Create your personal crest! In a large circle, draw (or use clippings) to represent things you are passionate about. 	Scientist want to understand the world around us. Write 5 WHY or WHAT questions to learn more about something in nature. 	Create an obstacle course. Calculate your time to complete the course. Can you do it faster the second time? Get a family member to try it! 	Design and build a catapult with household item to knock over a tower of cups. 	Draw your ideal future city. What areas will keep citizens healthy and happy? What laws will you have? 
Find recyclable items in your house. How can you make at least one of them reusable? 	Which is the best invisible ink? Write 3 messages using milk, lemon juice, and vinegar. Allow to dry. Heat up the paper with a blow dryer to see a message appear. 	Play a coding game at hourofcode.com/us/learn  Check out the projects at scratch.mit.edu then create your own	Design and build a roller coaster from paper, paper plates, and tape. How long can you keep a ball moving? 	Search [“virtual museum tours”](virtual museum tours) to explore famous exhibits from around the world 
Create a hoop glider using a straw and paper strips. How far can you make it go? 	Go outside and record all of the living things that you see.  Choose 1 book to read about nature funbrain.com/books 	Explore the NASA website: nasa.gov/kidsclub/. Find out about the Mission to the Moon. 	Design and build a table using only paper and tape. How much weight can it hold? How can you make it stronger?  Directions: https://www.youtube.com/watch?v=gx9Z-aArE5U	Measure your heart beat for 10 seconds. Run around and then measure again. How many beats more did you count in 10 secods? Try different exercises and make a chart of how times your heart beats for 10 seconds.