

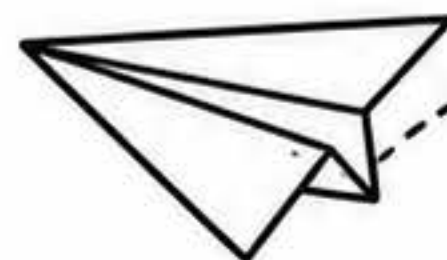
SUMMER

SKILLS

— FOR —

2nd GRADE


**TULSA PUBLIC
SCHOOLS**



NAME: _____



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

I'm excited to officially launch **Summer Skills**, an initiative beginning at some of our schools to provide additional academic support opportunities over the summer break.

Summer learning loss is real - we know that students can experience a loss in what they've learned over this past school year in reading and math without consistent engagement and skills practice. With Summer Skills, you will be able to help your student avoid that summer slide, ensuring that they are ready and feel confident for the new school year in August!

Your student's Summer Skills Packet contains printed handouts as well as resources and lessons that can be completed on a Chromebook. We are loaning each family one Chromebook for the summer to support access to digital learning. **Chargers do not come with the Chromebooks; you may use any universal charger with the loaned devices.*

Summer can be a busy time, so this packet is designed to be simple and flexible. Students should bring their completed packets and Chromebooks to school during the first week of the 2026-27 school year, at which time they will be recognized and receive rewards to celebrate their participation and effort. Completion of the Summer Skills packet is optional for students who will be participating in our Summer Learning program in July or Extended School Year for special education students.

How to use this packet:

- Students should complete one math activity and one literacy activity each day. Activities can be completed in any order and repeated as often as desired.
- Students can also log into their digital platforms (Imagine Learning, Amira, Zearn) through Clever to continue practicing their skills. Visit www.tulsaschools.org/SummerSkills to get started.
- Students who receive services on an Individualized Education Plan (IEP): You may elect to use the "Supplemental/Remediation Support" section at the back of the packet. You may complete one math and one literacy activity from this section each day in any order and repeated as often as desired.

How families can help:

- Read together daily and talk about learning.
- Ask your child to explain their thinking.
- Encourage learning during everyday activities like cooking, shopping, traveling, and playing games.
- Visit the Tulsa City-County Library and join the summer reading program.
- Keep learning positive and fun!

For Summer Skills support this summer, call us at 918-746-7575 and ask to speak to an instructional coordinator. You can also receive technology support and help with your Chromebook by visiting us in person at either location listed below:

Parent Resource Center

525 E. 46th St. N.

Hours: Monday-Friday, 9am-4pm

Enrollment Center

2819 S. New Haven Ave.

Hours: Monday – Friday, 8am-5pm

Thank you for your continued partnership.

Warmly,

Dr. Ebony Johnson

Superintendent

Tulsa Public Schools



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Estimadas familias:

Me complace anunciar el lanzamiento de **Summer Skills**, una iniciativa que comenzará en algunas de nuestras escuelas para ofrecer oportunidades adicionales de apoyo académico durante las vacaciones de verano.

La pérdida de aprendizaje durante el verano es real -- sabemos que los estudiantes pueden perder parte de lo que aprendieron este año en lectura y matemáticas si no continúan practicando sus habilidades. Con Summer Skills, ¡usted podrá ayudar a su estudiante a evitar ese retroceso y asegurarse de que llegue al nuevo año escolar en agosto listo y con confianza!

Su hijo(a) llevará a casa un paquete de Summer Skills antes del último día de clases. Por favor esté pendiente. Este paquete incluirá materiales impresos y un Chromebook por familia para acceder a recursos digitales de aprendizaje. Los cargadores no se incluyen con los Chromebooks; puede utilizar cualquier cargador universal con los dispositivos prestados.

El paquete de Summer Skills de su estudiante incluye materiales impresos, así como recursos y lecciones que pueden completarse en un Chromebook. Estamos prestando un Chromebook por familia durante el verano para apoyar el acceso al aprendizaje digital. Sabemos que el verano puede ser una época ocupada, por lo que este paquete está diseñado para ser sencillo y flexible. Los estudiantes deben traer sus paquetes completados y su Chromebook durante la primera semana del año escolar 2026–27, momento en el que serán reconocidos y recibirán premios por su participación y esfuerzo. Completar el paquete es opcional para los estudiantes que participarán en el programa de aprendizaje de verano en julio o en el programa de Año Escolar Extendido (ESY) para estudiantes de educación especial. Sin embargo, están invitados a participar para poder ser elegibles a premios.

Cómo usar este paquete:

- Los estudiantes deben realizar una actividad de matemáticas y una de lectura cada día. Las actividades pueden hacerse en cualquier orden y repetirse tantas veces como se desee.
- Los estudiantes también pueden ingresar a sus plataformas digitales (Imagine Learning, Amira, Zearn) a través de Clever para seguir practicando. Visite www.tulsaschools.org/SummerSkills para comenzar.
- Estudiantes que reciben servicios bajo un Plan de Educación Individualizado (IEP): Pueden optar por utilizar la sección de «Apoyo Suplementario/Remedial» que se encuentra al final del paquete. Pueden completar una actividad de matemáticas y una de lectura de esta sección cada día, en cualquier orden y repitiéndolas tantas veces como deseen.

Cómo pueden ayudar las familias:

- Lean juntos todos los días y comenten sobre lo que aprenden.
- Pídale a su hijo(a) que explique su razonamiento.
- Fomente el aprendizaje durante actividades cotidianas como al cocinar, ir de compras, viajar o jugar.
- Visiten la Biblioteca de la Ciudad y el Condado de Tulsa y únense al programa de lectura de verano.
- ¡Mantenga el aprendizaje positivo y divertido!

Para recibir apoyo para Summer Skills, llámenos al 918-746-7575 y pida hablar con un coordinador instruccional. También puede recibir apoyo tecnológico y ayuda con su Chromebook visitándonos en persona en cualquiera de las siguientes ubicaciones:

Centro de Recursos para Padres

525 E. 46th St. N.

Horario: lunes-viernes, 9am-4pm

Centro de Inscripción

2819 S. New Haven Ave.

Horario: lunes-viernes, 8am-5pm

Gracias por su continua colaboración.

Con aprecio,
Dra. Ebony Johnson
Superintendente
Escuelas Públicas de Tulsa

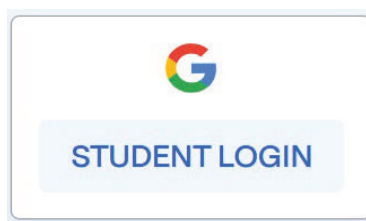
How to Login to Clever at Home

Clever is a free and secure digital platform that offers access to learning applications and resources in one place. Some applications may only be accessible through a laptop or tablet.

- Type www.clever.com/in/tulsa/student/portal into the URL
- Choose one from the two options:
 - **Option 1:** If the school sent home a Clever Badge. First, select **Clever Badge login** (you must have camera access on your device, and you must enable the camera). Next, hold the badge up to the camera.



- **Option 2:** Select **STUDENT LOGIN**.



- Select **Use another account**. Enter your student's Gmail account. If you do not know the Gmail, it is your **student's first name, last name initial, the month and day of birth**, and **@student.k12.tulsaschools.org**. For instance, Jane Smith was born on February 16, her Gmail account is janes0216@student.k12.tulsaschools.org



Choose an account

to continue to [Clever](#)

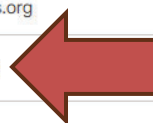


Jennifer Goodlow

goodlje@k12.tulsaschools.org



Use another account



Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

- Next, enter your student's **6-digit school ID number** for the password. Then select the blue **Next** button.



Welcome

Enter your password

☐ Show password



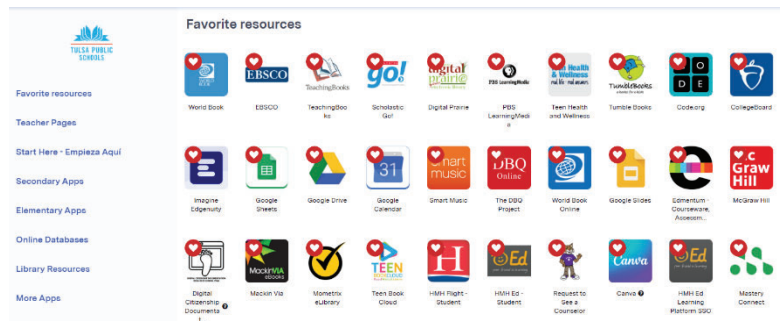
Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

[Forgot password?](#)

Next



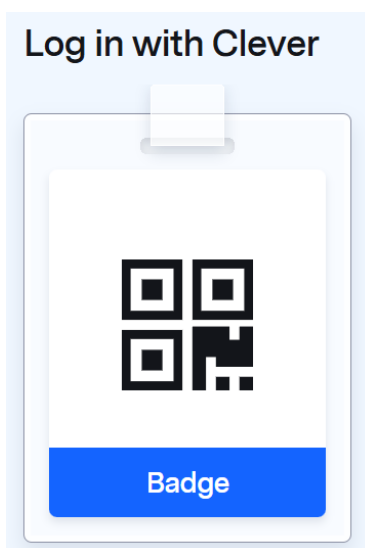
- Last, select the app of choice.



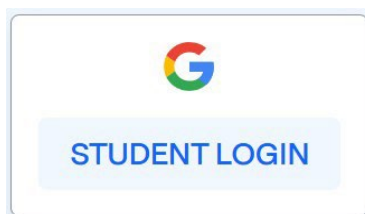
Cómo iniciar sesión en Clever desde casa

Clever es una plataforma digital gratuita y segura, que ofrece acceso a recursos y aplicaciones de aprendizaje en un solo lugar. Es posible que a algunas aplicaciones solo se pueda acceder a través de una computadora portátil o una tableta.

- Escriba www.clever.com/in/tulsa/student/portal en la barra de direcciones
- Elija una de las dos opciones:
 - **Opción 1:** Si la escuela ha enviado a casa un Clever Badge (Gafete de Clever). En primer lugar, seleccione **Clever Badge login** (Inicio de sesión con Clever Badge). Debe tener acceso a la cámara en su dispositivo y debe activar la cámara. A continuación, acerque el gafete a la cámara.



- **Opción 2:** Seleccione **STUDENT LOGIN** (INICIO DE SESIÓN PARA ESTUDIANTES).



- Seleccione **Use another account** (Usar otra cuenta). Introduzca la cuenta de Gmail de su hijo. Si no conoce la dirección de Gmail, esta se compone del **primer nombre de su hijo, la inicial de su apellido, el mes y el día de nacimiento, y @student.k12.tulsaschools.org**. Por ejemplo, Jane Smith nació el 16 de febrero y su cuenta de Gmail es janest0216@student.k12.tulsaschools.org



Choose an account

to continue to [Clever](#)

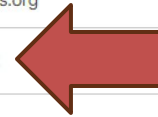


Jennifer Goodlow

goodlje@k12.tulsaschools.org



Use another account



Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

- A continuación, introduzca **el número de alumno de 6 dígitos** de su hijo como contraseña. A continuación, seleccione el botón azul **Next** (Siguiendo).



Welcome

Enter your password

☐ Show password



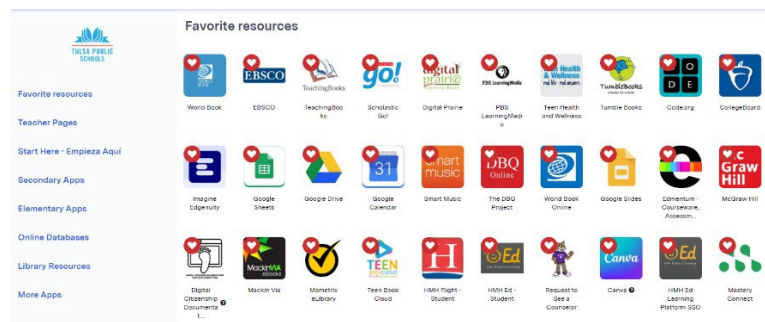
Before using this app, you can review Clever's [privacy policy](#) and [terms of service](#).

[Forgot password?](#)

Next



- Por último, seleccione la aplicación que desee.





Summer Skills 2026

Check out the **Summer Skills Resource Hub** for access to digital resources and more information on how to continue learning during the summer!



Access the Summer Skills Resource Hub at
tulsaschools.org/summerskills
OR by using the QR above.



Summer Skills 2026

¡Visita el **Centro de Recursos de Habilidades de Verano** para acceder a recursos digitales y obtener más información sobre cómo seguir aprendiendo durante el verano!



Accede al Centro de Recursos de Habilidades de Verano utilizando el código QR o en:

tulsaschools.org/summerskills



MATH

2

FOR FAMILIES

SECOND GRADE

What to expect:

In second grade, children are developing their math skills by applying new knowledge to what they already know. They are learning how to make a plan for solving a problem by trying different approaches when the problem seems difficult or they do not know the solution. At this age, children are beginning to understand how numbers and tools like rulers and scales come together to create learning experiences. They can explain how to solve a problem and why the solution works. Play continues to be a developmentally appropriate method for young learners to explore the world and make sense of their environment. This information is a snapshot of learning in mathematics for Grade 2. For a complete set of mathematics academic standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Read and write numbers to 1,000.
- Add and subtract one- and two-digit numbers. (For example, $9 - 4 = 5$, $25 + 19 = 44$, etc.)
- Create and describe increasing and decreasing patterns of shapes and numbers (the number of skips in a game or rings in a tree, for example).
- Read and write time on a traditional and digital clock.
- Write and draw fractions for halves, thirds and fourths.
- Use a ruler to measure lengths to the nearest inch and centimeter.

What to do at home:

- Create math problems about things happening at home. (For example, ask your child, "If we started dinner with 10 slices of pizza but have eaten 3, how many are left?")
- Determine the value of coins up to one dollar.
- Write two different three-digit numbers on a piece of paper and ask your child which one is greater or less than the other.
- Ask your child to tell you what time it is.
- Practice using a ruler to measure household items, such as school binders and a TV screen.
- Ask your child to help measure ingredients while cooking or baking.

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic success!



OKLAHOMA
Education



MATH

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What do you notice or wonder about in your community?
- What new words or new things have you discovered?
- What math problems do you see around us? What problems could you make from what you see?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- If you switched places with your teacher tomorrow, what would you teach the class? Why?
- Did you get a chance to listen to other people's ideas in math class today? Did they make sense to you?
- Did you learn something that challenged you today, or was there something you didn't understand?

Fostering Comprehension

Comprehension in math can be thought of as making sense of a problem or real-world situation. Children often have difficulty seeing how math connects to the real world or struggle to be sure their answer makes sense. Help your child with math comprehension by asking if their solution actually answers the problem. Asking children, "Does your answer make sense to you?" helps them stop and think deeply about the solution.

BEFORE YOU SOLVE

- What do you notice about this math problem?
- What does it make you wonder about?
- Where do we see this occur around us?

WHILE YOU SOLVE

- What do you think needs to happen next?
- Is there any other way to find the answer?

AFTER YOU SOLVE

- What would have made this problem easier to solve?
- Is there an easier way to do it? How?

Join the conversation!

@oksde



MATEMÁTICAS

2

PARA FAMILIAS

SEGUNDO GRADO

Qué esperar:

En segundo grado, los niños están desarrollando sus habilidades matemáticas al aplicar nuevos conocimientos a lo que ya saben. Están aprendiendo cómo hacer un plan para resolver un problema probando diferentes enfoques cuando el problema parece difícil o no conocen la solución. A esta edad, los niños comienzan a comprender cómo los números y las herramientas, como las reglas y las escalas, se unen para crear experiencias de aprendizaje. Pueden explicar cómo resolver un problema y por qué funciona la solución. El juego sigue siendo un método apropiado para el desarrollo de los jóvenes estudiantes para explorar el mundo y dar sentido a su entorno. Esta información es una instantánea del aprendizaje de matemáticas para el segundo grado. Para obtener un listado completo de los estándares académicos de matemáticas, haga [clic aquí](https://sde.ok.gov/oklahoma-academic-standards) o visite sde.ok.gov/oklahoma-academic-standards.

Al final del año escolar, su hijo:

- Leerá y escribirá números hasta el 1,000.
- Sumará y restará números de uno y dos dígitos. (Por ejemplo, $9 - 4 = 5$, $25 + 19 = 44$, etc.)
- Creará y describirá patrones crecientes y decrecientes de formas y números (el número de saltos en un juego o anillos en un árbol, por ejemplo).
- Leerá y escribirá la hora en un reloj tradicional y digital.
- Escribirá y dibujará fracciones de medios, tercios y cuartos.
- Usará una regla para medir longitudes a la pulgada y al centímetro más cercano.

Qué hacer en casa:

- Cree problemas de matemáticas sobre cosas que suceden en casa. (Por ejemplo, pregunte a su hijo: “Si comenzamos la cena con 10 porciones de pizza pero hemos comido 3, ¿cuántas quedan?”).
- Determinen el valor de monedas de hasta un dólar.
- Escriba dos números diferentes de tres dígitos en una hoja de papel y pregunte a su hijo cuál es mayor o menor que el otro.
- Pida a su hijo que le diga qué hora es.
- Practique el uso de una regla para medir artículos del hogar, como carpetas escolares y una pantalla de televisión.
- Pida a su hijo que ayude a medir los ingredientes mientras cocina u hornea.

USTED ES el primer maestro de su hijo. Aprenda cómo apoyar las metas de los estándares académicos de Oklahoma y por qué son importantes para su hijo. Por favor, manténgase en comunicación regular con los maestros de su hijo y pregunte cómo puede apoyar el aprendizaje de matemáticas en casa. Cuando las escuelas y las familias trabajan juntas como socios, ¡ayuda a su hijo a lograr el éxito académico!



Educación
OKLAHOMA



MATEMÁTICAS

PARA FAMILIAS

Fomentar la curiosidad

Los niños son curiosos por naturaleza y están motivados para aprender sobre las cosas que les interesan. Dado que la curiosidad ayuda a los alumnos a tener éxito en el aula, es importante fomentarla en casa. El juego es una forma maravillosa de desarrollar la curiosidad en los niños pequeños, así que asegúrese de permitirles mucho tiempo de juego. Anime a su hijo a hacer preguntas, descubrir respuestas y explorar su mundo.

Apoye la curiosidad de su hijo con preguntas como éstas:

- ¿Qué notas o sobre qué te preguntas en tu comunidad?
- ¿Qué nuevas palabras o cosas nuevas has descubierto?
- ¿Qué problemas de matemáticas ves a nuestro alrededor? ¿Qué problemas podrías hacer a partir de lo que ves?

Su hijo tendrá muchas preguntas. No importa si usted no siempre tiene la respuesta. La mejor respuesta siempre es: “Descubrámoslo juntos”.

Fomentar la comunicación

Desarrolle el vocabulario, la capacidad de pensar y la curiosidad de su hijo utilizando nuevas palabras y manteniendo conversaciones que incluyan preguntas que le hagan pensar. La comunicación con los demás da a los niños la oportunidad de ver y comprender que puede haber más de un punto de vista sobre un tema determinado. Aceptar ideas diferentes ayuda a los niños a aprender a llevarse bien con los demás, fomentando relaciones positivas con otros niños y una fuerte imagen de sí mismos.

Apoye las habilidades de comunicación de su hijo con preguntas como éstas:

- Si mañana cambiaras de lugar con tu maestro, ¿qué enseñarías a la clase? ¿Por qué?
- ¿Tuviste la oportunidad de escuchar las ideas de otras personas en la clase de matemáticas hoy? ¿Tuvieron sentido para ti?
- ¿Aprendiste algo que te desafió hoy, o hubo algo que no entendiste?

Fomentar la comprensión

La comprensión de las matemáticas se puede considerar como darle sentido a un problema o a una situación del mundo real. Los niños suelen tener dificultades para ver cómo se relacionan las matemáticas con el mundo real o les cuesta estar seguros de que su respuesta tiene sentido. Ayude a su hijo a comprender las matemáticas preguntándole si su solución responde realmente al problema. Preguntar a los niños: “¿Tu respuesta tiene sentido para ti?” los ayuda a detenerse y pensar profundamente en la solución.

ANTES DE RESOLVER

- ¿Qué notas acerca de este problema matemático?
- ¿Qué te preguntas al respecto?
- ¿Dónde vemos que esto ocurre a nuestro alrededor?

MIENTRAS SE RESUELVE

- ¿Qué crees que debe suceder a continuación?
- ¿Hay alguna otra forma de encontrar la respuesta?

DESPUÉS DE RESOLVER

- ¿Qué hubiera hecho que este problema fuera más fácil de resolver?
- ¿Hay una manera más fácil de hacerlo? ¿Cómo?

¡Únase a la conversación!

@oksde



K-2 MATH MENU

Pick an activity,
have fun, and be
a math explorer!

COUNT IT



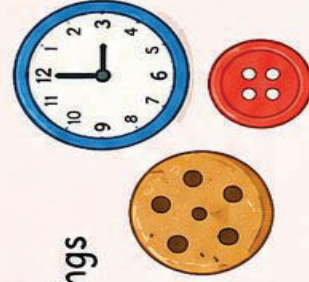
Count as many
socks as you
can find.



Count the
steps from
your bedroom
to the
kitchen.



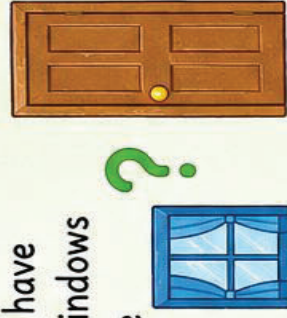
Find and
count things
that are
circles.



COMPARE IT



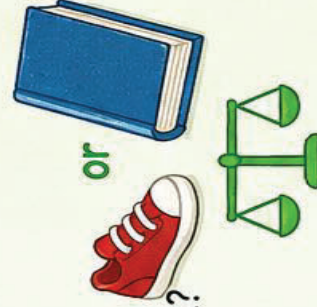
Do you have
more windows
or more
doors?



Which room
has more
chairs?



Which is
heavier:
a shoe
or a book?



PLAY IT

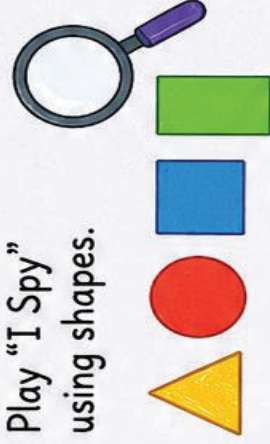


Roll dice and
add the
numbers
together.



$$3 + 4 = 7$$

Play "I Spy"
using shapes.



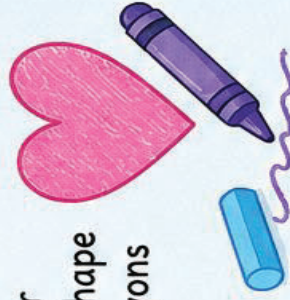
Toss coins
and count
heads and
tails.



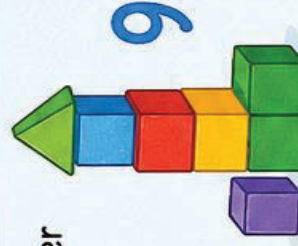
CREATE IT



Draw your
favorite shape
using crayons
or chalk.



Build a tower
with blocks
and count
how many
you used.



Make patterns
with snacks,
toys, or colors.



★ Math is all around you! ★



K-2 MATH MENU

Pick an activity, have fun, and be a math explorer!



COUNT IT

Count how many toys fit in a basket.



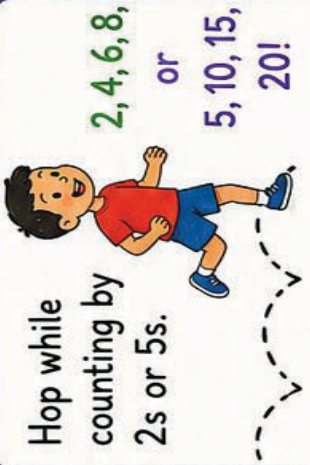
COMPARE IT

Compare the sizes of family members' shoes.



PLAY IT

Hop while counting by 2s or 5s.



CREATE IT

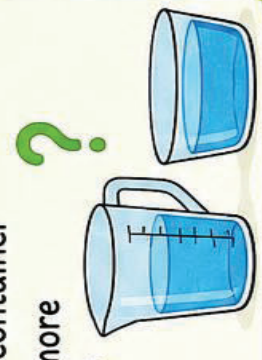
Draw a picture using only triangles and squares.



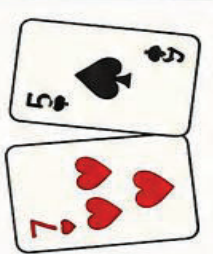
Count how many jumps you can do in 30 seconds.



Which container holds more water?



Play a card game and compare numbers.



7 is greater than 5!

Make a number line with sidewalk chalk.

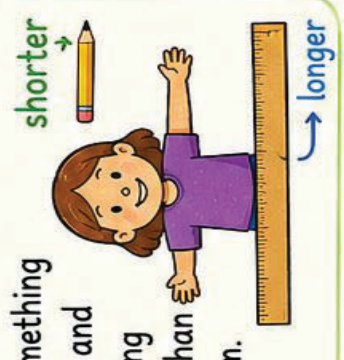


Count how many letters are in family names.

SMITH

5 letters!

Find something shorter and something longer than your arm.



Race to count objects the fastest.



Create your own counting game.



Math is all around you!



START!

1

2

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FINISH!

TULSA
MATH
ADVENTURE

THE
GATHERING PLACE

TULSA ZOO

ROUTE

66



Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

Day 1: Build a Number

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000.

Materials:

Objects (beans, LEGO, coins), paper optional

Time:

5–10 min

Activity:

Build 162 on the place value chart below & record your answer
Then repeat with 232, 296, 108, and 318.
You can use objects and/or drawings

Example:

125

Hundreds Tens Ones
① ①① ①①①①①

Work it out here!

PLACE VALUE		
hundreds	tens	ones

Record your answers here!

PLACE VALUE		
hundreds	tens	ones

Tips & Prompts to Extend Thinking:

- Encourage regrouping tens and ones physically
- How many hundreds, tens, and ones?
- Can you trade 10 ones for 1 ten?
- What changes when you rebuild it?



Day 2: Expanded Form Race (Match Game)

Standard: 2.N.1.2 - Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

Materials:

note cards

Time:

5–10 min

Activity:

On 5 note cards, write a different 3 digit number on each.
Then on 5 different note cards, write out each number in expanded form.
Have your child match the cards.

Example:

345

Card 1-345

Card 2-300 + 40 + 5

MATCH IT!

Match each 3-digit number to its expanded form!

I can match the numbers!

How to play:

- 1 Write 5 different 3-digit numbers on 5 note cards.
- 2 Write each number in expanded form on 5 note cards.
- 3 Mix the cards up.
- 4 Match each number card to its expanded form!

☆ NUMBER CARDS ☆

347	582	914
205	763	

☆ EXPANDED FORM CARDS ☆

900 + 10 + 4	200 + 5	300 + 40 + 7
700 + 60 + 3	500 + 80 + 2	

Did you match them all? ☆ Great job! ☆ My name: _____

Tips & Prompts to extend thinking:

- Let child explain each match out loud
- What does each digit represent?
- How do you know it matches?





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

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Day 3: Word Form Detective (Movement)

Standard: 2.N.1.2 - Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

Materials:
None

Time:
5–10 min

Activity:
Say numbers in word form and act them out.
Draw a picture of how you can act out this number.

Example:
512 = five hundred twelve.
What can you do to act out five and then a hundred and then twelve?



☆ **SAY IT, ACT IT, DRAW IT!** ☆

I can say the number, act it out, and draw it!

☆ Say numbers in word form and act them out.
☆ Draw a picture of how you can act out this number!

☆ **EXAMPLE:**

512 = five hundred twelve

What can you do to act out five and then a hundred and then twelve?

My Picture:

My Picture:

1 What can you do to act it out? My Picture:

2 What can you do to act it out? My Picture:

3 What can you do to act it out? My Picture:

☆ Great job! You can say the number, act it out, and draw your ideas! ☆

Tips & Prompts to Extend Thinking:

- Add movement for each place value
- How do you say this number?
- What part is hundreds?



Day 4: Compare Number Card Battle

Standard: 2.N.1.3-Use place value to describe whole numbers between 10 and 1,000

Materials:
note cards

Time:
5–10 min

Activity:
Write 10 different 3 digit numbers on note cards. Then write =, <, >, on 3 different note cards. Pick 2 number cards and compare numbers using > < =

Example:
345 vs 378, 620 vs 602

☆ **COMPARE IT!** ☆

☆ Pick 2 numbers and compare using >, <, or =!

☆ **HOW TO PLAY:**

1 Write 10 different 3-digit numbers on note cards.

2 Write =, <, > on 3 different note cards.

3 Pick 2 number cards.

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

10 NUMBER CARDS (3-DIGIT NUMBERS)

125	347	589	206	761
432	910	273	684	398

SYMBOL CARDS

>	<	=
---	---	---

PICK 2 NUMBER CARDS AND COMPARE!

1 This means:

2 This means:

3 This means:

☆ Always check which number is greater, less, or equal! ☆

Tips & Prompts to Extend Thinking:

- Focus on explaining thinking, not just answers
- Which number is greater?
- What place helped you decide?





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

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Day 5: Human Number Line Order Game

Standard: 2.N.1.3-Use place value to describe whole numbers between 10 and 1,000

Materials:
note cards

Time:
5–10 min

Activity:

Use cards from day 4 and make a number line in order from greatest to least. Walk the number line and say the numbers as you step on them.

Example:

345, 378, 602, 620

DAY 5: HUMAN NUMBER LINE ORDER GAME

☆ I can put numbers in order from greatest to least!

ACTIVITY:

1. Use the number cards from Day 4.
2. Make a human number line in order from greatest to least.
3. Walk the number line and say the numbers as you step on them.

EXAMPLE:

Put the numbers in order from greatest to least, then stand and say them!

620 602 378 345

GREATEST LEAST

Walk the number line and say the numbers as you step on them!

Tips & Prompts to Extend Thinking:

- Encourage talking through reasoning
- What is the smallest?
- How did you decide the order?



Day 6: Floor Number Line Jump Game

Standard: 2.N.1.4-Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

Materials:
Tape line

Time:
5–10 min

Activity:

Make a floor number line from 0–100 or 0–200 using tape or paper. Count by 10s as you jump forward and backward on the number line. Say how many 10s you added or subtracted. Add 5s to the number line and practice jumping and counting by 5s too!

Example:

Start on 10, then Jump to 40 and shout out +30
Jump from 40 to 30 and shout out -10

NUMBER LINE ACTIVITY

☆ I can use a number line to add or subtract in 10's and 5's!

ACTIVITY:

1. Make a number line with tape or by taping up paper on the floor and number it in increments from 10 to 100 or 200 leaving enough space to go back and add 5 later.
2. Jump to numbers on the number line (0–200) and shout out how many 10's you added or subtracted.
3. Go forward and backwards.

CHALLENGE: Add 5's to your number line and practice with them.

EXAMPLE: INCREMENTS OF 10

0 10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160 170 180 190 200

Each jump is 10 more or 10 less!

EXAMPLE: INCREMENTS OF 5 (ADD 5'S)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 ... 200

Each jump is 5 more or 5 less!

TIPS FOR SUCCESS:

- Make big jumps for 10's.
- Make small jumps for 5's.
- Shout out how many 10's you added or subtracted!

Tips & Prompts to Extend Thinking:

- Focus on spacing and placement
- How many 10's did you pass?
- How many jumps to get to 30?





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

Day 7: Skip Count Workout

Standard: 2.N.1.5 - Use objects to determine whether a number is even or odd.

Materials:
Open space

Time:
5–10 min

Activity:
Skip count with movement

Example:
Count by 10s while doing jumping jacks, 5s while clapping, 100s while spinning.

☆ ☆ SKIP COUNT WORKOUT! ☆ ☆

☆ I can skip count while moving my body! ☆

☆ ACTIVITY:

Skip count
with movement!

Count by 10s
while doing
jumping jacks!



Count by 5s
while
clapping!



Count by 100s
while
spinning!



☆ EXAMPLES:

Count by 10s
(Jumping Jacks)
10, 20, 30, 40, 50, ...



Count by 5s
(Clapping)
5, 10, 15, 20, 25, ...



Count by 100s
(Spinning)
100, 200, 300, 400, ...



CHALLENGE: Make up your own movements and skip count!



Tips & Prompts to Extend Thinking:

- Make it energetic and rhythmic
- What comes next?
- How is this a pattern?



Day 8: Build & Trade Base Ten

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000.

Materials:
Objects or blocks

Time:
5–10 min

Activity:
Build a 3-digit number with objects.
Add 9, making sure to exchange 10 ones for 1 ten

Example:
125

Hundreds Tens Ones
1 2 5
Hundreds Tens Ones
1 2 5

Work it out here!

Record your answers here!

PLACE VALUE

hundreds	tens	ones

PLACE VALUE

hundreds	tens	ones

Tips & Prompts to Extend Thinking:

- Let child physically trade pieces
- What changes when you trade?
- How many tens now?





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

Day 9: Add 10 Machine

Standard: 2.N.1.6-Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

Materials:

Number line (optional)

Time:

5–10 min

Activity:

Start at a number and add 10 repeatedly

Example:

134 → 144 → 154 → 164

Try 205, 319, 487, 1,000, 222

Show your work here!



Day 10: Subtract 10 Walk Back

Standard: 2.N.1.6-Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

Materials:

None

Time:

5–10 min

Activity:

Start with 100. Count backward by 10. Repeat by starting with 300, 250, 199, 600.

Challenge: count back by 5's and 2's

Example:

250 → 240 → 230 → 220

Try 180, 340, 987, 395, 1,000

☆ = SUBTRACT 10 WALK BACK! ☆

☆ I can count backward by 10, 5, and 2!

☆ ACTIVITY:

1. Start with 100. Count backward by 10.

2. Repeat by starting with 300, 250, 199, 600.

3. Walk back as you count.



I subtract 10 and take a step back each time!

☆ EXAMPLES:

Count back by 10s
250 ← 240 ← 230 ← 220
Try starting with:
180 340 987 395 1,000

Count back by 5s
50 ← 45 ← 40 ← 35 ← 30

Count back by 2s
30 ← 28 ← 26 ← 24 ← 22

☆ CHALLENGE:

Count back by 5's and 2's!



Tips & Prompts to Extend Thinking:

- Use backward thinking strategies
- What pattern do you see?
- How is the number changing?





Tulsa Math Adventure

Explore! Solve! Succeed!



Tulsa Math Adventure

Explore! Solve! Succeed!

Day 11: True or False Stand Up Game

Standard: 2.N.1.3-Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms.

Materials:

None

Time:

5–10 min

Activity:

Write 3 number sentences that are true and 3 number sentences that are false. Find a friend and have them play your game. Have them stand up if the sentence is true and sit down if it is false.

Example:

$456 > 465$ (false), $389 < 400$ (true)

Show your work here!

Tips & Prompts to Extend Thinking: Parent Tips:

- Ask for justification every time
- How do you know?
- Can you fix the false one?



Day 12: Mystery Number Draw

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

Materials:

paper/pencil

Time:

5–10 min

Activity:

Draw a mystery number with stars. Repeat 5 more times with a different number and pictures. Show your numbers to a friend and see if they can guess them.

Example:

☹️☹️☹️☹️☹️☹️

Answer: 325

Show your work here!

Tips & Prompts to Extend Thinking:

- Let child create their own mystery number
- What number is this?
- Can you build a new one?



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Activities



Videos



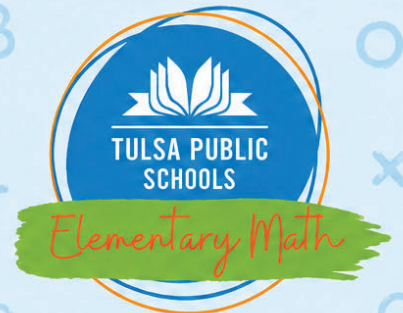
Tips



Tools



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Actividades



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Consejos
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Herramientas





LANGUAGE ARTS

2

FOR FAMILIES

SECOND GRADE

What to expect:

Children in second grade are beginning to ask more difficult questions as their learning continues to grow. They are increasingly independent listeners, speakers, readers and writers. In second grade, children are reading more difficult books and writing longer stories. They can read a variety of texts, including newspapers, comics and stories, and are able to focus their writing on a central topic and include details such as people, places, dates and events. This information is a snapshot of learning in English language arts (ELA) for Grade 2. For a complete set of ELA academic standards, [click here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Become an increasingly confident reader.
- Identify the main parts of a story, including details about the characters, where the story takes place (the setting) and what happens in the beginning, middle and end (plot).
- Read a book and describe the main idea and details about the people, places and things in it.
- Explain how and why something happens in a story read aloud or on their own.
- Write a paragraph about a topic and include supporting details such as important people, places, dates or events.

What to do at home:

- Listen to your child read aloud.
- Help your child learn the meaning of new words by looking at the sentences around them and thinking about what makes sense.
- Discuss why an author may have written a book and what happened in the story.
- Talk with your child about the information they learned from a book about real people, places and things.
- Learn and use new words in conversations with your child and discuss their meanings.
- Encourage your child to write stories or observations about the world.

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic success!



OKLAHOMA
Education



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What do you notice or wonder about in your community?
- What new words or things have you discovered today?
- What is the most exciting adventure you could take? What would you do on the adventure?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- If you switched places with your teacher tomorrow, what would you teach the class? Why?
- What was the best thing that happened today? What was the worst?
- What challenged you today? What did you have trouble understanding?

Fostering Comprehension

As children continue to strengthen their reading skills, they benefit from reading independently and with adults. Sharing a variety of print materials – books, comics, etc. – helps them explore new words and ideas. Use the following questions to help your child better understand what they are reading.

BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- What kind of book is this?

DURING READING

- What do you think will happen next?
- Where and when does the story take place?
- What do you notice about the characters?

AFTER READING

- Why do you think the author wrote this book?
- What happened in the beginning, middle and end?
- What was your favorite part of the book?

Join the conversation!

@oksde



ARTES DEL LENGUAJE

2

PARA FAMILIAS

SEGUNDO GRADO

Qué esperar:

Los niños de segundo grado comienzan a hacer preguntas más difíciles a medida que su aprendizaje sigue aumentando. Son oyentes, oradores, lectores y escritores cada vez más independientes. En segundo grado, los niños leen libros más difíciles y escriben historias más largas. Pueden leer una variedad de textos, incluidos periódicos, cómics y cuentos, y pueden enfocar su escritura en un tema central e incluir detalles como personas, lugares, fechas y eventos. Esta información es una instantánea del aprendizaje de lengua inglesa (ELA) para el segundo grado. Para obtener un listado completo de los estándares académicos de ELA, haga [clic aquí](https://sde.ok.gov/oklahoma-academic-standards) o visite sde.ok.gov/oklahoma-academic-standards.

Al final del año escolar, su hijo:

- Se convertirá en un lector cada vez más seguro de sí.
- Identificará las partes principales de un cuento, incluidos los detalles sobre los personajes, dónde se desarrolla la historia (el escenario) y qué sucede al principio, en el medio y al final (trama).
- Leerá un libro y describirá la idea principal y los detalles sobre las personas, los lugares y las cosas que contiene.
- Explicará cómo y por qué sucede algo en una historia leída en voz alta o por su cuenta.
- Escribirá un párrafo sobre un tema e incluirá detalles de apoyo como personas, lugares, fechas o eventos importantes.

Qué hacer en casa:

- Escuche a su hijo leer en voz alta.
- Ayude a su hijo a aprender el significado de nuevas palabras mirando las oraciones a su alrededor y pensando acerca de qué tiene sentido.
- Hablen sobre por qué un autor pudo haber escrito un libro y qué sucedió en la historia.
- Hable con su hijo sobre la información que aprendieron de un libro sobre personas, lugares y cosas reales.
- Aprenda y use nuevas palabras en conversaciones con su hijo y hablen sobre sus significados.
- Anime a su hijo a escribir cuentos u observaciones sobre el mundo.

USTED ES el primer maestro de su hijo. Aprenda cómo apoyar las metas de los estándares académicos de Oklahoma y por qué son importantes para su hijo. Por favor, manténgase en comunicación regular con los maestros de su hijo y pregunte cómo puede apoyar el aprendizaje de artes del lenguaje en casa. Cuando las escuelas y las familias trabajan juntas como socios, ¡ayuda a su hijo a lograr el éxito académico!



Educación
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Fomentar la curiosidad

Los niños son curiosos por naturaleza y están motivados para aprender sobre las cosas que les interesan. Dado que la curiosidad ayuda a los alumnos a tener éxito en el aula, es importante fomentarla en casa. El juego es una forma maravillosa de desarrollar la curiosidad, así que asegúrese de permitirles mucho tiempo de juego. Anime a su hijo a hacer preguntas, ser creativo, descubrir respuestas y explorar su mundo.

Apoye la curiosidad de su hijo con preguntas como éstas:

- ¿Qué notas o sobre qué te preguntas en tu comunidad?
- ¿Qué palabras o cosas nuevas has descubierto hoy?
- ¿Cuál es la aventura más emocionante que podrías emprender? ¿Qué harías en la aventura?

Su hijo tendrá muchas preguntas. No importa si usted no siempre tiene la respuesta. La mejor respuesta siempre es: “Descubrámoslo juntos”.

Fomentar la comunicación

Desarrolle el vocabulario, la capacidad de pensar y la curiosidad de su hijo utilizando nuevas palabras y manteniendo conversaciones que incluyan preguntas que le hagan pensar. La comunicación con los demás da a los niños la oportunidad de ver y comprender que puede haber más de un punto de vista sobre un tema determinado. Aceptar ideas diferentes ayuda a los niños a aprender a llevarse bien con los demás, fomentando relaciones positivas con otros niños y una fuerte imagen de sí mismos.

Apoye las habilidades de comunicación de su hijo con preguntas como éstas:

- Si mañana cambiaras de lugar con tu maestro, ¿qué enseñarías a la clase? ¿Por qué?
- ¿Qué fue lo mejor que pasó hoy? ¿Qué fue lo peor?
- ¿Qué te desafió hoy? ¿Qué te costó entender?

Fomentar la comprensión

A medida que los niños continúan fortaleciendo sus habilidades de lectura, se benefician de leer de forma independiente y con adultos. Compartir una variedad de materiales impresos (libros, cómics, etc.) los ayuda a explorar nuevas palabras e ideas.

Utilice las siguientes preguntas para ayudar a su hijo a entender mejor lo que está leyendo.

ANTES DE LEER

- ¿De qué crees que trata este libro?
- ¿Qué piensas que sucederá?
- ¿Qué clase de libro es?

DURANTE LA LECTURA

- ¿Qué crees que pasará después?
- ¿Dónde y cuándo tiene lugar la historia?
- ¿Qué notas sobre los personajes?

DESPUÉS DE LEER

- ¿Por qué crees que el autor escribió este libro?
- ¿Qué sucedió al principio, en el medio y al final?
- ¿Cuál fue tu parte favorita del libro?

Elementary ELA At Home Resources

Directions: Read or listen to a **fiction** or **nonfiction** text for at least **20 minutes daily**. Read or listen to a book from home, the library, or a website (samples listed below). Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
Ask and answer who, what, when, where, why questions about the text	Summarize the beginning, middle, and end of the story	Retell the story in your own words	Practice writing the alphabet	Try to learn a new word every day
Tell about who the characters are and how they change over time	Rewrite the story in your own words	Ask and answer questions about a topic	Look for words and punctuation you know in a text	Use a new word in a conversation
List 3 facts you learned from the text	Write and illustrate your own fictional story	Speak in complete sentences	Figure out the meanings of new words	Make up your own tongue twister
Create your own illustrations to go with the story	Write and illustrate a how-to text	Create your own movie or play	Find objects in your home that begin with the same sound	Look for words with prefixes and suffixes
Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts	Make a grocery list	Go on a high frequency word scavenger hunt	Count the syllables in words	
Read a book with a sibling, a grown up, a friend, or even a stuffed animal	Research a new topic		Think of as many rhyming words as you can	
Write a letter to a friend or your teacher.	Respond to the text in writing			
Make predictions about a text	Create a comic strip about the text you read			
	Keep a daily journal			

Recursos de alfabetización para practicar en casa

Menú de actividades de alfabetización

Instrucciones: Lea o escuche un texto de **ficción** o de **no ficción** durante al menos **20 minutos diarios**. Lea o escuche un libro de su casa, de la biblioteca o de un sitio web (a continuación se enumeran algunos ejemplos). Complete al menos una de las actividades que se enumeran a continuación **cada día**.

Lectura	Escritura	Hablar y escuchar	Destrezas fundamentales	Lenguaje
Formula y responde preguntas sobre quién, qué, cuándo, dónde y por qué sobre el texto. Describe quiénes son los personajes y cómo cambian a lo largo del tiempo. Enumera 3 datos que hayas aprendido del texto. Crea tus propias ilustraciones para acompañar la historia. Compara y contrasta a 2 personajes o escenarios. Compara y contrasta 2 textos diferentes. Lee un libro con un hermano, un adulto, un amigo o incluso un peluche. Haz predicciones sobre un texto.	Resume el principio, el desarrollo y el final de la historia. Reescribe la historia con tus propias palabras. Escribe e ilustra tu propia historia de ficción. Escribe e ilustra un texto instructivo. Haz una lista de la compra. Investiga un tema nuevo. Escribe una carta a un amigo o a tu maestra/o. Después de leer el texto, responde por escrito a las preguntas. Crea una tira cómica sobre el texto que leíste. Lleva un diario.	Vuelve a contar la historia con tus propias palabras. Formula y responde a preguntas sobre un tema. Habla utilizando oraciones completas. Crea tu propia película u obra de teatro. Realiza una búsqueda de palabras de alta frecuencia.	Practica escribiendo el abecedario. Busca palabras y signos de puntuación que conozcas en un texto. Averigua el significado de palabras nuevas. Encuentra objetos en tu casa que empiecen con el mismo sonido. Cuenta las sílabas de las palabras. Piensa en tantas palabras que rimen como puedas.	Intenta aprender una palabra nueva cada día. Utiliza una palabra nueva en una conversación. Inventa tu propio trabalenguas. Busca palabras con prefijos y sufijos.
Actividades adicionales: Elige y completa 5 páginas de tu cuaderno <i>Aprende y demuestra / Know It, Show It</i>. Vuelve a leer una historia de tu <i>Milibro / MyBook</i>.				

Sitios web y recursos digitales:

TCCL - Tulsa City County Library, La biblioteca pública de Tulsa, www.tulsalibrary.org

HMH Ed - Lee y escucha libros en inglés y español. Inicia sesión en Clever. www.clever.com

Colorín Colorado Recursos de alfabetización para familias bilingües www.colorincolorado.org/es/familias

Elementary ELA At Home Resources

Websites and Digital Resources for At Home Student Support	
Free books to read: Resources	Link
Free Kids Books - Free online access to children's books	https://bit.ly/42xFigF
Storynory - Free audio stories for kids	https://bit.ly/4fjtINJ
Storyline Online - Children's literacy website with free storytelling videos and resources	https://bit.ly/49tOgiM
National Geographic Kids - A fact-filled magazine for ages 6 and up	https://bit.ly/3PzjAWJ
Free Children's Stories - free online books sorted by grade level	https://bit.ly/4tBDX3s
Storyberries - Free bedtime stories, fairy tales, and online storybooks	https://bit.ly/4dnBpzQ
Games and resources for learning: Resources	Link
Florida Center for Reading Research - printable and digital games for students K-5	https://bit.ly/4tDZJ6J
Magic Tree House Kids - Games and activities based on the Magic Tree House book series	https://bit.ly/4wwT3Ko
PBS KIDS - PBS educational media content and games	https://bit.ly/4wK2bvp
Reading Rockets - Daily children's literature quiz, printables, quotes, etc.	https://bit.ly/4wHnzKS
ReadWriteThink - Online resource with interactive activities and lessons to improve reading and writing skills	https://bit.ly/3PmJBik
Scholastic Story Starters - Fun, interactive tool that generates writing prompts including direction on character, plot, and setting	https://bit.ly/4ntHxLx
TCCL Kids' Blog - Tulsa City County library's online kids' blog	https://bit.ly/4ttGdtt
Wonderopolis - Informational site that helps kids ask and answer interesting questions about the world	https://bit.ly/42xFzAd

FRY'S 300 INSTANT SIGHT WORDS

First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Name _____

Characters

Title _____

Character Name		
Internal Traits		External Traits
Response to Events		

Character Name		
Internal Traits		External Traits
Response to Events		

Name _____

Retell

Title _____

What happens in the beginning?



What happens in the middle?



What happens at the end?

Have, Has, and Had

Have, has, and had are **irregular verbs**. Use *have* and *has* to tell about present time. Use *had* to tell about something that happened in the past.

Subject	Present	Past
Johan and Maria I, We, You, They	have	had
Doris He, She, It	has	had

► **Circle the verb that correctly completes each sentence.**

1. Caryn (have, has) a ballet recital tonight.
2. The dancers (had, have) practice last week.
3. Stan and Lara (has, have) art class.
4. The paintbrush (have, has) a red handle.
5. Jeremy (had, have) a riding lesson yesterday.
6. Horses (have, has) long tails and manes.
7. You (has, have) nice bowling shoes.
8. My old bowling ball (have, had) swirls on it.
9. Luisa (has, have) a yellow belt in karate.
10. I (has, have) the same karate teacher.

► **Revisit a piece of your writing. Edit the draft to make sure the verbs *have, has, and had* are used correctly.**

Name _____

Phonics Review

- A prefix is a syllable added to the beginning of a word to change its meaning. Examples: *pre-* means “before,” *re-* means “again,” *un-* means “not” or “the opposite,” *dis-* means “not.”
- The vowel pattern *aw* spells the vowel sound in *saw*. Other vowel patterns for this sound are *au*, *al*, *augh*, and *ough*. The vowel pattern *oo* spells the vowel sound in *moose*. Other vowel patterns for this sound are *o*, *ew*, *ou*, and *ue*.
- Read longer words one syllable at a time. Look for base words, prefixes, endings, and vowel syllable patterns to help you.

► Add a prefix to the word in dark print to complete each sentence. Use these prefixes: *pre-*, *dis-*, *un-*, *re-*.

1. Paul **drew** a cartoon for the school paper.

Paul _____ the cartoon because he ripped it.

2. Mr. Hooper **taught** us the song a week before the others.

We ought to sing it best since he _____ it.

3. All but one of the men is **loyal** to the king.

We need to know who the _____ man is.

4. Mr. Brewster **glued** a straw hat onto the scarecrow.

When it rained, the hat came _____ .

Name _____

Story Structure

Title _____

Beginning

Conflict:



Middle

Events:



Ending

Resolution:

Name _____

Discuss Cause and Effect

Cause 	→	Effect
Cause 	→	Effect
Cause 	→	Effect

Words and Phrases to Discuss Cause and Effect

reason

cause

effect

because

Summer Reading Log

Name: _____

Color 1 ice cream object for every 20 minutes of reading.



Parent Signature: _____ Total Minutes: _____

SUPPLEMENTAL REMEDIATION SUPPORT

(*For students on an IEP)

Fluency Graph

<i>Words Read</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
130					
125					
120					
115					
110					
105					
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					
45					
40					
35					
30					
25					
20					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

1. Set a time for one minute.
2. Have student read the same passage for five days for one minute.
3. Mark and date the ending word on the passage.
4. Count the words read correctly.
5. Graph correct words read.



BLAST

FOUNDATIONS

DIFFERENTIATED PASSAGES



Name:

WORDS TO PREVIEW:**A:** take, give**B:** we, get, new, with, go, eat**BLAST UNIT 4**Digraph sh; Short vowels
a,i; Consonants g, l, & h**113 words**

The Ship

Sam, Dad, and I take a ride on a fast ship. We
take a raft to the ship and get on. The ship is
big! Sam and I go find a hat. Dad and I sit on
a can and fish. I get three fish in a flash. A fish
is big, and the rig snaps. I can get a new rig if I
dash to the ship's mast. Sam is at the mast.
We get Dad, and we go eat. We eat a ham
dish and figs. The figs give Sam a rash. The figs
go in the trash, and we go fish with the new
rig. I will miss the ship.

Underline the digraph
sh with one line. Then
read the words.

ship

fish

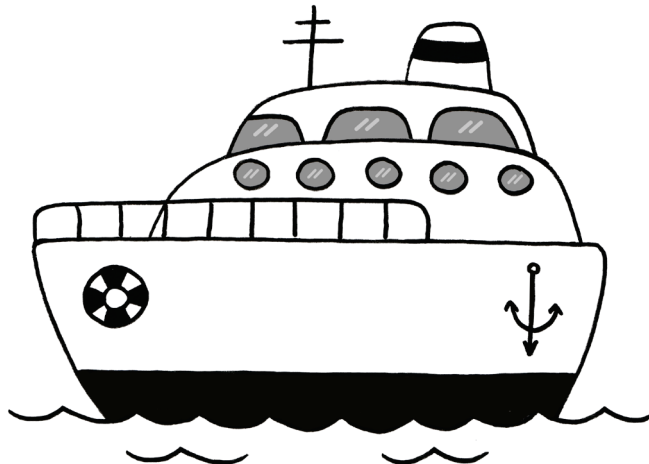
flash

dash

dish

rash

trash



UNIT 4: On the Ship

1. How do they get to the ship?
2. What do they sit on while they fish?
3. What do they eat with the ham?
4. *Why do you think the figs had to go in the trash?

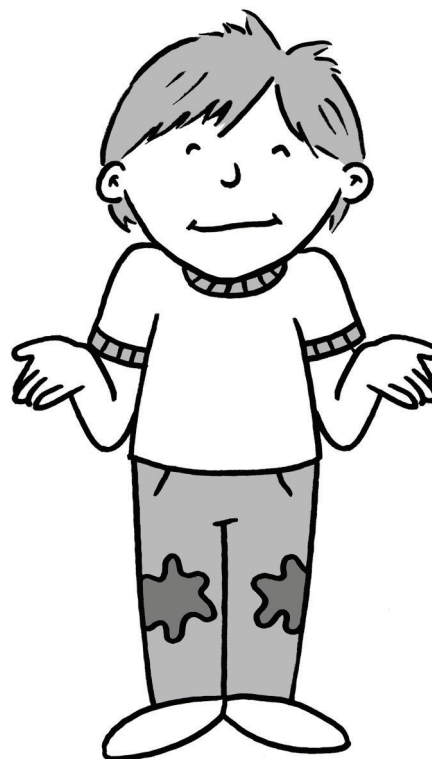
WORDS TO PREVIEW:**A:** could, fall, when, gave**B:** get, no, so, said, go**BLAST UNIT 5**Short u; Consonants
b, n, & c**126 words**

The Rush to Camp

Gus was in a rush to get to camp. He could get a bus. He could grab a cab. He had no cash, so he had to run fast! Gus ran, but he did fall and land in the mud. When he did get to camp, he had mud on his hands. His dad had a big grin. Gus said, "I had no cash, so I had to run in the sun. I did fall in a rut and land in the mud." His dad was not mad. He gave Gus a hug and said to get in the tub. When Gus was rid of the mud, he had fun at camp. His dad gave him cash, so Gus could get a cab when he must go.

Underline the vowel letter **u** in these Closed Syllable words. Then read the words with the short u vowel sound.

Gus
rush
bus
mud
sun
rut
hug
tub
must
fun



UNIT 5: The Rush to Camp

1. Why didn't Gus take a cab or a bus?
2. What happened to Gus's hands when he fell?
3. *How do you think Gus knew his dad was not mad?
4. How will Gus get home after camp?

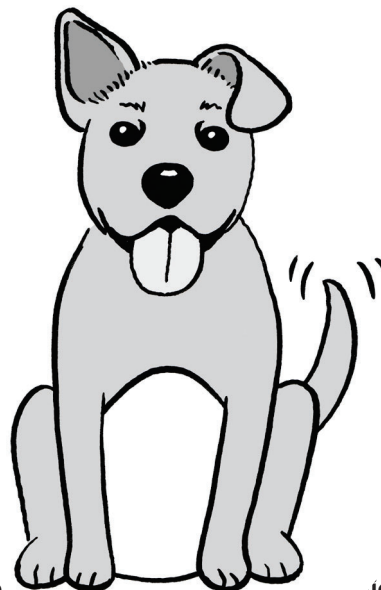
WORDS TO PREVIEW:**A:** walk, give, best, kind**B:** saw, be, have, too, get**BLAST UNIT 6**Digraph th; Short o:
Consonants k, w, & v**123 words**

A New Dog

Thad has a wish for a dog. He saw a slim tan dog. A dog can be fun for a kid, but Thad will have to be kind to the dog. Thad must walk him and run with him. Thad will have to give the dog a hot bath in the tub, but not too hot. Thad must brush the dog too. Thad will have to fill the dog dish with mush. If not, the dog will get too thin. The dog will rush and dash, and then he will nod off. Dogs can nod off on a rag rug, but a soft cot is best. Thad still has a wish for a dog. He and his mom will get the tan dog.

Underline the digraph **th** or the vowel letter **o**. Then read the words.

Thad
dog
with
hot
not
nod
off
soft
cot
mom
thin
then



UNIT 6: A New Dog

1. What color is the dog Thad wished for?
2. Where will Thad have to walk the dog?
3. What does Thad have to put in the dog dish?
4. *Why do you think the dog will want a nap?

A: live

B: go, out, like, eat, are

Short e; Consonants
j, p, & y

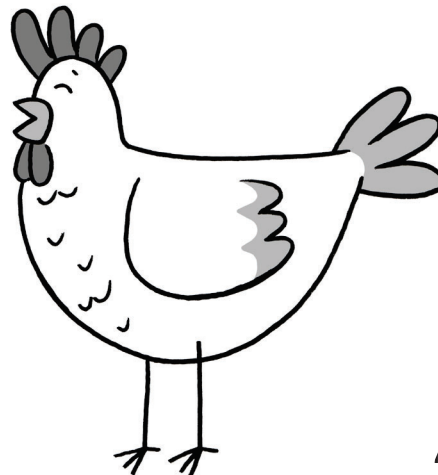
162 words

Hens and Pigs

Jed has pigs and hens on his land. Jed's hens live in a big pen. The hens yak and strut in the pen. The pen has a shed in it. The hens have beds in the shed. They can go in the shed to nap and to get out of the sun. Hens like to eat pests like grubs and bugs. Yum!

The pig pen is just to the west of the hen shed. The pig pen has a pit of mud at the end. The pigs like to jump and jog in the wet mud. They like to eat slop out of a vat, but they beg Jed for figs and yams.

Jed's hens and pigs are not pets. He can pat them, but they can nip. Jed's pet is his cat. The cat is his pal and will go to the hen shed and the pig pen with Jed. Then he sits in the sun with Jed, and they rest.



Underline the vowel letter **e** in these Closed Syllable words. Then read the words with the short **e** vowel sound.

Jed
hens
pen
shed
beds
get
pests
west
end
wet
beg
pets
them
rest

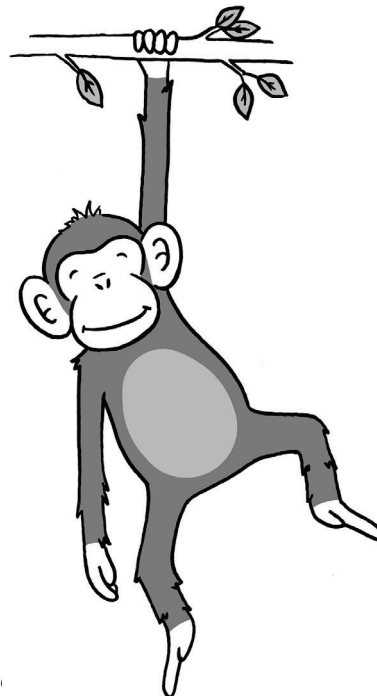


UNIT 7: Hens and Pigs

1. Where is the hens' shed?
2. What do the hens eat?
3. *Why do you think the pigs beg for figs and yams?
4. What do Jed and his cat do in the sun?

The Chimp

Chip the chimp sits on a branch in an elm.
 For lunch, he will munch and crunch on bugs.
 Then he will chat with his sis. They will have
 such fun! Chip's chum will stop by too. The
 pals will jump from branch to branch. Chip will
 thump his chest and his sis and his pal will too.
 Next, the chimps will whip up a bit to eat and
 chit-chat. They will chat and say which bug is
 best to munch on and which branch is best to
 rest on when the sun sets. Chip's sis will spot a
 dot on Chip's chin and ask Chip if it is a bug.
 Chip will say it is a bit of mud
 and brush it off. On a whim, the
 chimps will go for a dip in the
 pond. When the sun sets, they
 will get a chill and find the best
 branch to rest on. It is such fun
 to be a chimp!



Underline the digraphs **ch** and **wh**. Then read the words.

Chip
 chimp
 branch
 lunch
 munch
 crunch
 chat
 much
 chum
 chest
 whip
 chit-chat
 which
 when
 chin
 whim
 such



UNIT 8: The Chimp

1. What will the chimp eat for lunch?
2. What will Chip's sis think she sees on his chin?
3. What is really on Chip's chin?
4. *Why do you think the chimps will get a chill?

WORDS TO PREVIEW:**A:** take, give, put, bring**B:** so, out, go, now, down**BLAST UNIT 9**

Digraph -ck

138 words

Tick Tock

Nick must take the duck and the chick to the vet at ten. Tick tock. Nick must pack a quick snack to take with him. He runs to the shack to grab the duck. The duck quacks so much that Nick must give him a stick from his snack pack to lick. Then he must check the truck. The truck is stuck in the muck. Nick spots Rick by the shed. Can Rick help? Yes, Rick can help tug the truck out of the muck! They tug the truck back to the shack. Now, Nick must put the duck in the truck bed. Then they go down the track to pick up the chick. He tucks the chick in a box. Tick tock. It is ten! Nick and Rick bring the duck and the chick to the vet.

Underline the digraph **-ck** with one line. Then read the words.

Nickck

duck

chick

tick

tock

quick

snack

shack

quacks

stick

check

truck

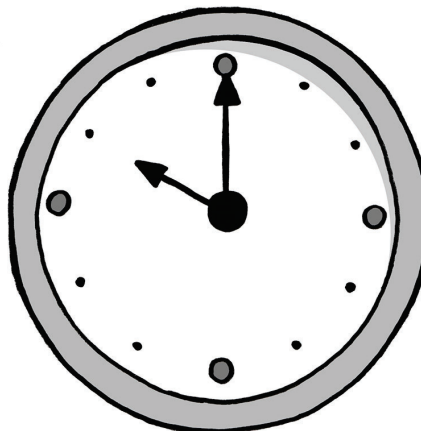
stuck

muck

Rick

track

tucks



UNIT 9: Tick Tock

1. Where does Nick have to take the duck and the chick?
2. *Why do you think Nick needs help from Rick?
3. What does Nick put the chick in?
4. Did Nick and Rick get the duck and the chick to the vet on time?

WORDS TO PREVIEW:**A:** made, put, would, give**B:** good, my, so, me, new**BLAST UNIT 10**

Trigraphs -tch & -dge

148 words

Fudge

Madge made a batch of fudge in the big Dutch pot. Madge put in a pinch of this and a dash of that. I had a wedge of it to judge if it was good. It was good! The fudge was soft, but it did not melt in my hand. Then the fudge made the edge of my hand itch. I got a red patch on my neck and it did itch. The fudge was good, but it had nuts! I went to fetch mom. Mom would give me a shot so I would not get sick. I said to Madge, "The fudge is good, but it has nuts." Madge put the fudge up on the ledge, and I sat down for a bit. When the itch and the red patch left, I felt top notch. Madge and I made a new batch of fudge for me. Yum!

Underline the trigraph **-tch** or **-dge** with one line. Then read the words.

Madge

batch

fudge

Dutch

wedge

judge

edge

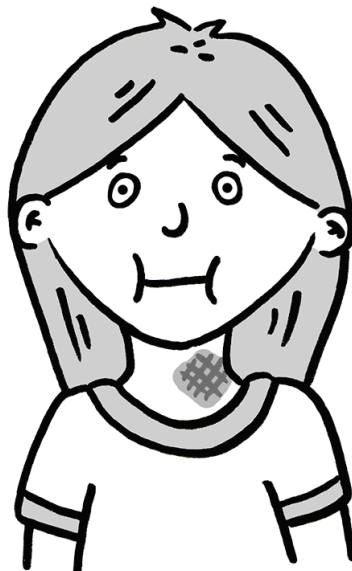
itch

patch

fetch

ledge

notch



UNIT 10: Fudge

1. What did Madge make the fudge in?
2. *What do you think made the narrator's neck itch?
3. How did the narrator's mom help?
4. What kind of fudge did they make at the end of the story?

WORDS TO PREVIEW:**A:** gave, her, pull**B:** play, my, me, want, say**BLAST UNIT 11**Chunk all and the
Double Trouble Rule**153 words**

The Fall

When I went to play ball, my mom did tell me not to run fast. She did not want me to miss a step and trip. I did trip when I went to catch a pass from a pal in class. I fell down in the tall grass. My leg had a cut, and I had grass stuck in the cuff of my pants. I did not want to call for my mom. I did not want her to fuss and say, "What a mess!" My pal did pull me up and help me to the wall. I sat down to let my leg rest. Then, my mom did come to the wall. She gave my leg a kiss and said the mess was not bad. She did dab the cut with a cloth and brush the grass from the cuff. Then, we went down the hill and got pants at the mall.

Underline the chunk **all** or the double letters **ff**, **ll**, or **ss**. Then read the words.

ball

tell

miss

pass

class

fell

tall

grass

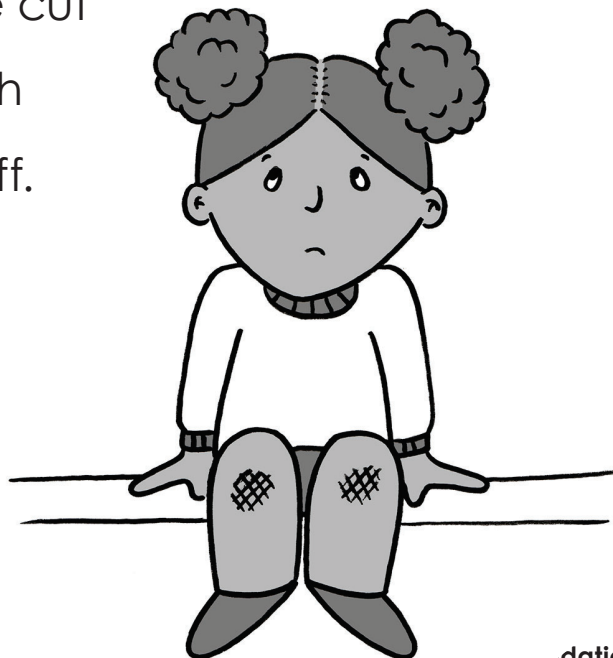
cuff

call

fuss

mess

wall



UNIT 11: The Fall

1. When did the girl fall?
2. Where did the girl get a cut?
3. *Do you think her mom was mad?
4. What did mom dab the cut with?

WORDS TO PREVIEW:

A: may, round, try

B: too, two, play, good

BLAST UNIT 12

Short Vowel Spelling Rules:
Double Trouble, Digraph
-ck, Trigraphs -tch & -dge

167 words

A Ball

A ball can be fun. You can toss a ball. You can pitch a ball. You can kick a ball. You can catch a ball, too. You can catch a small ball with one hand and a big ball with two hands. Try not to miss the ball. You may have to budge from one spot to catch it. Duck if the ball is too fast for you. Then, just pick up the ball from the grass. If you have a dog, the dog can fetch the ball from the grass. You can hit the ball with a bat. If you do not have a bat, you can hit the ball with the edge of a thick stick. It is best to ask a pal to play. A pal can toss the ball to you, and you can pass the ball back. You can play a match of kick ball or dodge ball with a pal too. Pick a good round ball, and all will be well!

Underline the Short Vowel Rule spellings: -ck, -tch, -dge, ff, ll, ss. Then read the words.

toss

pitch

kick

catch

miss

budge

duck

pick

fetch

edge

thick

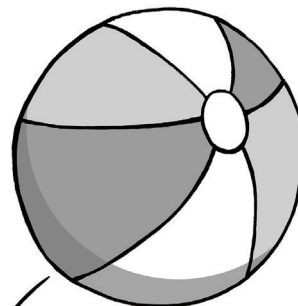
stick

pass

back

match

dodge

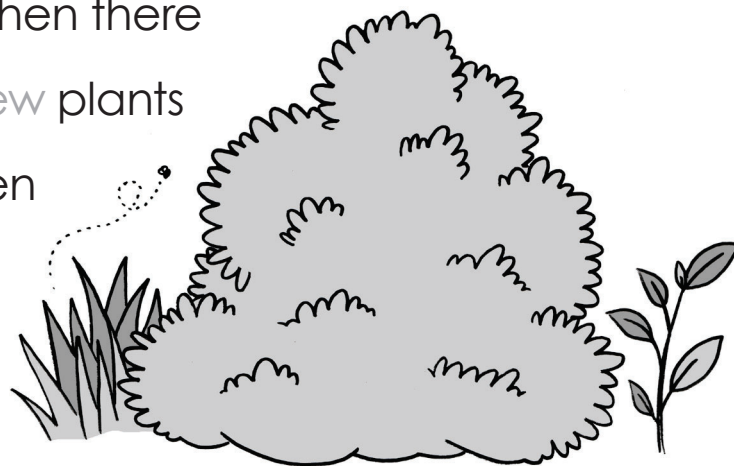


UNIT 12: A Ball

1. *Do you think the author likes playing with a ball? How do you know?
2. If a ball is too fast for you, what should you do?
3. What can you use to hit the ball if you don't have a bat?
4. What games can you play with a pal?

Our Plants

When it is hot and the sun is up, I find lush plants on our plot of land. Some are soft like moss and some are stiff. The plants on the edge of the pond like to be kept damp. They are like thin twigs in the wet sand. Frogs jump and catch the bugs that land on the stems. To the left of the pond is a hill with a grand shrub. There is a nest with six eggs on one branch. In the fall, the shrub has red specks. Next to the shrub is a tall plant. We like to camp in a tent by that plant. We pack a lamp to see past dusk and fresh grub to snack on. The plants are lush when it is hot and there is a lot of sun, but the plants do not like frost. Some plants are lost when there is a chill. Then new plants come back when the frost ends.



Underline each letter in the blends with a separate line. Then read the words.

<u>p</u> <u>l</u> <u>a</u> <u>n</u> <u>t</u> <u>s</u>	next
plot	shrub
land	camp
stiff	tent
pond	lamp
kept	past
damp	dusk
twigs	fresh
sand	grub
frogs	snack
stems	frost
left	lost
grand	ends
nest	
branch	
specks	



UNIT 13: Our Plants

1. Where are the plants that can look like thin twigs?
2. What is to the left of the pond?
3. When does the shrub have red and brown specks?
4. *Why do you think some plants are lost when there is a chill?



Notes of interest to the classroom teachers and families of students participating in the **Do The Math** program

+ ADDITION & SUBTRACTION A Addition With Sums up to 100 LESSONS 26–30

UPDATE: Students learn to add two-digit numbers—splitting each number into tens and ones, adding the tens and then the ones, and then combining the two answers ($23 + 45$: $20 + 40 = 60$ and $3 + 5 = 8$ so $23 + 45 = 60 + 8$ or 68). When adding vertically they learn to add from left to right—adding the 10s first and then the 1s.

Shop and Add

➤ Here is an activity that will give your child practice adding numbers less than 100.

Each player will need a pencil and a piece of paper to do the addition and keep score.

1



Spin 1

Spin 2

For each turn, spin the spinner two times.

2

$$65 + 32 = 97$$

Use the price list to write the two prices. Add them to figure the total cost.

3

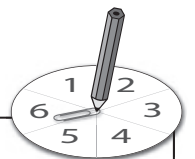
The other player takes a turn. The player with the higher total gets a point.

Continue taking turns. The first player to get 5 points wins.

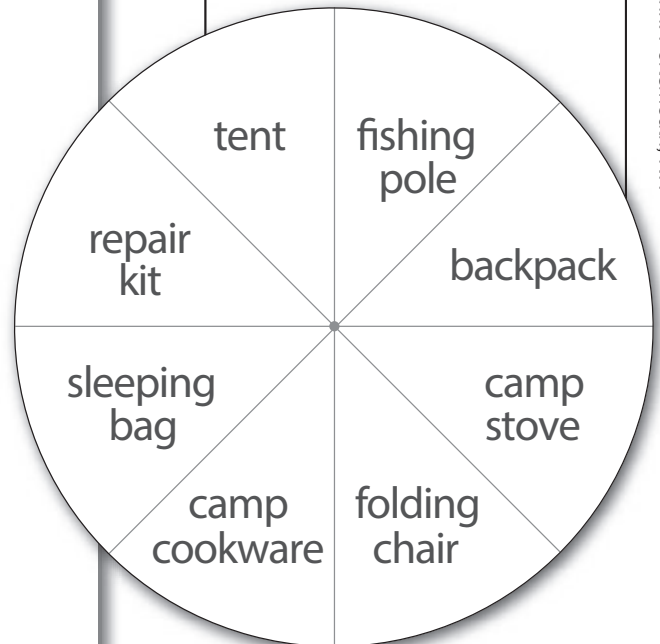
Sporting Goods Online Catalog Price List

portable tent	\$65	fishing pole	\$14
bike repair kit	\$24	backpack	\$18
sleeping bag	\$34	camp stove	\$32
camping cookware	\$27	folding chair	\$19

TRY THIS



To use a spinner you need a paper clip and a pencil. Place the pencil point in the center of the circle and inside the curve of the paper clip. While holding the pencil in place, flick the paper clip with your finger.





Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Sumas con totales hasta 100

LECCIONES 26–30

NOTA: Los estudiantes aprenden a sumar números de dos dígitos separando cada número en decenas y unidades, sumando las decenas y seguidamente las unidades y después, combinando los dos resultados ($23 + 45$: $20 + 40 = 60$ y $3 + 5 = 8$ por lo tanto $23 + 45 = 60 + 8$ o 68). Al sumar verticalmente, aprenden también a sumar de izquierda a derecha, sumando las decenas primero y las unidades después. Los estudiantes también aprenden a hallar totales de tres números.

Compre y sume

- Esta actividad le da a su niño la oportunidad de adquirir práctica sumando números menores de 100.

Cada jugador va a necesitar un lápiz y una hoja de papel para hacer la suma y escribir los resultados.

1



1er turno

2do turno

En cada turno, haga girar la flecha dos veces.

2

$$65 + 32 = 97$$

Use la lista de precios para escribir los dos precios. Súmelos para calcular el total.

3

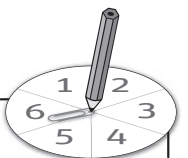
Ahora es el turno del otro jugador.
El jugador con el total mayor consigue un punto.

Continúen turnándose. Gana el primer jugador que consiga 5 puntos.

Catálogo de precios de equipos deportivos en internet.

tienda de campaña	\$65	caña de pescar	\$14
juego de herramientas	\$24	mochila	\$18
saco de dormir	\$34	cocina portátil	\$232
utensilios de cocina	\$27	silla plegable	\$19

TRY THIS



Para usar la flecha giratoria de abajo, necesita un clip, un lápiz y la rueda con números. Coloque el lápiz con la punta hacia abajo en el centro del círculo, dentro de la curva del clip. Luego, haga girar el clip con el dedo mientras mantiene el lápiz en su lugar.





Notes of interest to the classroom teachers and families of students participating in the *Do The Math* program



MULTIPLICATION

A

Basic Concepts

LESSONS 11–15

UPDATE: Students continue to work on solving multiplication problems. They create charts of things that come in equal groups in preparation for writing their own word problems. For example, things that come in 4s could be legs on chairs and paws on puppies. Students develop their number sense as they find different ways to solve their own word problems.

Addition and Multiplication Equations

► Here is an activity that is similar to the game *Circles and Stars*.

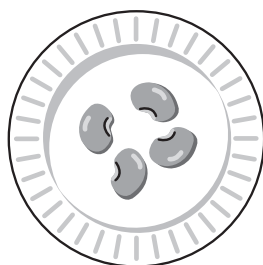
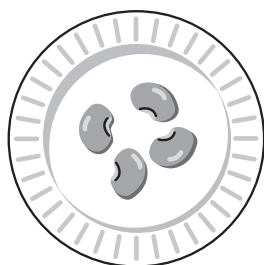
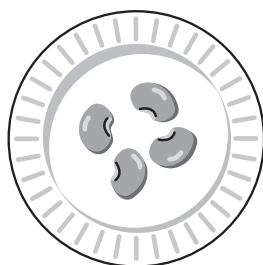
You will need a number cube or spinner, a pencil and paper, 6 paper plates, and 36 small objects (pennies, dried beans, or raisins).

The first player rolls the cube and places that number of paper plates on the table. The player rolls again and places that number of objects on each plate. The player writes an addition and a multiplication equation for the turn.

Suppose a 3 was rolled first. 3 plates were placed on the table. Then a 4 was rolled. 4 objects were placed on each plate. The player would write $4 + 4 + 4 = 12$ and $3 \times 4 = 12$. The total for this turn would be 12.

When the first player has completed the turn, it is the second player's turn. Play until a player gets a total of 50 points.

$$4 + 4 + 4 = 12 \text{ or } 3 \times 4 = 12$$



TRY THIS

Here is an activity that gives practice with multiplication.

Draw several happy faces on a piece of paper. Ask your child, *How many eyes are there in all?* Have him or her write an addition and multiplication equation and figure out the answer.

Do this several times, changing the number of happy faces each time.



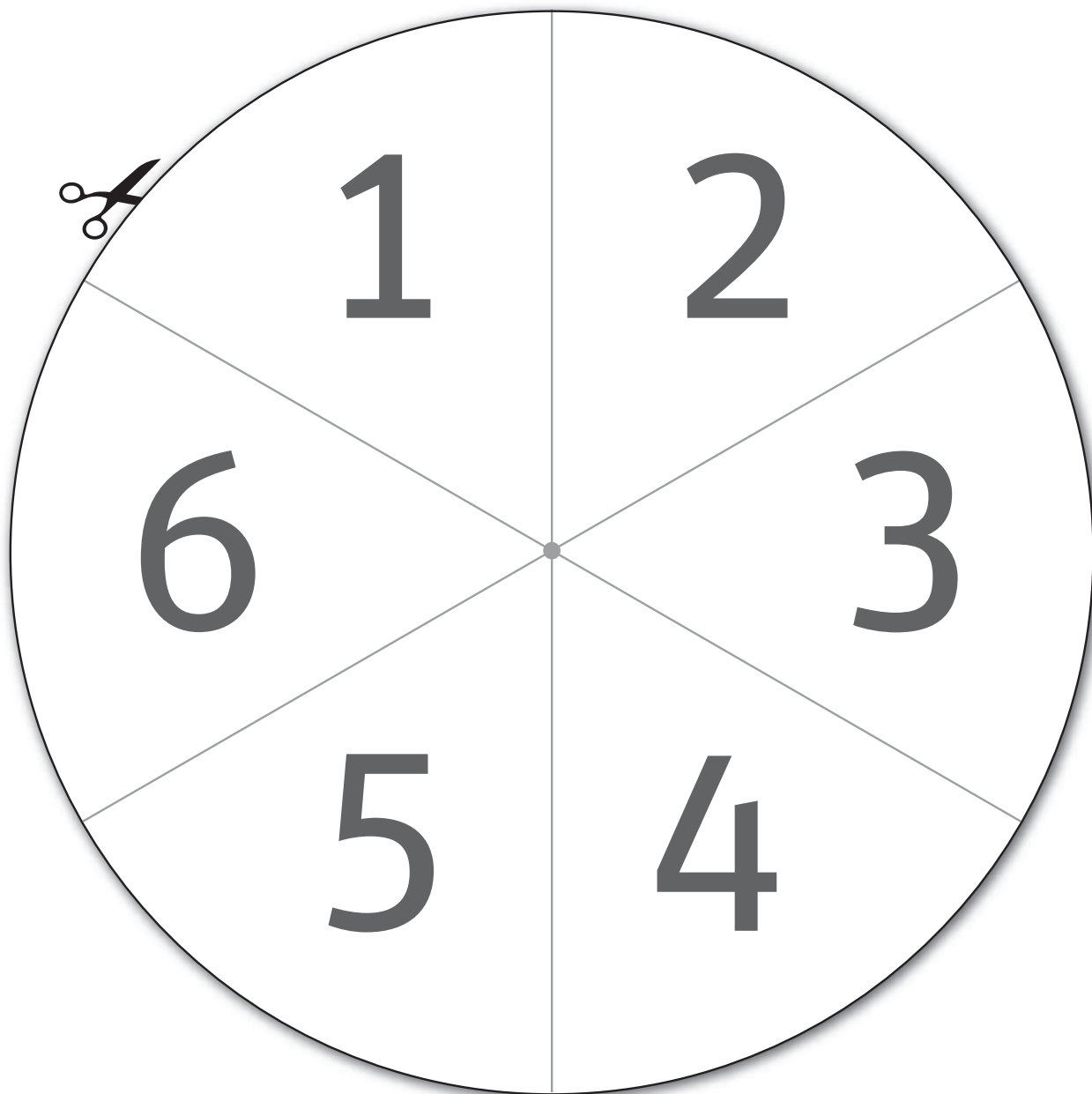
$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

There are 6 eyes in all.

Spinner

► You can use the spinner to replace a number cube.





NOTA: Los estudiantes continúan trabajando en la resolución de problemas de multiplicación. Crean una gráfica de cosas que siempre aparecen en grupos iguales como preparación para escribir sus propios problemas de multiplicación. Por ejemplo, grupos de 4 pueden ser las patas de las sillas y las patitas de los cachorros. Los estudiantes desarrollan el sentido numérico a medida que descubren distintas maneras de resolver los problemas que escribieron.

Ecuaciones de suma y multiplicación

► Esta actividad es similar al juego *Círculos y estrellas*.

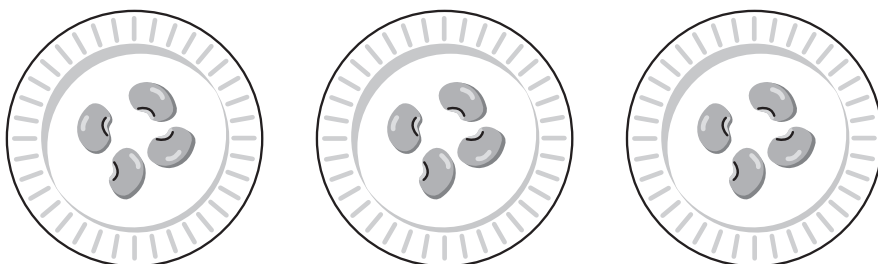
Van a necesitar un cubo numérico o una flecha giratoria, lápiz y papel, 6 platos de papel y 36 objetos pequeños (monedas de un centavo, frijoles secos o pasas).

El primer jugador lanza el cubo y coloca en la mesa ese número de platos de papel. El jugador lanza el cubo de nuevo y coloca ese número de objetos en cada plato. El jugador escribe una ecuación de suma y una ecuación de multiplicación que represente la jugada.

Supongamos que se lanza el cubo por primera vez y sale 3. Se colocan 3 platos sobre la mesa. Luego se lanza el cubo otra vez y sale 4. Se colocan 4 objetos en cada plato. El jugador escribirá $4 + 4 + 4 = 12$ y $3 \times 4 = 12$. El total para esta jugada es 12.

Cuando el primer jugador ha terminado, le toca el turno al segundo jugador.

El juego continúa hasta que uno de los jugadores obtenga un total de 50 puntos.



$$4 + 4 + 4 = 12 \text{ or } 3 \times 4 = 12$$

INTÉNTELO

Esta actividad le ofrece la oportunidad de practicar la multiplicación.

Dibuje varias caritas sonrientes en un trozo de papel.

Pregúntele a su niño cuántos ojos hay en total. Dígame que escriba la ecuación de suma y de multiplicación y que calcule la respuesta.

Repita varias veces la actividad, cambiando el número de caritas sonrientes.



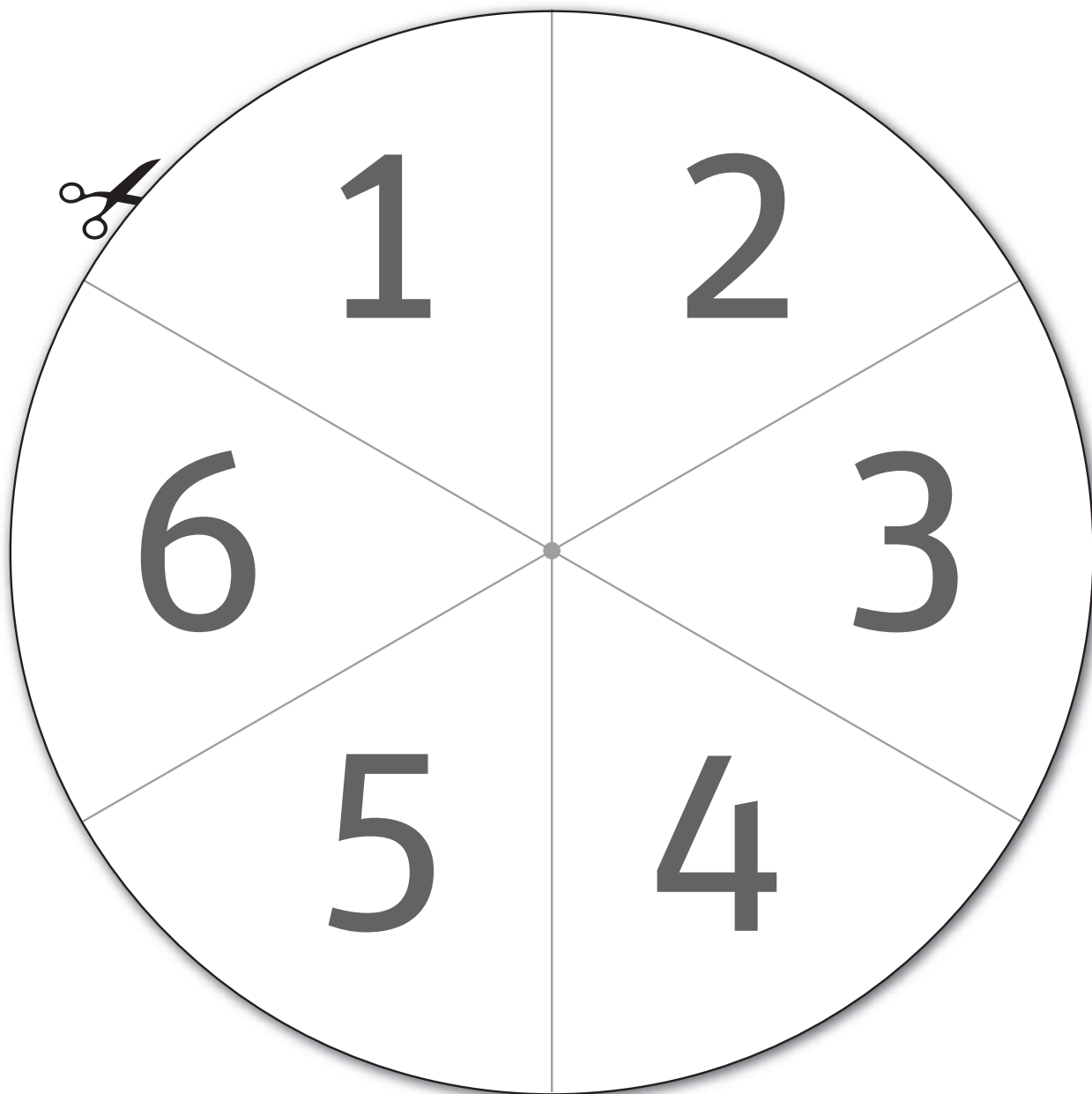
$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

Hay 6 ojos en total.

Spinner

► You can use the spinner to replace a number cube.





Notes of interest to the classroom teachers and families of students participating in the **Do The Math** program



ADDITION & SUBTRACTION

B

Subtraction With Numbers up to 100 LESSONS 11–15

UPDATE: Students solve take-away word problems related to money in which they subtract one- and two-digit numbers from two-digit numbers. They listen to a reading of *Alexander, Who Used to Be Rich Last Sunday* and then write subtraction equations to show how Alexander spent or lost his money.

Alexander Activity

In Lesson 13 students will hear a story about a boy named Alexander who spends and loses 100¢. Here is a chart to show how Alexander spent and lost the money.

How Alexander spent and lost his money	How much he spent or lost	How much he has left
Bubblegum	15¢	$100 - 15 = 85$
Lost three bets	15¢	$85 - 15 = 70$
Rented a snake	12¢	$70 - 12 = 58$
Fined for using bad words	10¢	$58 - 10 = 48$
Lost money	8¢	$48 - 8 = 40$
Ate brother's candy bar	11¢	$40 - 11 = 29$
Magic trick	4¢	$29 - 4 = 25$
Fined for kicking	5¢	$25 - 5 = 20$
Garage Sale	20¢	$20 - 20 = 0$
TOTAL SPENT	100¢	

► Here is an activity that gives your child practice with subtraction. Have your child make up his or her own Alexander story but about himself or herself.

- The story begins with your child pretending to get 100¢.
- Have him or her make a list of possible ways to spend or lose the 100¢.
- The amounts must all be less than 100¢ and at the end, there should be no money left.

► Here is an example of the beginning of a story:

- I got 100¢ from my piggy bank.
- I bought a baseball card from my friend Liam for 10¢. ($100 - 10 = 90$)
- Then I bought an apple for 20¢. ($90 - 20 = 70$)
- I gave 15¢ to my brother for doing my chore of taking out the trash. ($70 - 15 = 55$)

If your child enjoys writing the story, he or she may want to make a book with folded paper and draw pictures to illustrate it.





Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Resta con números hasta 100

LECCIONES 11–15

NOTA: Los estudiantes resuelven problemas de resta relacionados con el dinero, en los que restan números de uno y dos dígitos, de números de dos dígitos. Escuchan el cuento *Alexander, que era rico el domingo pasado* y después escriben ecuaciones de resta para mostrar cómo gastó o perdió Alexander su dinero.

Actividad con Alexander

Los estudiantes escuchan un cuento sobre un chico llamado Alexander, que gasta y pierde 100¢. A continuación, un cuadro que muestra en qué Alexander gastó o perdió su dinero:

Cómo Alexander gastó o perdió su dinero	Cuánto gastó o perdió	Cuánto le queda
Chicles	15	$100 - 15 = 85$
Perdió tres apuestas	15	$85 - 15 = 70$
Alquiló una serpiente	12	$70 - 12 = 58$
Multado por usar palabras groseras	10	$58 - 10 = 48$
Extravió dinero	8	$48 - 8 = 40$
Se comió el caramelo de su hermano	11	$40 - 11 = 29$
Truco de magia	4	$29 - 4 = 25$
Multado por pegar patadas	5	$25 - 5 = 20$
Venta de garaje	20	$20 - 20 = 0$
GASTO TOTAL	100	



➤ Esta actividad le da a su niño la oportunidad de practicar la resta. Pídale a su niño que invente su propia historia basada en la de Alexander.

- La historia debe comenzar con que su niño tiene 100¢.
- Pídale a su niño hacer una lista de posibles maneras de gastar o perder los 100¢.
- Las cantidades deben ser todas inferiores a 100¢ y al final, no debe quedarle dinero.

➤ Aquí tiene un ejemplo del inicio de una historia:

- Tomé 100¢ de mi alcancía.
- Le compré una postalita de béisbol a mi amigo Liam por 10¢. ($100 - 10 = 90$)
- Entonces, compré una manzana por 20¢. ($90 - 20 = 70$)
- Le di 15¢ a mi hermano por sacar la basura por mí. ($70 - 15 = 55$)

Si su niño disfruta escribiendo la historia, puede hacer un libro doblando las hojas e ilustrándolo.



UPDATE: Students listen to a reading of *Amanda Bean's Amazing Dream*. The book tells of multiplication situations. As students work on solving multiplication problems, they show their thinking using color tiles, words, and math symbols. Students also play *Circles and Stars Capture*. This game gives students practice figuring the total number of stars in equal groups and writing multiplication equations.

Circles and Stars Capture

► Here is a game to play that gives practice with multiplication.

HOW TO PLAY

1

Player A

Player B



Start with 9 cards each.
Place them facedown in a pile.

2

Player A

Player B



$$1 \times 3 = 3$$



$$2 \times 1 = 2$$

Turn over one card each. Write
both multiplication equations.

3

Player A

Player B



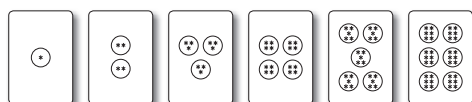
The player with the greater
number of *s captures
both cards.

To play the game you will need *Circles and Stars Capture* cards.

Mix the 36 cards. Split the deck in half and deal 9 cards to each player. If playing again, remix the 36 cards, split the deck in half, and deal 9 to each player so that for each game the players have different cards.

TRY THIS

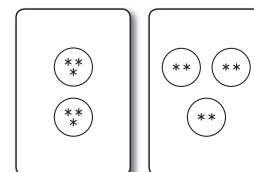
Use the *Capture* cards to play a game of *Concentration*. Begin by removing the cards shown.



Place the remaining cards face down and spread out.
The first player turns over two cards. If both cards have
the same number of stars, he or she keeps the cards.

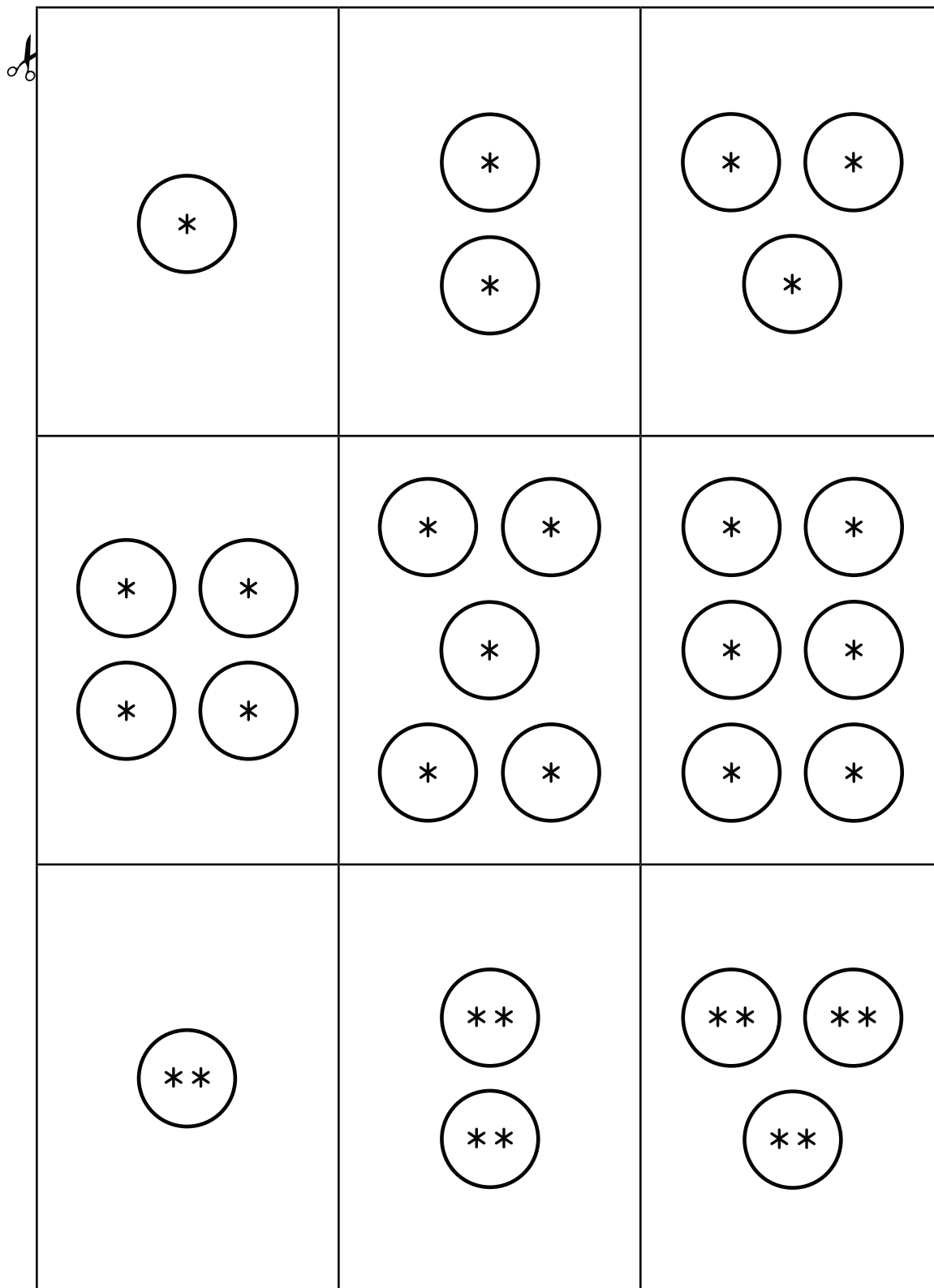
If the number of stars is different, the cards are turned
back over. The other player takes a turn. Play continues
until no cards remain. A student can also play alone the
same way.

**This is a match because
the total number of stars on
each card is the same, 6.**



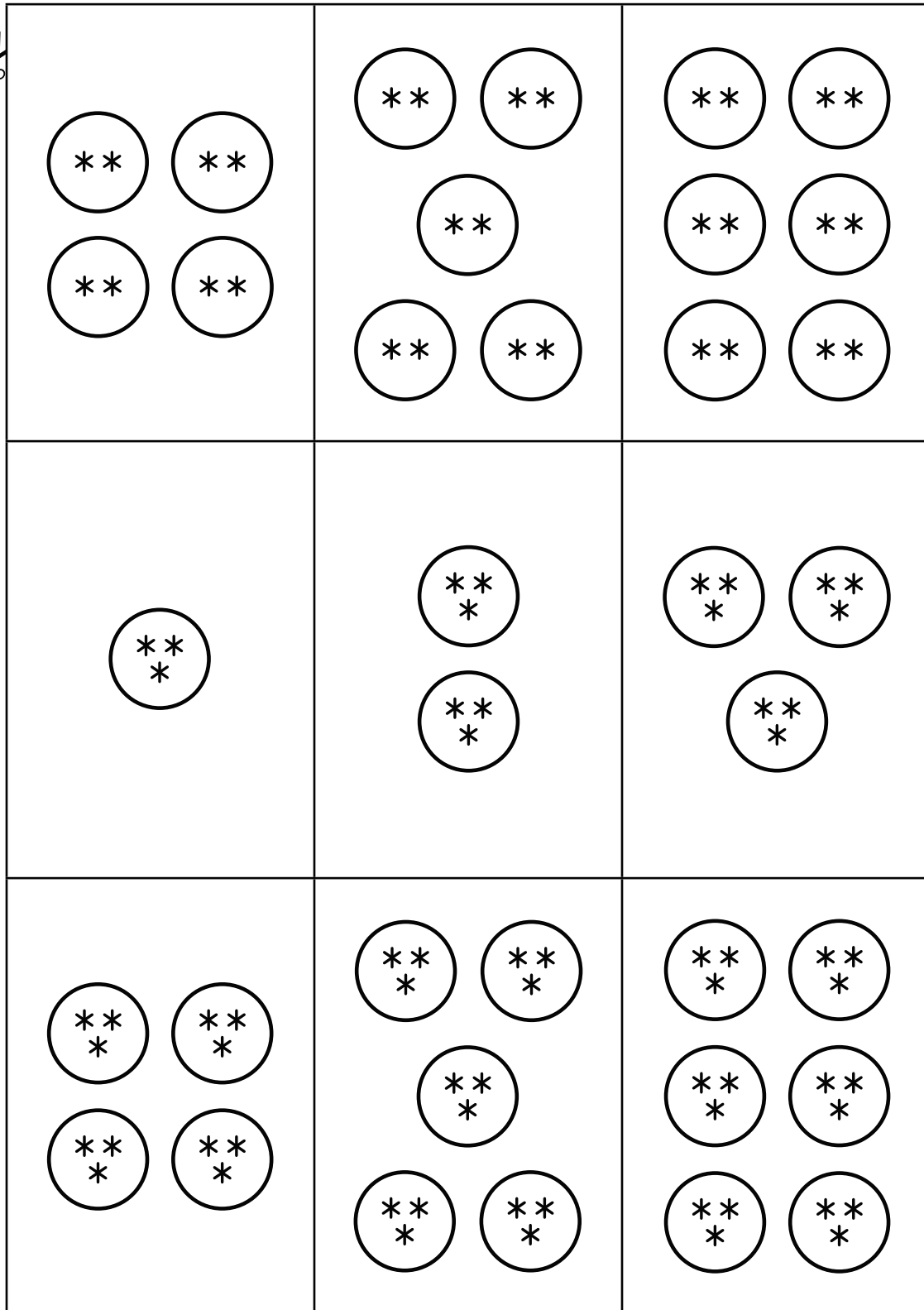
Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



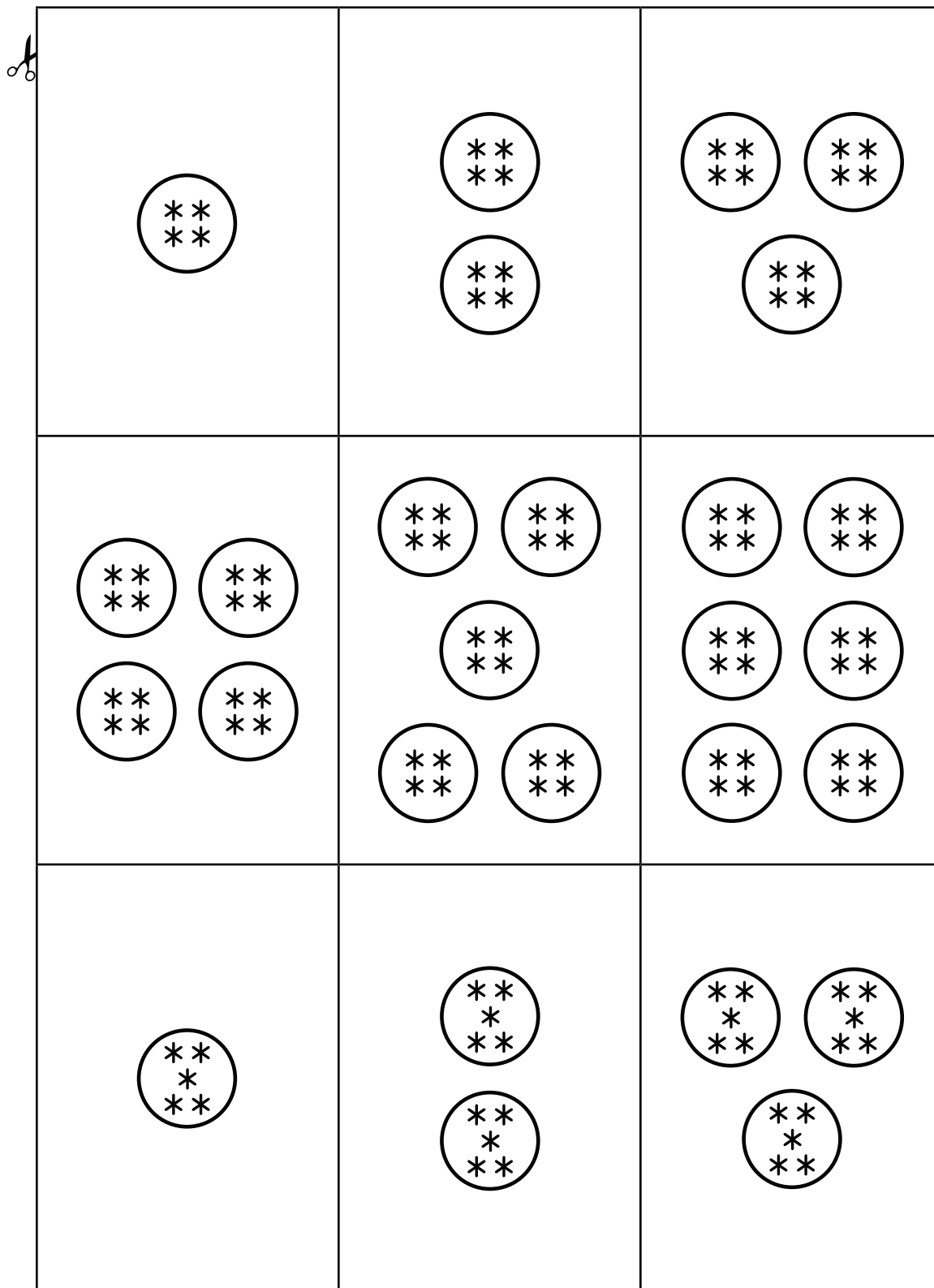
Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



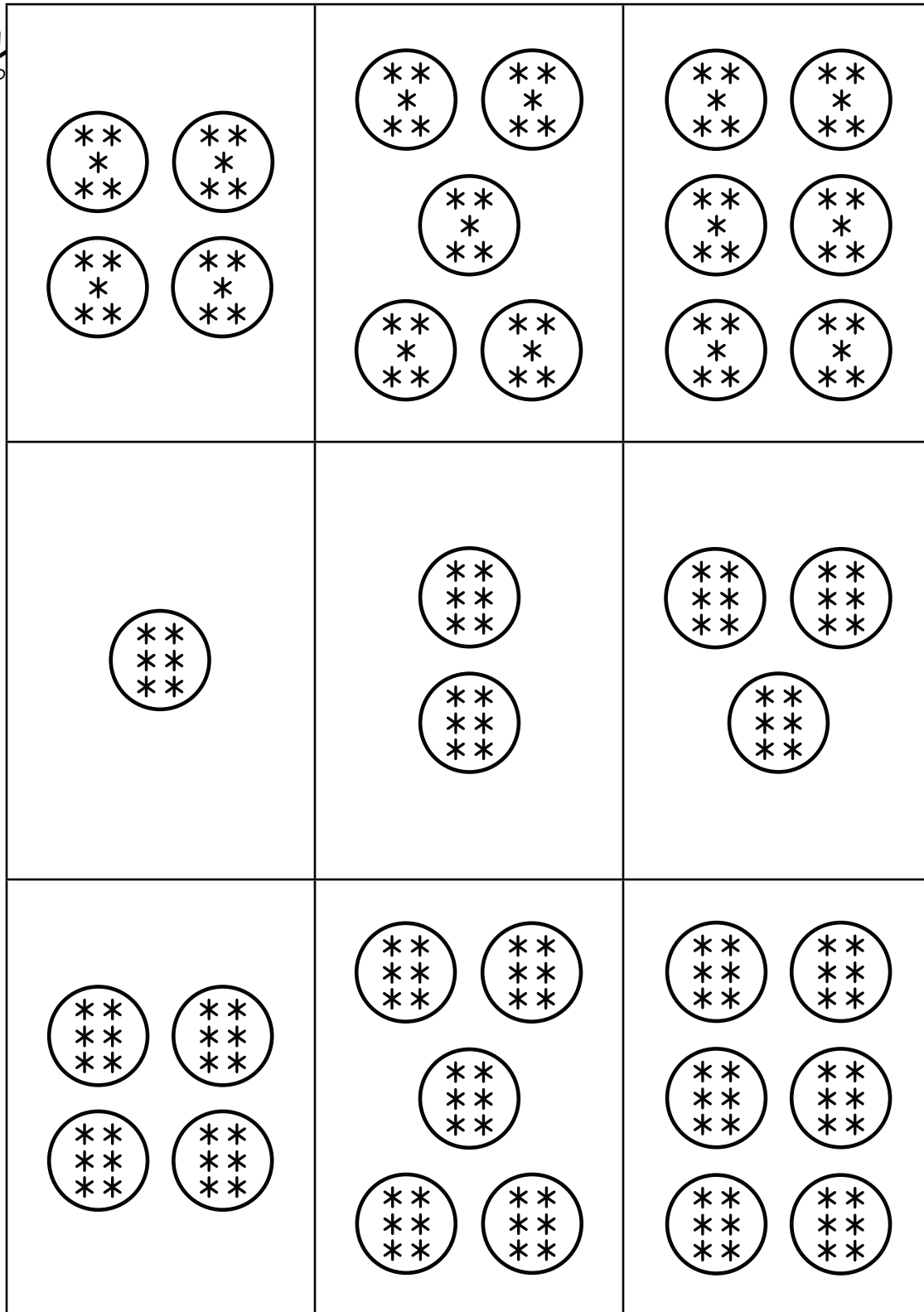
Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.





Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



MULTIPLICACIÓN

A

Conceptos básicos

LECCIONES 6–10

NOTA: Los estudiantes escuchan una lectura de *El maravilloso sueño de Amanda Frijoles* (*Amanda Bean's Amazing Dream*). El libro presenta situaciones de multiplicación. A medida que los estudiantes trabajan en la resolución de problemas de multiplicación, van representando su razonamiento con fichas de colores, palabras y símbolos matemáticos. Los estudiantes también juegan a capturar círculos y estrellas. Este juego les proporciona la oportunidad de practicar cómo calcular el número total de estrellas que hay en varios grupos iguales; también les da la oportunidad de practicar cómo escribir ecuaciones de multiplicación.

Captura de círculos y estrellas

► Este juego ofrece la oportunidad de practicar la multiplicación.

CÓMO JUGAR

1	Jugador A	Jugador B
	Comienzan con 9 tarjetas cada uno. Pónganlas boca abajo en una pila.	
2	Jugador A	Jugador B
	$1 \times 3 = 3$	$2 \times 1 = 2$
	Cada jugador voltea una tarjeta. Escriban ambas ecuaciones de multiplicación.	
3	Jugador A	Jugador B
	El jugador con el mayor número de * "captura" las dos tarjetas.	

Para jugar este juego necesitarán tarjetas de captura de *Círculos y estrellas*.

Mezcle las 36 tarjetas. Divida la pila a la mitad y déle 9 tarjetas a cada jugador. Si juegan de nuevo, vuelva a mezclar las 36 tarjetas, retire la mitad y déle 9 a cada jugador, de modo que en cada partida los jugadores reciban tarjetas diferentes.

INTÉNTELO

Use las tarjetas de captura para jugar un juego de concentración. Empiece quitando de la pila las siguientes tarjetas.

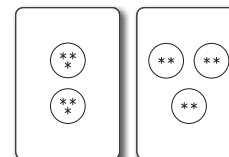


Ponga las tarjetas restantes boca abajo y espárzalas sobre la mesa.

El primer jugador voltea las dos tarjetas y si las dos tarjetas tienen el mismo número de estrellas, el jugador se queda con las tarjetas. Si el número de estrellas es diferente, se vuelven a poner las tarjetas boca abajo. Le sigue el otro jugador. El juego continúa hasta que no quedan más tarjetas.

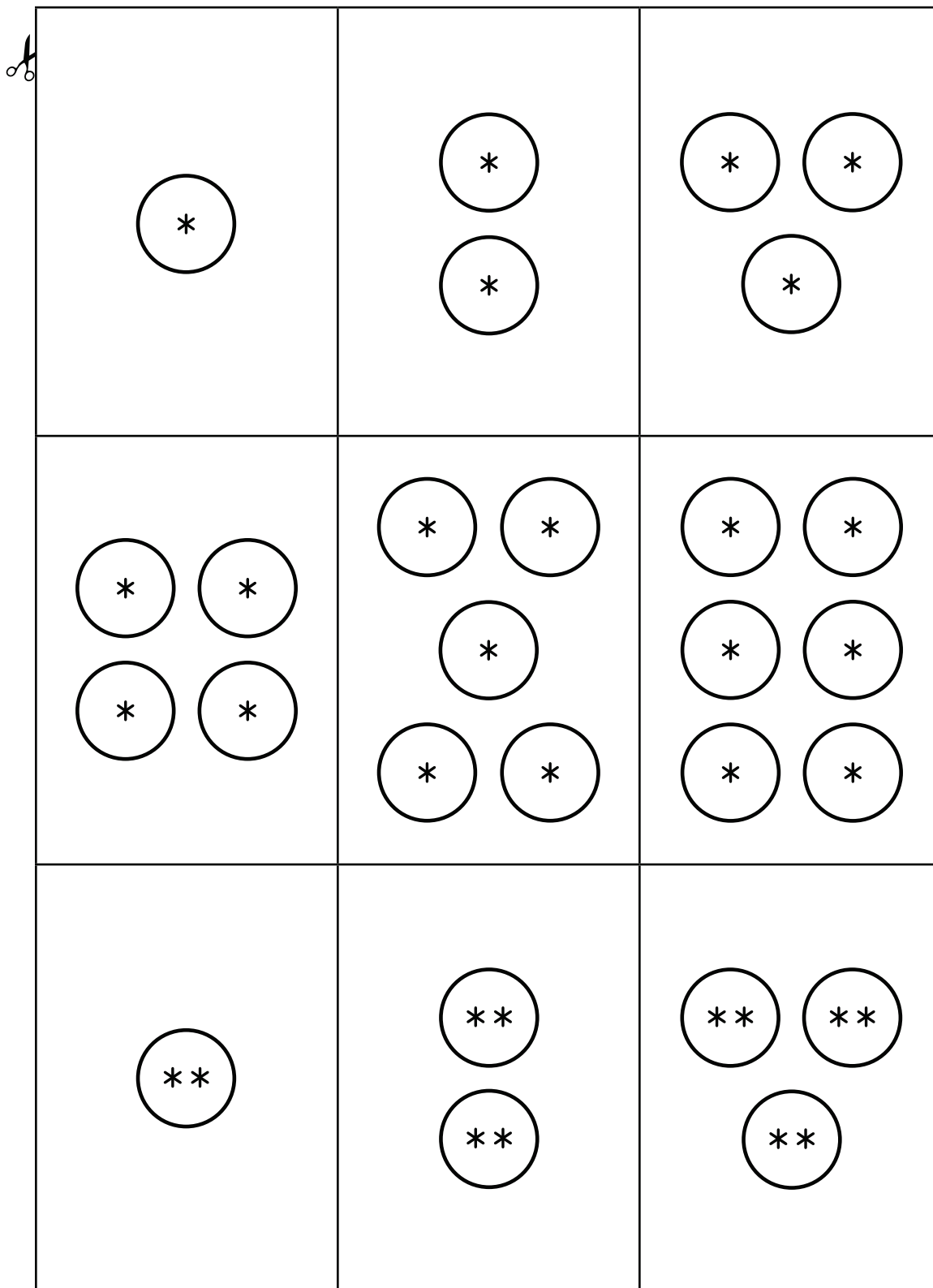
También se puede jugar de forma individual.

Estas tarjetas tienen el mismo número de estrellas: 6 cada una.



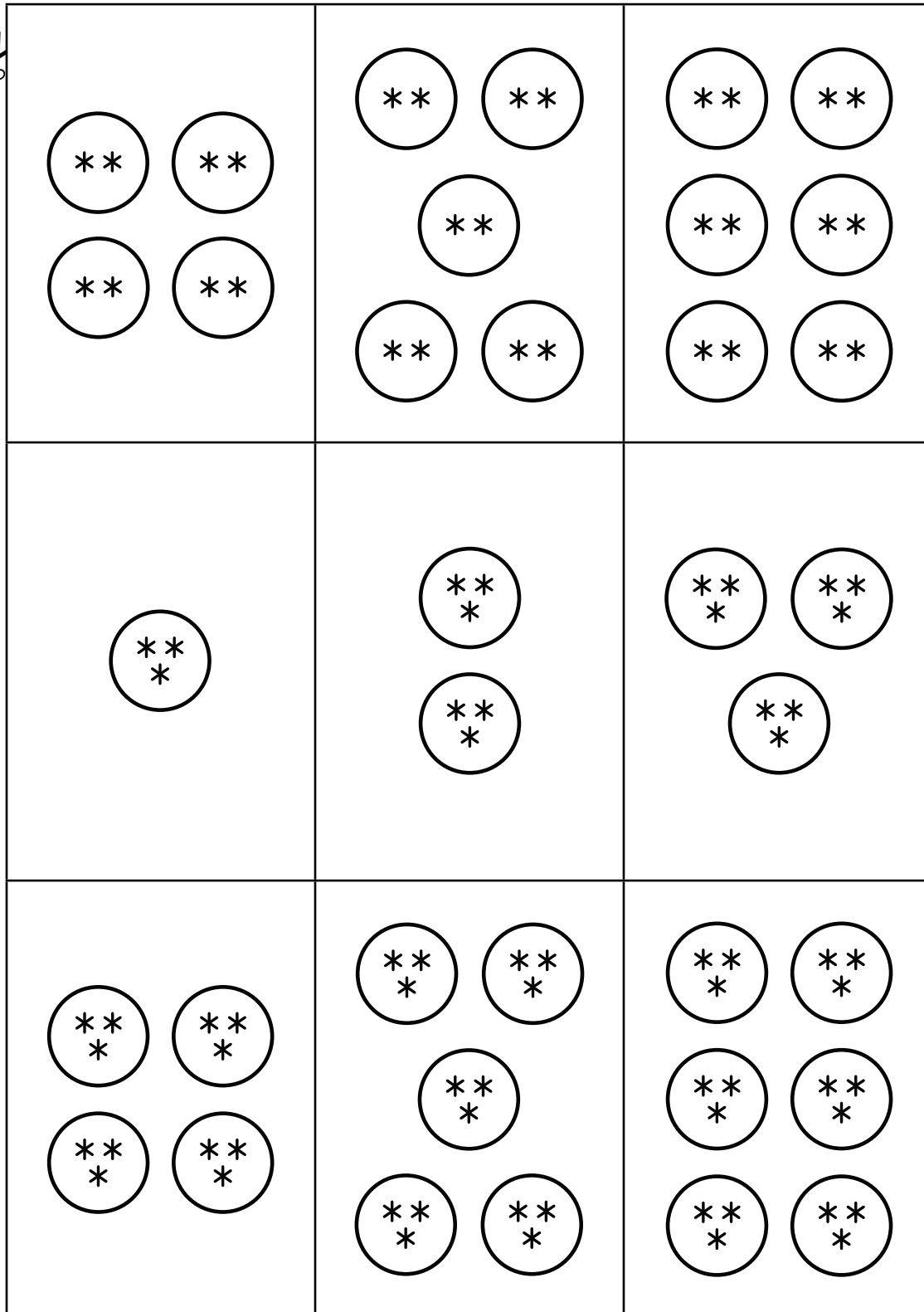
Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



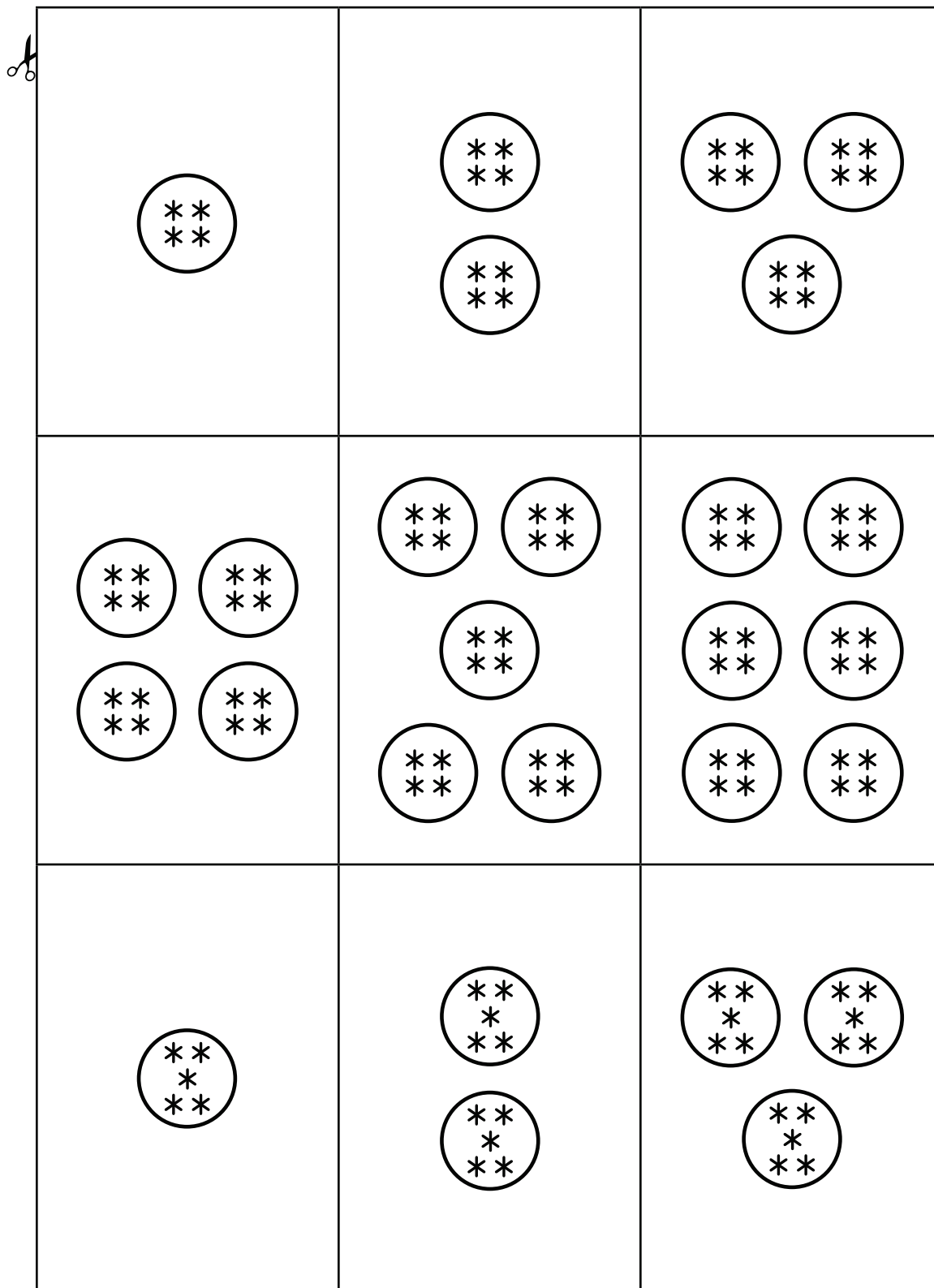
Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



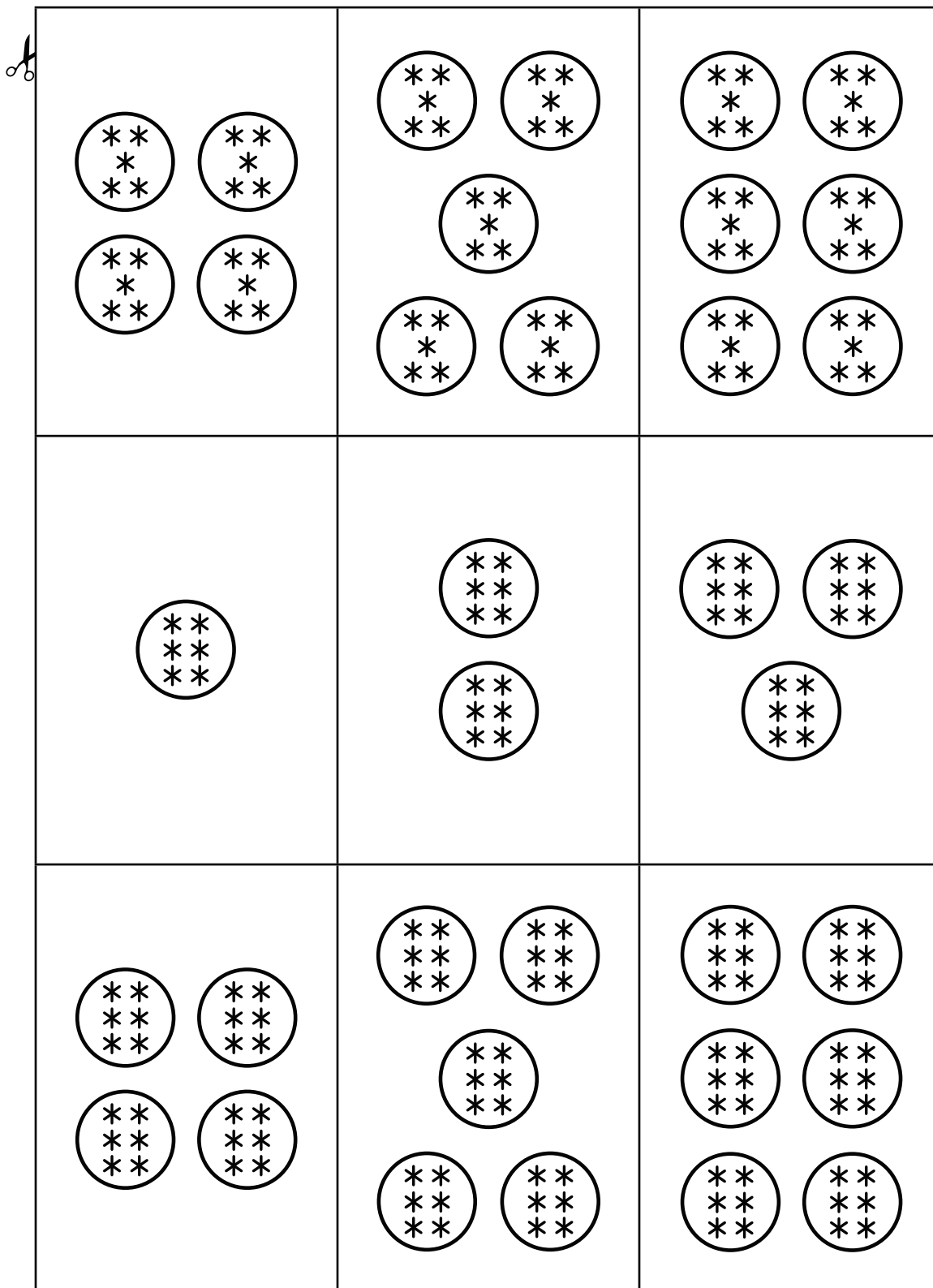
Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



Circles and Stars Capture Cards

► **DIRECTIONS:** Cut out the cards below and use them to play *Circles and Stars Capture*.



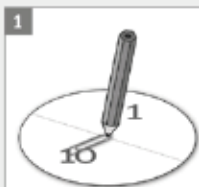


+ ADDITION & SUBTRACTION **A** Addition With Sums up to 100 LESSONS 16–20

Pathways to 100

- You will need a pencil, a 1–100 chart, and blank paper.

- Players take turns. Each turn has three steps.



1			
11			

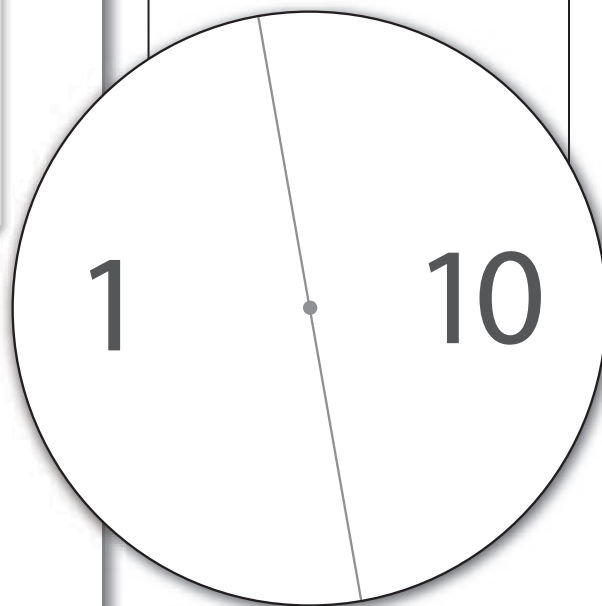
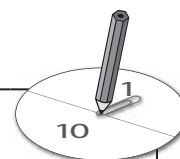
1			
11			

Write the equation.

[illegible]

TRY THIS

To use the spinner below, you need a pencil and a paper clip. Place the pencil point on the center of the circle and inside the curve of the paper clip. While holding the pencil in place, flick the paper clip with your finger.





Notas de interés para los maestros y familiares de los estudiantes que participan en el programa **Do The Math**



SUMA Y RESTA



Sumas con totales hasta 100

LECCIONES 16-20

NOTA: Los estudiantes practican tres tipos de problemas de suma: sumarle 10 a cualquier número ($34 + 10$), sumar múltiplos de 10 a cualquier número ($34 + 40$), y sumar números de un dígito a cualquier número llegando al siguiente múltiplo de 10 y después sumándole el número que sobra. ($34 + 8$: $34 + 6 = 40$ y $40 + 2 = 42$). Los estudiantes adquieren practica adicional con el nuevo juego, *Formas de llegar a 100*.

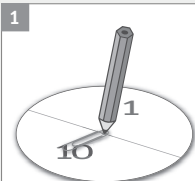
Formas de llegar a 100

► Este juego le da a su niño la oportunidad de adquirir práctica sumando 1 ó 10 a cualquier número hasta el 99.

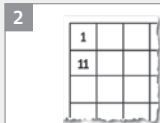
Va a necesitar un lápiz, una tabla del 1 al 100 y papel en blanco.

CÓMO JUGAR

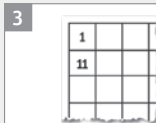
Los jugadores toman turnos. Cada turno tiene tres pasos.



Haga girar la flecha giratoria.



Sume 1 ó 10 al último número escrito. Si no puede hacerlo, pierde un turno.



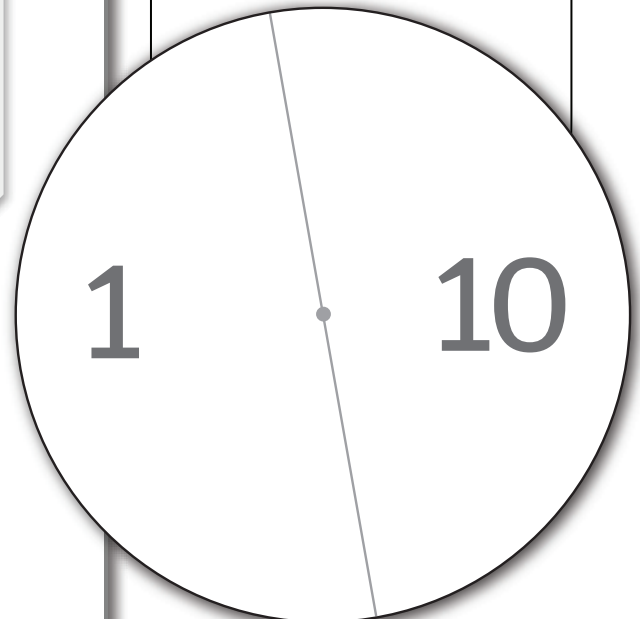
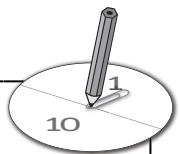
Escriba la ecuación.

1									
									100

El primer jugador que llega a 100 gana.

INTÉNTELO

Para usar la flecha giratoria, necesita un clip, un lápiz y la rueda con números que aparece a continuación. Coloque el lápiz con la punta hacia abajo en el centro del círculo, dentro de la curva del clip. Luego, haga girar el clip con el dedo mientras mantiene el lápiz en su lugar.



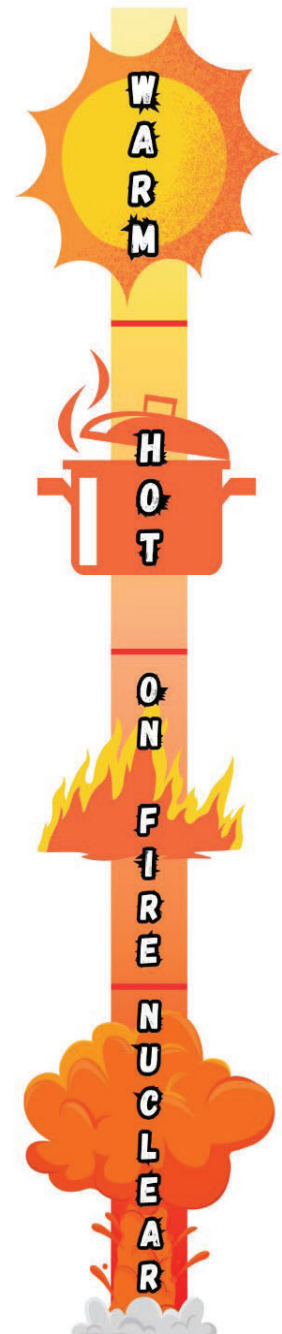
M.I.N.D. 2.0: Multidigit Addition (3+3 no regrouping)

Lesson 1

$\begin{array}{r} 426 \\ + 453 \\ \hline \end{array}$	$\begin{array}{r} 362 \\ + 535 \\ \hline \end{array}$	$\begin{array}{r} 243 \\ + 545 \\ \hline \end{array}$	$\begin{array}{r} 634 \\ + 354 \\ \hline \end{array}$
$\begin{array}{r} 234 \\ + 554 \\ \hline \end{array}$	$\begin{array}{r} 643 \\ + 345 \\ \hline \end{array}$	$\begin{array}{r} 462 \\ + 435 \\ \hline \end{array}$	$\begin{array}{r} 326 \\ + 553 \\ \hline \end{array}$
$\begin{array}{r} 236 \\ + 553 \\ \hline \end{array}$	$\begin{array}{r} 436 \\ + 453 \\ \hline \end{array}$	$\begin{array}{r} 623 \\ + 355 \\ \hline \end{array}$	$\begin{array}{r} 346 \\ + 543 \\ \hline \end{array}$
$\begin{array}{r} 453 \\ + 436 \\ \hline \end{array}$	$\begin{array}{r} 253 \\ + 536 \\ \hline \end{array}$	$\begin{array}{r} 355 \\ + 623 \\ \hline \end{array}$	$\begin{array}{r} 364 \\ + 534 \\ \hline \end{array}$

FACTS ON *Fire*

$\begin{array}{r} 835 \\ +134 \\ \hline \end{array}$	$\begin{array}{r} 614 \\ +355 \\ \hline \end{array}$	$\begin{array}{r} 555 \\ +342 \\ \hline \end{array}$	$\begin{array}{r} 367 \\ +212 \\ \hline \end{array}$
$\begin{array}{r} 263 \\ +326 \\ \hline \end{array}$	$\begin{array}{r} 823 \\ +176 \\ \hline \end{array}$	$\begin{array}{r} 442 \\ +456 \\ \hline \end{array}$	$\begin{array}{r} 625 \\ +314 \\ \hline \end{array}$
$\begin{array}{r} 785 \\ +213 \\ \hline \end{array}$	$\begin{array}{r} 127 \\ +152 \\ \hline \end{array}$	$\begin{array}{r} 661 \\ +318 \\ \hline \end{array}$	$\begin{array}{r} 315 \\ +623 \\ \hline \end{array}$



NUMBER CORRECT:

RATING:

Lesson 5

$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$

FACTS ON Fire

LESSON 2

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

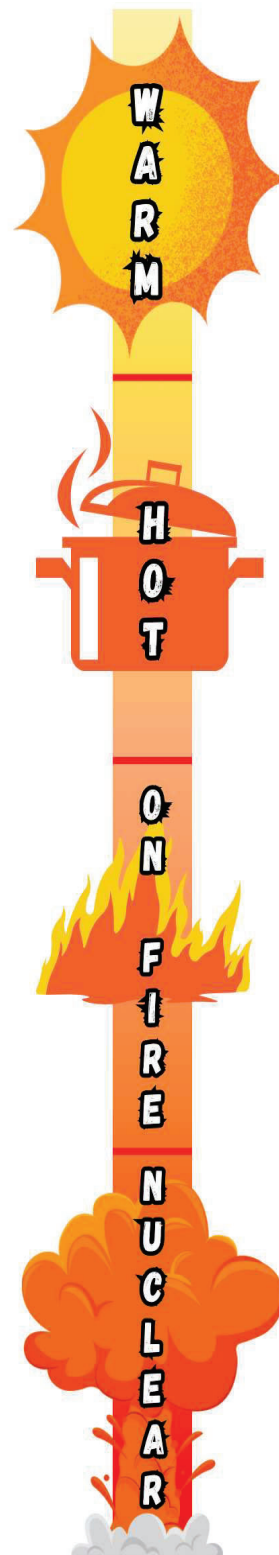
$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$



NUMBER CORRECT:

RATING: