Summer Work
Rising Second Grade

Preparing Boys for Life

Dear Parents of Rising Second Graders,

Summer is a wonderful time for boys to explore interests, enjoy camps and travel, spend time outdoors, and engage in the many experiences that help them grow beyond the classroom. At the same time, summer is also an important opportunity to maintain engagement with academic learning so that boys move confidently from one school year into the next.

This workbook contains the required summer work for your son as he prepares to enter his next grade with a mixture of literacy and math work. The activities included are designed to provide manageable practice in key skills and habits that will help ensure a strong and confident start to the school year. **This workbook should be turned into your son's teacher on the first day of school.** The work will prepare your son to engage in the beginning of year activities and assessments.

I encourage you to take this work seriously and **do not save it for the last week of summer.** The assignments have been designed to be completed steadily over time, with practice and reading spread across the weeks of summer rather than done all at once. A little consistency goes a long way in helping skills stay sharp and building readiness for the year ahead.

This workbook includes the following sections. It is recommended to pace weekly work from each section throughout the summer.

- SuperKids Review Practice
- Math Skills Practice
- 2nd Grade Suggested Reading List

Thank you for partnering with us in supporting your son's growth as a learner. We hope your family enjoys a summer filled with rest, joy, and meaningful experiences, alongside steady engagement with the learning in this workbook.

With care,

Jenni Scoggin

Head of Lower School



Summer Work Plan

The purpose of the summer work is to provide **consistent practice over time** so that skills and learning are retained throughout the summer months. Research shows that spreading practice across many weeks leads to stronger long-term retention and helps boys return to school feeling confident and prepared for the year ahead.

We strongly encourage families to divide the work across the summer rather than saving it for the final week before school begins. Completing small amounts of work consistently will be far more beneficial than trying to complete everything at once at the end of the summer.

Please note the following expectations for accountability:

- Summer workbooks should be turned in to your son's homeroom teacher or advisory teacher on the first day of school.
- Assessments connected directly to the summer work will take place during the first week of school.
- The summer work has been intentionally designed to align with the skills, projects, and content that will be assessed and taught upon returning to school.

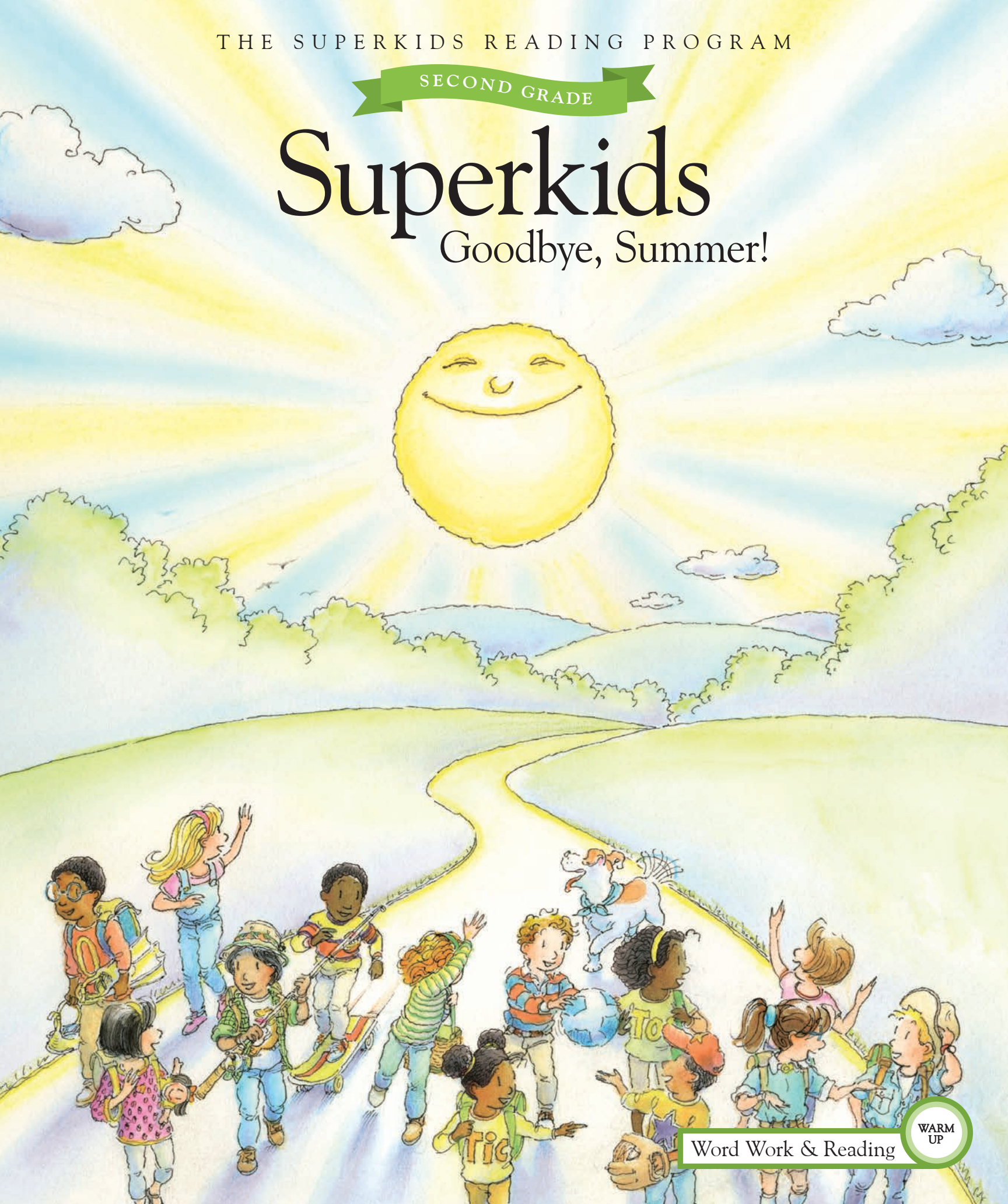
Thank you for partnering with us to help your son maintain strong learning habits and begin the school year ready to learn.

THE SUPERKIDS READING PROGRAM

SECOND GRADE

Superkids

Goodbye, Summer!



Word Work & Reading

WARM UP

THE SUPERKIDS READING PROGRAM

SECOND GRADE

Superkids
Goodbye, Summer!

BY

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6 7 8 9 10 11 12 13 14 15 13880 25 24 23 22 21 20

The Superkids

1.  

2.  

3. 

4.  

5.  

6.  

Golly



Tic
Ettabetta
Sal
Cass

Doc
Hot Rod
Oswald
Alf
Frits

Lily
Tac
Icky
Toc

Coconut



The letters a, e, i, o, and u are vowels. All the other letters are consonants.
When a vowel is long, it says its own name. ā ē ī ō ū
These Superkids' names begin with a short-vowel sound.











Say each picture name, and then mark the vowel as long or short.

1.


a

a

a

a

2.


e

e

e

e

3.


i

i

i

i

4.

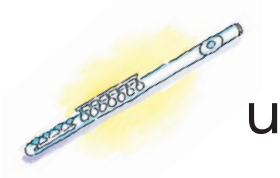

o

o

o

o

5.


u

u

u

u

These words have a short-vowel sound in the middle.

ă	ĕ	ĭ	ŏ	ŭ
bag	fell	mix	not	sun
land	best	trip	spot	jump

Circle the short-vowel word that names each picture.

1. pot pat pit



2. beg big bug



3. desk duck disk



4. hot hit hat



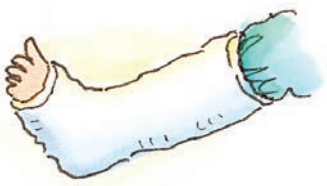
5. flag frog fog



6. pen pan pin



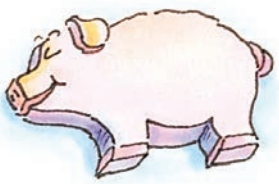
7. leg log lug



8. sack sick sock



9. plug pig peg



10. boss bass bus



11. list lost last



12. cluck clock clack



When a vowel is alone at the end of a word, it is usually long.

gō mē hī flū

When a vowel is followed by one or more consonants, the vowel is usually short. hŏt lăst trĭp cŭp sĕnd



Mark the vowels in the words as long or short. Then circle the words that tell about the pictures.

1.

hi

him



2.

go

got



3.

we

wet



4.

me

men



5.

he

hen



6.

no

nod



7.

flu

fun



8.

so

sock



9.

she

shed





Having a Blast

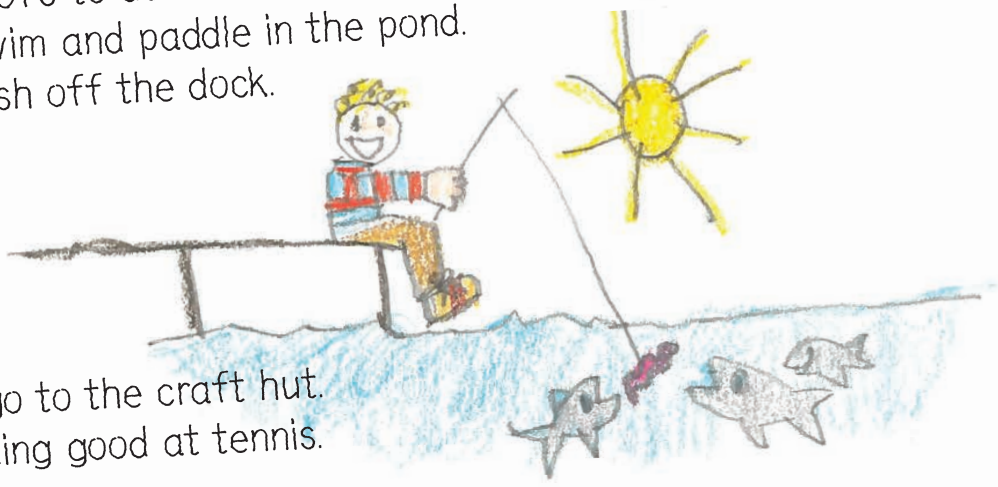
Icky went to camp.

Hi, Mom and Dad,



Camp is a blast!! I am in the Cricket Cabin.
We have bunk beds. I am on the top!

There is LOTS to do here.
We can swim and paddle in the pond.
We can fish off the dock.



We can go to the craft hut.
I am getting good at tennis.



The camp has a mascot. It is a PIG!!!
He's called Fred. The last day,
the camp has a talent show.
I want to do an act with Fred.

Fred



There is no TV here. I do not miss it.
I do miss you.

XOXO
Icky

When a word has an e at the end and a vowel in the middle, the middle vowel is usually long and the e is silent. These are Super e words.

lāke bīte hōme tūne

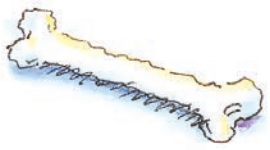
Trace the blue letters and write the missing letters to complete each Super e word.

1. 

c_ k_

2. 

n_ n_

3. 

b_ n_

4. 

c_ t_

5. 

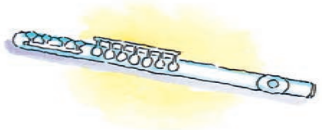
n_ s_

6. 

wh_ l_

7. 

sn_ k_

8. 

fl_ t_

9. 

b_ k_

Remember, a vowel may be long when it's at the end of the word or when there's a silent e at the end.

mē nō nīne hōme gāme

Underline the long-vowel words in Icky's letter. Then list each word under ā, ē, ī, or ō to show which long-vowel sound the word has.



Hi, Mom and Dad,

I hope you are well. I still like camp! We went for a hike next to a lake. On the path, I saw a snake. It was so close, I could have stepped on it. Yikes! Well, I have got to go. I can't be late for dinner.

XXOO

Icky

ā

1.

2.

3.

ī

1.

2.

3.

4.

ō

1.

2.

3.

4.

ē

1.

2.



At the Dog Park

Doc and her dad took Golly to the park five times. They saw lots of different kinds of dogs.

A bulldog looks a bit goofy. It has wrinkles and a pushed-in nose. A bulldog will make you smile. It is a calm dog.





A bull mastiff is huge. It will not bark much. Mastiffs are brave dogs. They want their owners to be safe.

A pug looks a bit like a mastiff, but it is MUCH smaller. A pug likes to hang around home and nap.



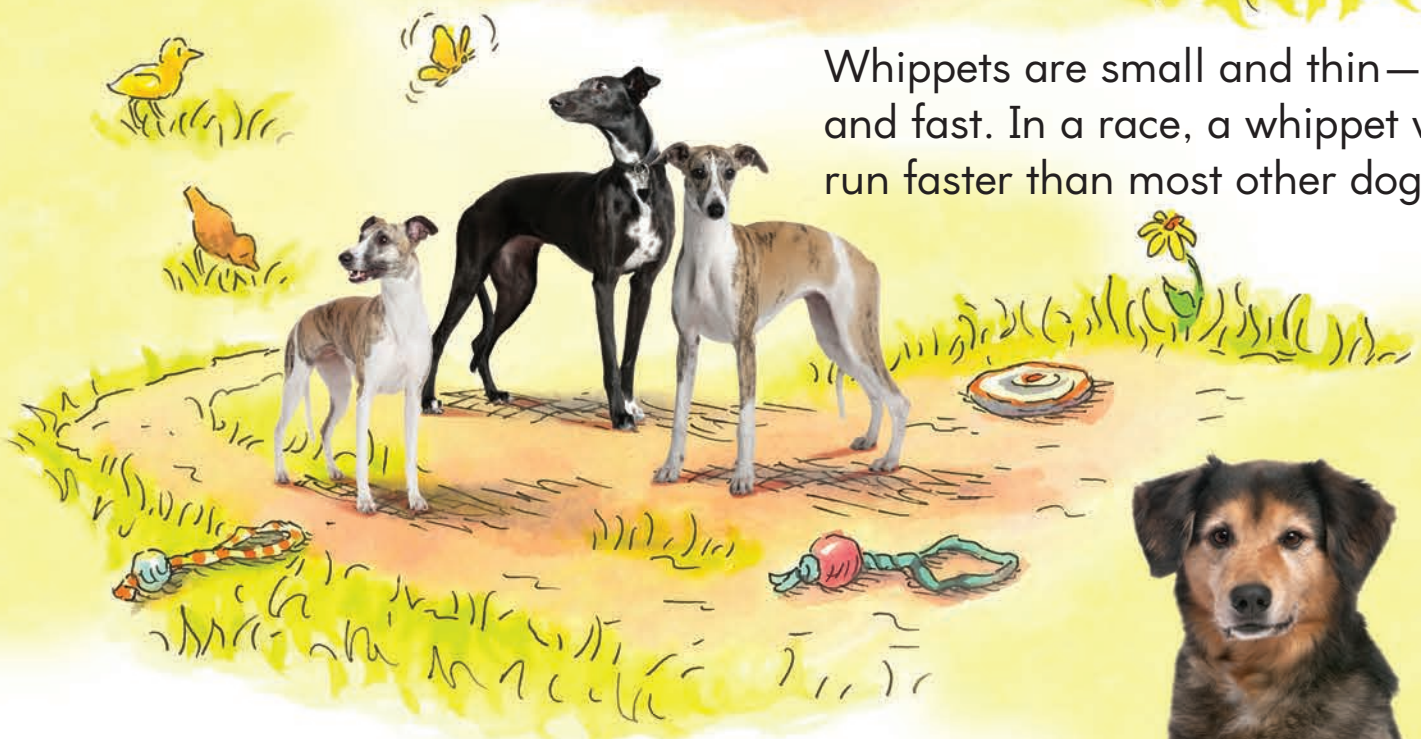


This is a cattle dog. Its name tells you what it is good at. It herds cattle by nipping at their legs.





Poodles can be different sizes. The first poodles were water dogs. When a hunter shot a duck, a poodle would swim to get it. Poodles are one of the smartest dogs.



Whippets are small and thin—and fast. In a race, a whippet will run faster than most other dogs.



A mutt is a mix of other dogs. It can be big or small, white or black, shaggy or smooth. A mutt can be the best dog of all!

Remember, vowels have both short sounds and long sounds.
These words have short-vowel sounds in the middle.

lăndsĕndhĭdlŏckhŭnt

These words have long-vowel sounds in the middle.

lāte thēse hīde rōde tūbe

Trace the blue letters and write the missing vowel to complete each word. Then mark the vowel as short or long.

1.



c_p

2.



l_ke

3.



b_te

4.



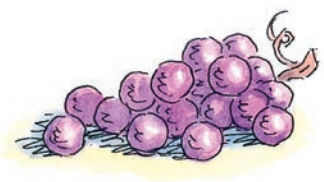
h_se

5.



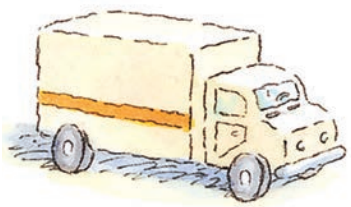
fr_g

6.



gr_pes

7.



tr_ck

8.



m_lk

9.



dr_ve

Write the words to complete the sentences about the Superkids' favorite dog.



hop home

1. Golly's _____ is at Gus and Gert's gas station.



smell smile

2. Golly likes to _____ the grass and flowers.



fast fake

3. Golly can run _____ .



rid ride

4. Golly also likes to get a _____ .



tune tub

5. Golly likes to sing, but he's not in _____ .

smile mill

bit bite

6. Golly has a big _____ . He will not _____ .



huge hugs

7. Golly likes to get lots of _____ .



A Question for Ettabetta

Hot Rod visited a cave. Ettabetta asked about it.





"Was the cave just a big hole in the dirt?
Did you slide on a rope to get in?"



"No. There was no rope.
There was just a gate
and some steps."



"Was the cave dark?
Was it cramped?
Did it smell? Was it scary?"



"It wasn't dark. You get a helmet
with a lamp on it. You can stand up. It just
smelled like dirt. It was a bit scary at first, but I really liked it."



"Did you get lost? Were there fossils?
Were there bats?"





"I saw a few bats but no fossils. No one gets lost. A man showed us around. But there were lots of tunnels. They twisted this way and that. You can hike for miles!

"But now **I** have a question. Would you like to come with us next time? Then you can check it out for yourself."



"Yes! I would like that a lot!"



Sometimes, two vowels next to each other stand for a long-vowel sound.
The letters oa can stand for the long ō sound.

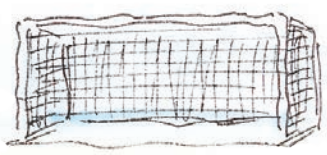
rōad flōat grōan cōal rōast

The letters ai can stand for the long ā sound.

māil pāid plāin wāit fāint

Trace the blue letters and write the missing vowel pair to complete each word.

1.



g_ _ l

2.



r_ _ n

3.



s_ _ l

4.



b_ _ t

5.



c_ _ t

6.



p_ _ nt

7.



t_ _ st

8.



j_ _ l

9.



r_ _ d

Write the words to complete the sentences about the Superkids' adventures.



goat float

1. Icky could fish, swim, and _____ in the pond.

mail trail

2. He sent his mom and dad a letter in the _____ .



coal coat

3. Doc and Golly saw a dog with a fluffy _____.



tail sail

4. Golly wagged his _____ .

wail wait

5. Ettabetta can't _____ to go to the cave with Hot Rod!



load toad

6. Did Hot Rod see a bat or a _____ in the cave?



soak boat

7. In the summer, it's fun to sail in a _____.



A Wet Cat

Cass had some bad luck.



From: Cass
To: Grandma Flynn
Date: August 10, 10:03 a.m.
Subject: Look out for wet cats!

Hi, Grandma,

I have big news. I broke my leg! 😯

This is what happened. I was loading the dishwasher. It was raining hard. I heard a wail. *Meeeew!* Coconut was outside on the back steps. I ran to let her in.

Her coat was wet. Her tail was soaked. She looked so sad! 😿
I rushed out to grab her. But SHE rushed to come in. CRASH!!!!!
I tripped and tumbled down the steps! It was painful. 😖😖

Now I must start second grade in a cast. Oh, well. I will not moan about it. Coconut was sitting in the window when we got back from the doctor's. 😍 She is sitting in my lap now. I think she wants to tell me that my leg will be okay, and second grade will be okay too.

XOX
Cass

Two vowels next to each other often stand for a long-vowel sound. When you see the letters ee or ea, they usually stand for the long ē sound.

sēe	fēel	dēep	fēet
sēa	bēad	spēak	mēan



Trace and write letters to complete the words in each long e word family.

1. seed

w____

f____

n____

2. sheep

d____

k____

sl____

3. sweet

m____

f____

gr____

4. bee

s___

tr___

fr___



5. meal

d____

s____

r____

6. beak

cr____

l____

w____

7. beach

t____

r____

p____

8. treat

n____

h____

s____

Answer the questions about the stories and informational texts you read. Fill in the circles by the correct answers. Look back at the texts in this book if you need help.



1. What did Icky say he missed while he was at camp?
   - ○ his TV
   - ○ his mom and dad
   - ○ his pals



2. What kind of dog did Doc see that is a mix of other kinds of dogs?
   - ○ a bulldog
   - ○ a whippet
   - ○ a mutt



3. How did Hot Rod feel about the cave he visited?
   - ○ It was too dark and cramped.
   - ○ It was dull. There was nothing to see.
   - ○ At first it was scary, but then he liked it.



4. What did Ettabetta say about the cave?
   - ○ She thinks it would be boring.
   - ○ She would really like to go there.
   - ○ She thinks it would be easy to get lost there.

5. What news did Cass have for her grandma?
   - ○ She got a prize in a contest.
   - ○ She fell and broke her leg.
   - ○ She lost her cat, Coconut.



The Painting

Oswald went to an art exhibit.





This painting shows something that happened in real life.

The date was 1776. America was in a war with the British. Our leader was George Washington. His troops had lost lots of battles. But Washington had made a plan. His men would cross a wide river in the dark, while the British were still sleeping. Then the Americans would attack.

It was not easy. There was snow, rain, and sleet. The men were freezing. But they got across. Washington led the attack, and the Americans beat the British.

In the painting, Washington is standing in the front of the boat. Behind him, the storm is ending. The sun is beginning to come out. The artist used the sun to say this was a day of hope for America.

Complete the spelling word that matches each clue.

1. Dogs and cats have this body part. t _ _ _



2. This word means to wish. h _ _ _

3. This is another word for street. r _ _ _



4. The opposite of "give away." k _ _ _

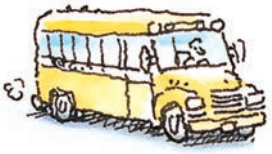
5. This is something you can play. g _ _ _

6. This falls in drops from the sky. r _ _ _



7. The opposite of cold. h _ _ _

8. What you do on a bus. r _ _ _



9. A word that describes kittens. c _ _ _

10. Glasses help people do this. s _ _



11. Something that sails on the sea. b _ _ _



12. Rhymes with "peach." e _ _ _

Spelling List

game
hope
ride
cute
★
boat
road
★
tail
rain
★
each
heat
★
see
keep

Sal's Training Plan

Sal was on the swim team.



The last swim meet of the summer is next week. Our team's goal is to win! Here is what I'll do to make our dream come true.

I will get to the pool early each day.

I will listen carefully to the coach when she explains things.

I will work on my race dives.

I will help teach the littlest kids when I can.

I will stay late and do 10 extra laps.

I will lift my barbells when I get home.

I will run around the block to make my legs stronger. That should help my speed.

I will give my teammates pep talks. We have to keep our spirits up!

I will eat well and get lots of sleep.

We did it!!!!!
We won the big meet!
And I swam my best time
EVER.



Remember, the letters ai can stand for the long a sound. tāil rāin
The letters oa can stand for the long o sound. bōat rōad
The letters ea or ee can stand for the long e sound. hēat kēep

Underline words that have ai, oa, ea, or ee. Then list each word under ai, oa, ea, or ee.

We do

In summer, trees are green. Bees buzz, and the sun is warm.
I can go out on a boat. I can sail on the sea. I can swim and float.
I can dig in the sand and fill a pail with shells.
Do you like sweet summer treats? I like ice cream!
I cannot wait until next summer.





I do

ai

1. _____
2. _____
3. _____

ea

1. _____
2. _____
3. _____

ee

1. _____
2. _____
3. _____
4. _____

oa

1. _____
2. _____

Remember, the letters ai can stand for the long a sound. The a may also be long when there is a silent e at the end of a word.

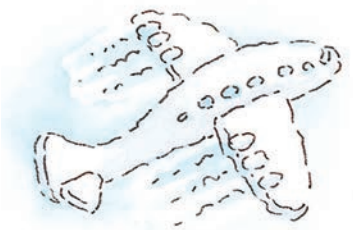
pāil māin pāle cāne

Trace and write letters to complete the long a word in each sentence.

We do

1. S_ _ _ your boat on the sea.





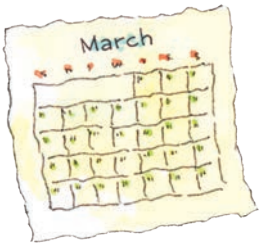
2. I see a pl_ n_ in the sky.

I do

3. Apples and plums are on s_ _ _ this week.



4. What is the d_ _ _?



5. I like a pl_ _ n pizza.

6. We like to draw and p_ _ nt .



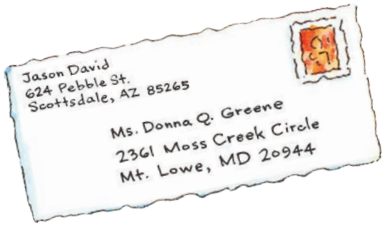
7. Let's play a g_ m_ .



8. What kind of c_ k_ do you like best?



9. We saw a big gray wh_ _ .



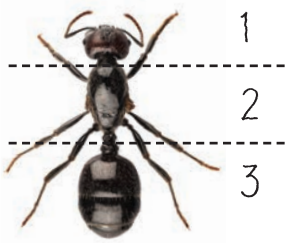
10. A letter came in the m_ _ .

All About Ants

Frits got interested in ants.



Ants are insects. They have six legs. Their body has three parts.



Ants live with lots of other ants in big nests. They care for the nest as a big team.

Most ants are worker ants. They look for leaves and other stuff to eat. They repair the tunnels and keep the nest safe.

One ant is the queen. Her job is to lay eggs. Workers feed the queen.



Ants are very strong. They can carry things lots bigger than they are. If you were as strong as an ant you would be able to lift three cars!

Ants use smells to speak to one another. A smell can tell other ants where to search for food. A smell can tell other ants that danger is close by.

Remember, the letters oa can stand for the long o sound. The o may also be long when there is a silent e at the end of a word.

bōat mōan rōbe hōme



Trace and write letters to complete the words in each long o word family.

We do

1. goat

b____

c____

fl____

2. bone

c____

l____

st____

I do

3. woke

p____

j____

br____

4. toad

r____

l____



5. nose

h____

r____

6. hole

m____

p____

7. loan

gr____

m____

8. rope

h____

sl____

Remember, the long o sound can be spelled in different ways.

oa	Super e	o at the end
gōat rōad	stōne jōke	gō sō

Lead the worker ant to the queen by connecting all the words with the ō sound.





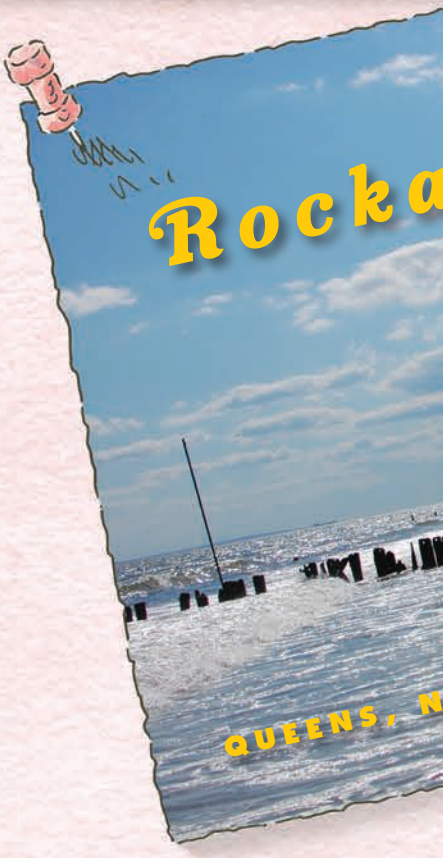
Dear Lily

Lily got lots of postcards from her sister. She saved them all.

Dear Lily,
Hello from Queens! I said I would write you a postcard every day. Here is the first one! Queens is part of New York City. Uncle's home is a block from a beach. There is a toad in the yard he calls Joan. He says we will go to a baseball game next weekend. (Not Joan. Just me.) I can't wait!
Hugs,
Kate



Lily Ping
9876 Oak Leaf Trail
Edsel, IL







Dear Lily,
We took the train to the ball game. The team was the Mets. We had seats by third base! We got home late. Joan was in the kitchen! (There is a hole in the screen.) Uncle says she must have needed to get out of the heat. He says he may keep her. Joan will not get fleas, like a cat.
Hugs and kisses,
Kate



Lily Ping
9876 Oak Leaf Trail
Edsel, IL.

Dear Lily,
Today I swam in the sea. The waves were huge. We had some sweet treats and looked for whales. We did not see any, but I will keep looking. Joan the toad is back in the yard. She is sitting on a leaf eating a beetle. I did not think life in New York City would be like this!
XOXOXOX
Kate





Lily Ping
9876 Oak Leaf Trail
Edsel, IL.

Dictionaries list words in alphabetical, or ABC, order. To list words in alphabetical order, look at the first letter of each word. If you see a word that starts with a, list it first. Next, look for words that start with b, c, and so on. List them in order, based on the first letter.

apples bananas dates lemons melons

If two or more words start with the same letter, check the second letter. List the words in order based on the second letter.

cat chop clock crib

Read each list of words. Write them in ABC order.

We do

see boat game cute

1. _____
2. _____
3. _____
4. _____





each hope tail heat

1. _____
2. _____
3. _____
4. _____

I do

ride each boat rain

1. _____
2. _____
3. _____
4. _____





hope road keep rain

1. _____
2. _____
3. _____
4. _____

When a base word has two vowels followed by a consonant at the end, you can just add ing or ed.

load	mail	heat	need
loading	mailed	heating	needed

When a base word ends in Super e, drop the e before you add ing or ed.

smile	tame	poke	save
smiling	tamed	poking	saved

Add ing and ed to base words. Remember to drop the Super e when needed.

		ing	ed	
We do	1. rain			
	2. hope			
I do	3. sail			
	4. float			
	5. bake			
	6. heal			



At the Aquarium

Tic, Tac, and Toc visited an aquarium.

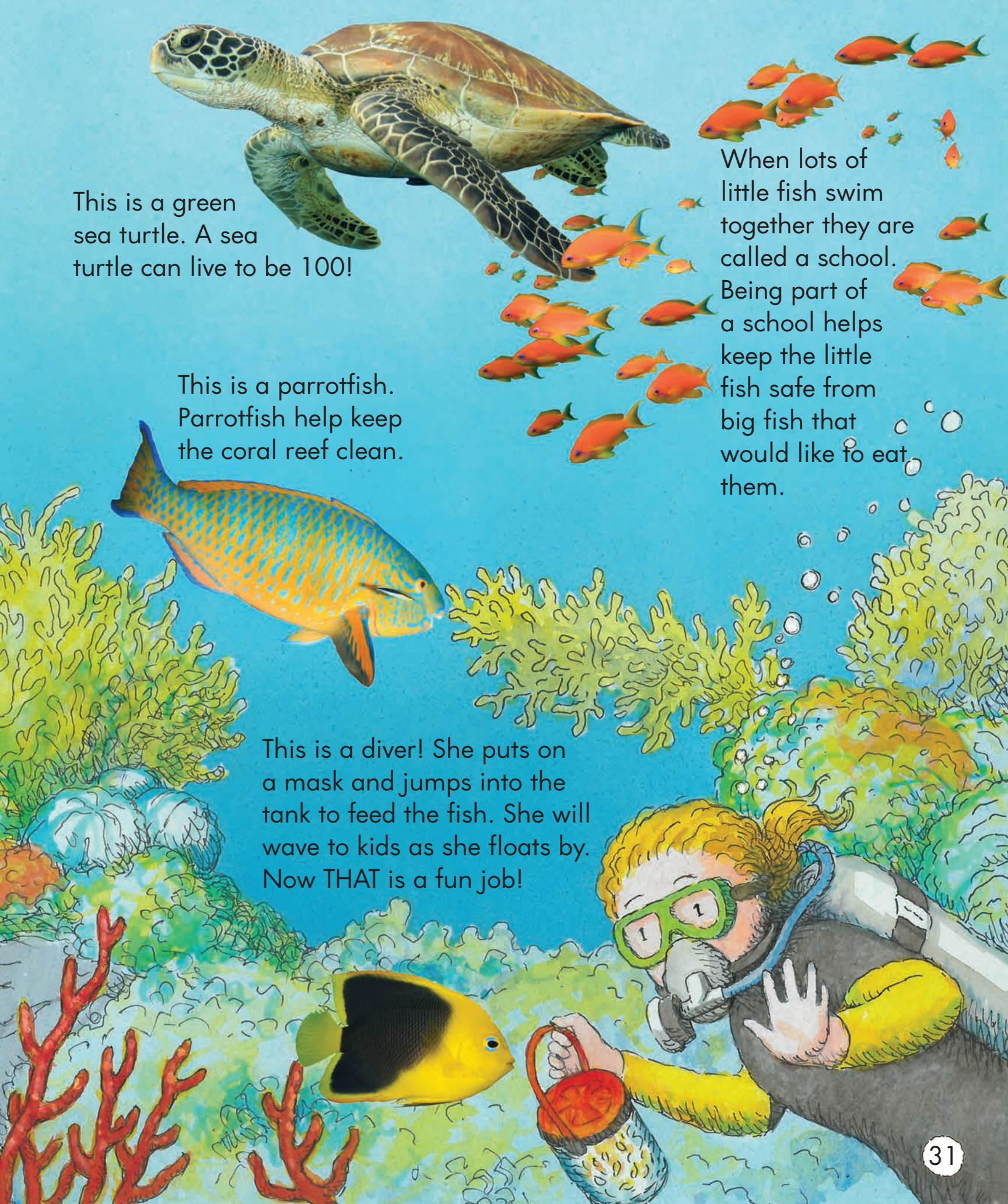
This exhibit shows a coral reef. To have a coral reef, the sea must be warm. The water must not be deep.

You can find lots of fish in a coral reef. Small fish like to hide in the corals. Big fish like to hunt there.

This is a ray. A ray is flat. It has no bones. Some rays like to hide in the sand at the bottom of the sea. Others have fins that look like wings when they swim.

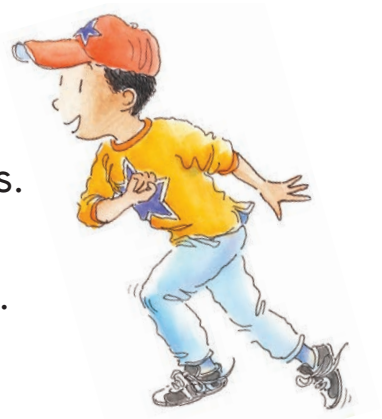
This is an eel. It is shaped like a snake. It peeks out of a hole. When it sees a meal—zap! It leaps up and grabs it with its sharp teeth.

Sea urchins are small animals covered with spines. The spines help protect them.


This is a green sea turtle. A sea turtle can live to be 100!
When lots of little fish swim together they are called a school. Being part of a school helps keep the little fish safe from big fish that would like to eat them.
This is a parrotfish. Parrotfish help keep the coral reef clean.
This is a diver! She puts on a mask and jumps into the tank to feed the fish. She will wave to kids as she floats by. Now THAT is a fun job!

Answer the questions about the stories and informational texts you read. Fill in the circles by the correct answers. Look back at the texts in this book if you need help.

We do



1. How did Sal help his team win the swim meet?
   - ○ He got the team a better coach and better swimmers.
   - ○ He yelled at his teammates for not doing well.
   - ○ He got fast and strong, and he helped other kids too.

I do



2. What did Frits find out about ants?
   - ○ Most are worker ants.
   - ○ Most are queens.
   - ○ Most are very weak.



3. Who sent postcards to Lily and why?
   - ○ Her uncle sent them. He wanted Lily to visit.
   - ○ Her sister sent them. She was visiting their uncle.
   - ○ Her friend sent them. She was away at camp.



4. What fun job did Tic, Tac, and Toc learn about at the aquarium?
   - ○ being a diver who feeds fish
   - ○ being a person who catches and cleans fish
   - ○ being a person who sails fishing boats

5. What animal can live to be 100?
   - ○ an eel
   - ○ a sea turtle
   - ○ a parrotfish

Exploring the Amazon



Alf explored the Amazon by reading a book.

Chapter 1







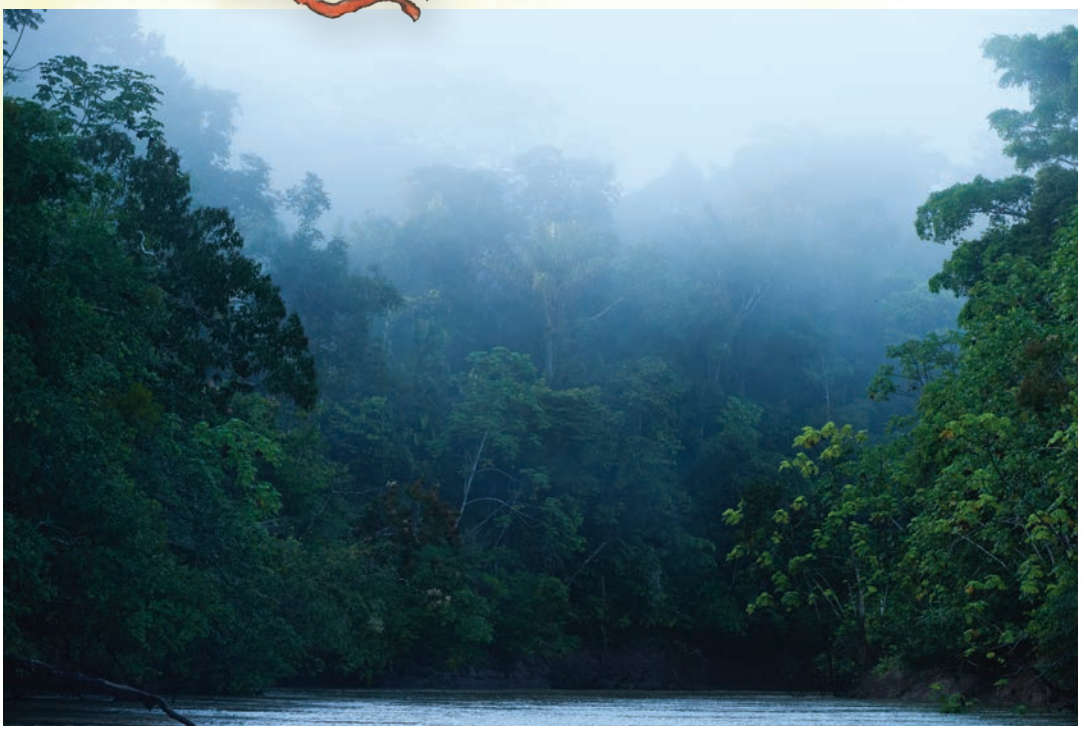


The Amazon rain forest is in South America. It is very hot. There is no winter. It rains a lot. This jungle has lots of different animals. It has over 16,000 different kinds of trees.









In the Amazon, you can float down a wide river in a boat. The river twists and turns.

You will drift past lily pads. Macaws fly in the sky. Pink dolphins swim and play in the warm water.







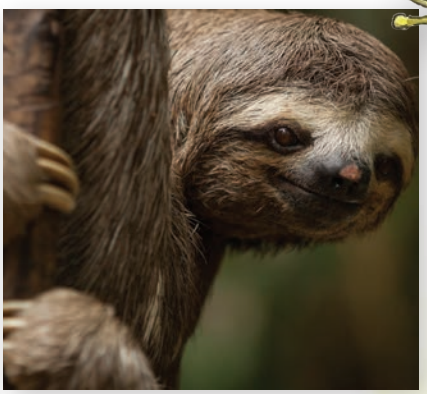


You can hike in the rain forest. The jungle is thick with vines. Tall trees block the sun. The trail is soft and damp. Birds call. Insects buzz in the heat.

In the rain forest, you can see blue frogs and dazzling butterflies. You may see a sloth hanging from a tree with a smile on its face.









When the sun goes down in the rain forest, it gets very dark. Look up! You will see more stars than you have ever seen! Then it is time to go to sleep. You can explore the rain forest again in the morning.

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Discuss

Number: Working with place value (hundred chart)

Look at this hundred chart.

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

Color all the numbers that have 8 in the ones place.

What do you notice?



Circle two other numbers in the chart.

Write the missing numbers below to complete true statements.

One of my numbers has ____ tens and ____ ones.

The other number has ____ tens and ____ ones.

Draw a ✔ in the chart to show which of your numbers is greater.

This activity explores place value of two-digit numbers. A hundred chart is used to focus attention on patterns in the tens and ones places of the numbers.

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Practice

Number: Working with place value (hundred chart)

Use this part of a hundred chart to help you answer these questions.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

1. Read the clue then write the matching number.

a. I have 3 in the tens place and 6 in the ones place. ____	**b.** I have two ones and six tens. ____	**c.** I have 8 in the ones place and 4 in the tens place. ____
d. I have 5 in the tens place and 5 in the ones place. ____	**e.** I have six ones and two tens. ____	**f.** I have 0 in the ones place and 8 in the tens place. ____

2. Write all the numbers that have a 7 in the **tens** place.

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

3. Write the 10 numbers that come after 21.

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

This activity explores the place value of two-digit numbers. A hundred chart is used to focus attention on patterns in the tens and ones places of the numbers.

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Discuss

Number: Solving puzzles (hundred chart)

Look at this hundred chart.

Color three numbers greater than 10. Each number should be in a different row.

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

Which of your numbers is the greatest? _____

Which of your numbers is the least? _____

Look at all the numbers on the hundred chart.

Write all the numbers that match these clues.

_____ _____ _____

Clues

I have more than 5 tens. You say me when you start at 10 and count by tens. I am less than 89.

In this activity, a hundred chart is used to help solve two-digit number puzzles that involve place value.

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Practice

Number: Solving puzzles (hundred chart)

Use this part of a hundred chart to solve the number puzzles.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Read the clues. Write the matching number.

a. I am greater than 52 but less than 54. ____

b. I am in the same row as 83. You say me when you start at 10 and count by tens. ____

c. I have 5 in the tens place and 6 in the ones place. ____

d. I am between 44 and 48. You say me when you start at 5 and count by fives. ____

2. Write all the matching numbers that match these clues.

a. I am greater than 65, less than 100, and have 2 in the ones place. ____ ____ ____

b. I am less than 63 and have 6 in the tens place. ____ ____ ____

In this activity, a number chart is used to help solve two-digit number puzzles that involve place value.

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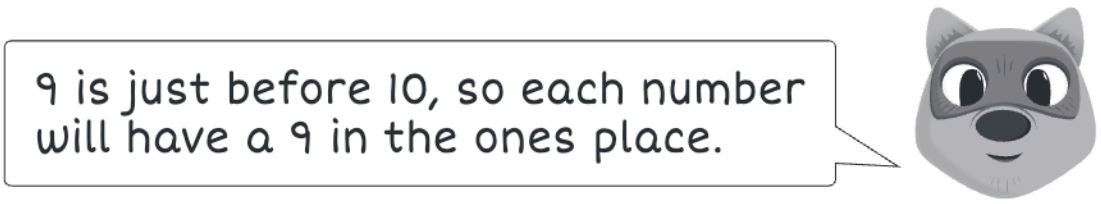
Discuss

Number: Exploring the counting sequence to 120

Look at the number chart on the support page.

Start at 30 and count on in steps of 10. Write the numbers you say on your chart.

What number comes **just before** each number you wrote?



Write those numbers on your chart.

Start at 25 and count on in steps of 5. Write the numbers you say on your chart.

Which digit will be in the ones place of each number that comes **just before** or **just after**?

Write all those numbers on your chart.

Start at 22 and count on in steps of 2. Write the numbers you say on your chart.

Which digit will be in the ones place of each number that comes **just before** or **just after**?

Write all those numbers on your chart.

Look at what is missing on your chart and write those numbers.

This activity uses a number chart on the accompanying support page to work with numbers beyond 100.

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Practice

Number: Exploring the counting sequence to 120

1. Complete this part of a number chart.

71	72	73	74	75					

2. Write the number that comes **just before** each of these.

a. _____ 109 **b.** _____ 120 **c.** _____ 113

3. Write the number that comes **just after** each of these.

a. 107 _____ **b.** 110 _____ **c.** 99 _____

4. Write the numbers missing from these number chart pieces.

a.

	102		

b.

		105	

c.

			119

d.

		100	

e.

	108				112			

This activity uses a number chart on the accompanying support page to work with numbers beyond 100.

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Discuss

Subtraction: Extending the count-back strategy

Look at this part of a number track.



Imagine you were standing on 52 and made one jump back to 51.
Draw an arrow above the number track to show your jump.

Write an equation to show what you did.

____ – ____ = ____

Imagine you were standing on 55 and made two jumps to 53.
Draw an arrow above the number track to show your jumps.

Write an equation to show what you did.

____ – ____ = ____

Imagine you were standing on 59 and made three jumps to 56.
Draw an arrow above the number track to show your jumps.

Write an equation to show what you did.

____ – ____ = ____

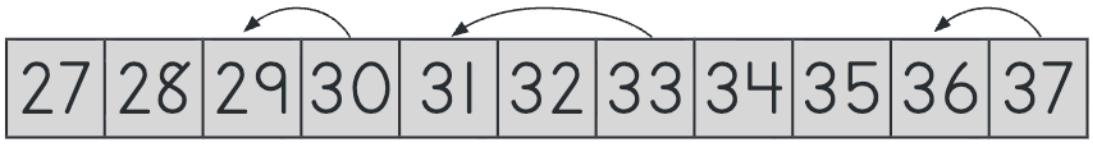
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This activity uses a number track to help count back 1, 2, or 3 from any two-digit number.

Practice

Subtraction: Extending the count-back strategy

1. Complete the equations.



a. 37 − 1 = ____ **b.** 30 − 1 = ____ **c.** 33 − 2 = ____

2. Complete the equations. Draw jumps on the number track to help you.



a. 60 − 2 = ____ **b.** 63 − 2 = ____ **c.** 67 − 3 = ____



d. 73 − 1 = ____ **e.** 77 − 3 = ____ **f.** 82 − 2 = ____



g. 89 − 3 = ____ **h.** 93 − 3 = ____ **i.** 96 − 2 = ____

3. Write the missing numbers.

a. ____ − 2 = 65 **b.** ____ − 1 = 47 **c.** ____ − 3 = 71

This activity uses a number track to help count back 1, 2, or 3 from any two-digit number.

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Discuss

Subtraction: Exploring patterns

Look at this part of a hundred chart.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Use red to color three numbers that have 4 in the ones place.

What number is **1 less than** each red number? Complete these equations to match.

What pattern do you see?
What number would be 1 less than 94?

____ − 1 = ____

____ − 1 = ____

____ − 1 = ____

Use blue to color three numbers that have 8 in the ones place.

What number is **2 less than** each blue number? Complete these equations to match.

What pattern do you see?
What number would be 2 less than 88?

____ − 2 = ____

____ − 2 = ____

____ − 2 = ____

This activity works with patterns that occur in subtraction equations when one part (the subtrahend, or number to be subtracted) stays the same and the total (the minuend, or starting number) changes by multiples of 10. This knowledge is used to help count back 1, 2, or 3 from any two-digit number.

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Practice

Subtraction: Exploring patterns

1. Write the missing numbers.

a.	7 − 1 = ____	**b.**	13 − 2 = ____	**c.**	6 − 3 = ____
	17 − 1 = ____		23 − 2 = ____		16 − 3 = ____
	27 − 1 = ____		33 − 2 = ____		36 − 3 = ____
	37 − 1 = ____		53 − 2 = ____		66 − 3 = ____

2. Think about the numbers **between 1 and 50**.

a. Write all the numbers that have 5 in the ones place.

b. Write the numbers that are **2 less** than each number you wrote.

3. Think about the numbers **between 50 and 100**.

a. Write all the numbers that have 8 in the ones place.

b. Write the numbers that are **2 less** than each number you wrote.

4. Write numbers **between 51 and 80** to complete these to show different equations.

a.	____ − 3 = ____	**b.**	____ − 1 = ____	**c.**	____ − 2 = ____

This activity works with patterns that occur in subtraction equations when one part (the subtrahend, or number to be subtracted) stays the same and the total (the minuend, or starting number) changes by multiples of 10. This knowledge is used to help count back 1, 2, or 3 from any two-digit number.

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Discuss

Subtraction: Multiples of ten from any two-digit number (hundred chart)

Look at this part of a hundred chart.

								29	
		43							
51	52	53	54	55	56	57	58	59	60

How can you figure out what number is behind the gray tile?



I would start at 56 and count back in steps of 10 to the gray tile.

How many steps of 10 is that? ____

Write an equation to match. ____ − ____ = ____

Use the same thinking to complete these equations. You can use the chart above to help.

a. 44 - 20 = ____ **b.** 58 - 40 = ____ **c.** 36 - 20 = ____

This activity involves subtracting a multiple of ten from any two-digit number without the need to regroup in the ones place (e.g. 47 – 20).

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Practice

Subtraction: Multiples of ten from any two-digit number (hundred chart)

1. Complete the equations. Use this chart to help.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a. 69 - 20 = ____	**b.** 83 - 40 = ____	**c.** 66 - 30 = ____
d. 54 - 10 = ____	**e.** 98 - 30 = ____	**f.** 55 - 20 = ____

2. Figure out and write each difference.

a. 75 - 50 = ____	**b.** 81 - 20 = ____	**c.** 57 - 30 = ____
d. 68 - 60 = ____	**e.** 72 - 30 = ____	**f.** 96 - 20 = ____
g. 86 - 50 = ____	**h.** 73 - 20 = ____	**i.** 41 - 30 = ____
j. 85 - 60 = ____	**k.** 52 - 30 = ____	**l.** 39 - 20 = ____

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This activity involves subtracting a multiple of ten from any two-digit number without the need to regroup in the ones place (e.g. 47 – 20).

Discuss

Subtraction: 1, 2, 3 or 10, 20, 30 from any two-digit number (hundred chart)

Look at this part of a hundred chart.

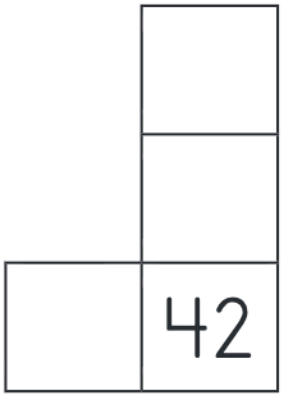
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

What happens to the numbers as you move from **right to left**?

What happens to the numbers as you move back a row?

These are two pieces of the same hundred chart.
Write the missing numbers.



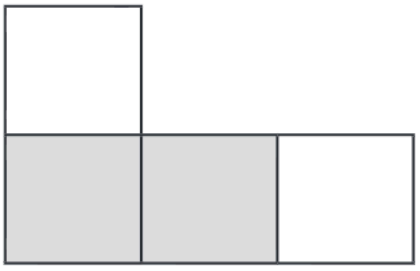


How did you figure out the numbers to write?

Look at this piece of the same hundred chart.

Write a number in each white space.

How did you figure out the numbers to write?



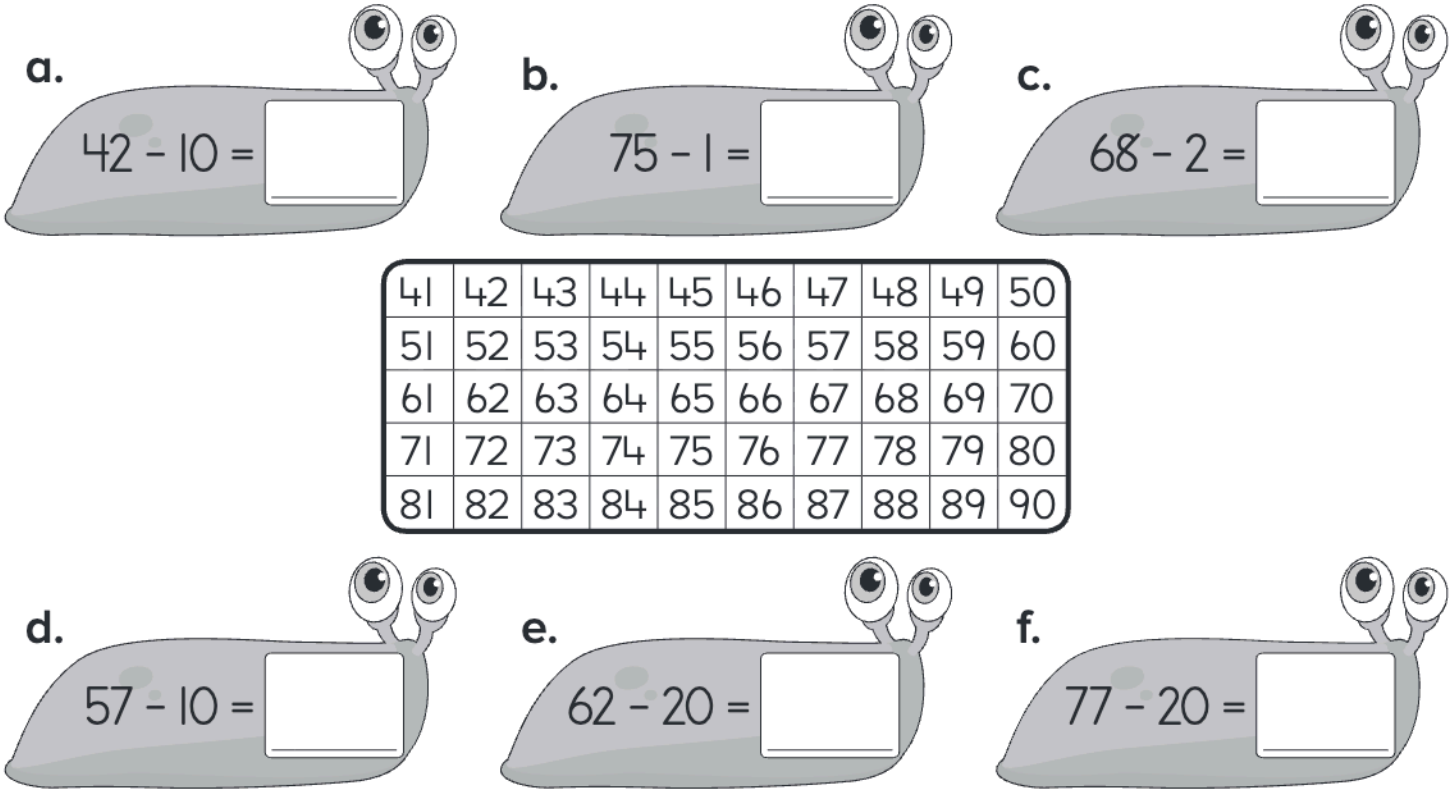
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This activity involves subtracting 0, 1, 2, 3, 10, 20, or 30 from any two-digit number. A hundred chart is used to help make the subtraction visible.

Practice

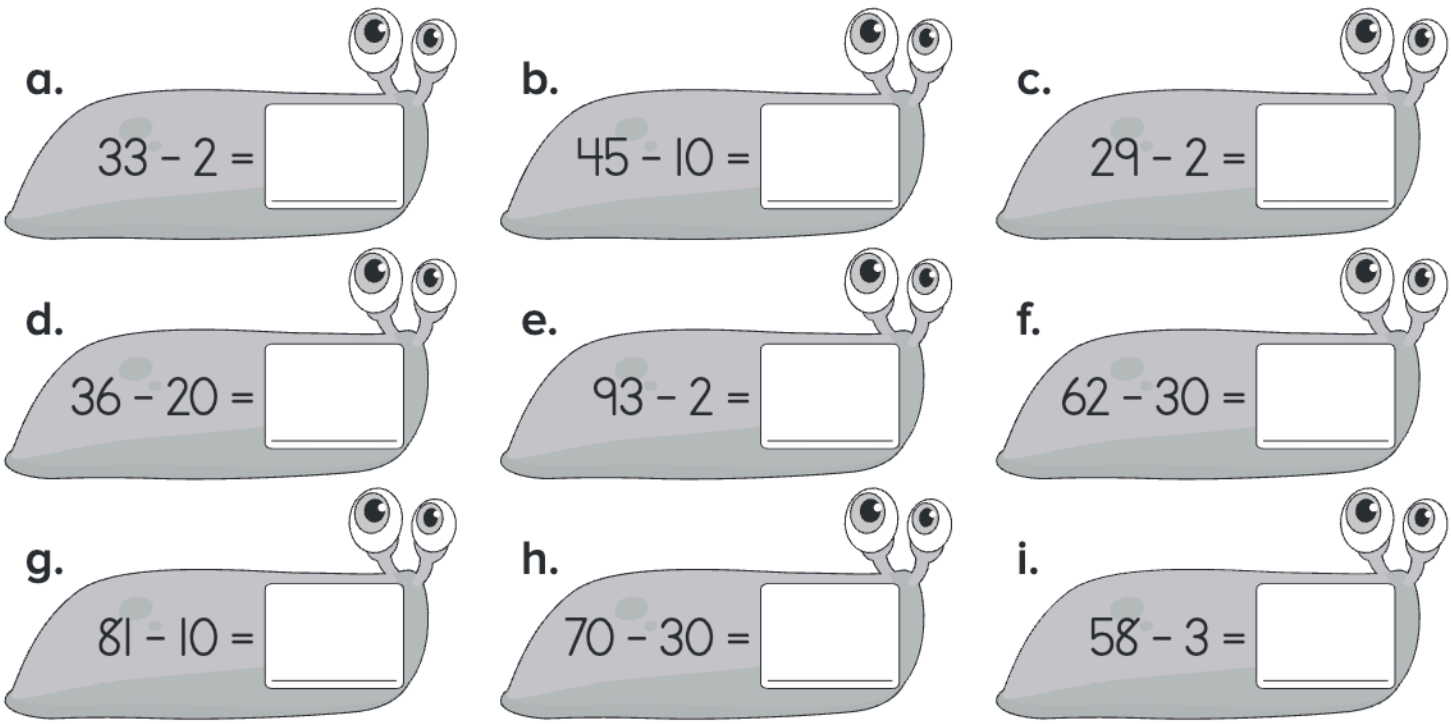
Subtraction: 1, 2, 3 or 10, 20, 30 from any two-digit number (hundred chart)

1. Complete the equations. Use the chart to help.



41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

2. Figure out and write the answers.



This activity involves subtracting 0, 1, 2, 3, 10, 20, or 30 from any two-digit number. A hundred chart is used to help make the subtraction visible.

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Discuss

Subtraction: Two-digit numbers (hundred chart)

Look at this part of a hundred chart.

How would you move the counter to subtract 10?

How would you move the counter to subtract 1?

How would you move the counter to subtract 11?

4	5	6	7	8	9	10
14	15	16	17	18	19	20
24	25	26	27	28	29	30
34	35	36	37	38	39	40
44	45	46	47	48	49	50
54	55	56	57	58	59	60
64	65	66	67	68	69	70
74	75	76	77	78	79	80
84	85	86	87	88	89	90
94	95	96	97	98	99	100



I would move the counter back one row, then left one space.

Look at the arrow on the chart.

Color the starting number red. Circle the number at the end.

What number is being subtracted?

Write the matching equation. ____ − ____ = ____

Use the same thinking to complete these equations.
Draw arrows on the chart above to show your thinking.

a. 55 − 21 = ____ **b.** 69 − 32 = ____ **c.** 87 − 22 = ____

This activity involves using a place-value strategy to subtract two two-digit numbers without the need to regroup in the ones place (e.g. *see* 65 – 23 and *think* 65 – 20 – 3 or 65 – 3 – 20). A hundred chart is used to make the thinking visible.

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Practice

Subtraction: Two-digit numbers (hundred chart)

1. Draw arrows on this hundred chart to show how you figure out each equation. Then write the answers.

a. 47 – 12 = ____

b. 76 – 23 = ____

c. 63 – 31 = ____

d. 89 – 32 = ____

e. 97 – 23 = ____

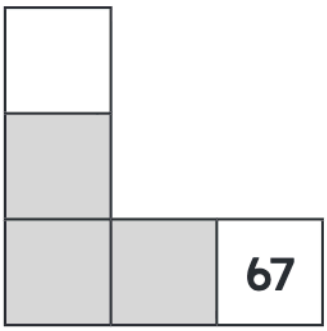
f. 29 – 12 = ____

g. 95 – 13 = ____

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

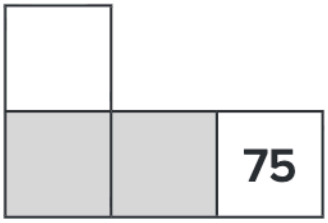
2. Write the missing number at the end of each piece of hundred chart. Then complete the matching subtraction sentence.

a.



____ – ____ = ____

b.



____ – ____ = ____

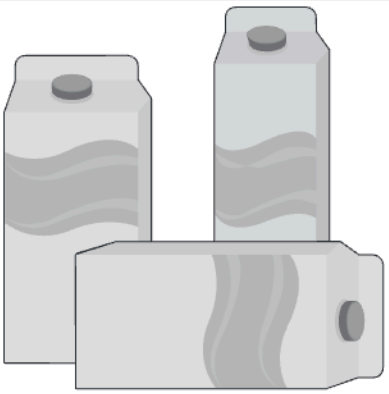
This activity involves using a place-value strategy to subtract two two-digit numbers without the need to regroup in the ones place (e.g. *see* 65 – 23 and *think* 65 – 20 – 3 or 65 – 3 – 20). A hundred chart is used to make the thinking visible.

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Discuss

Capacity: Making direct comparisons

Each of these containers is full of milk.



Which container holds the most milk?

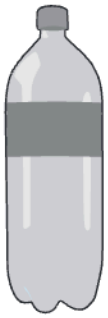
How could you order these containers by the amount of milk they hold?

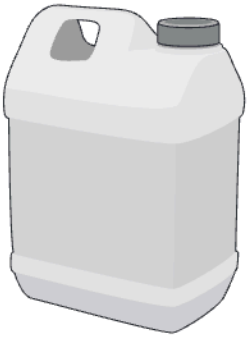


Two of these water containers have the same **capacity**.

Capacity tells the amount of liquid that a container can hold.

Circle the containers that would hold **less** water than this bottle.













This activity uses direct comparison to compare capacities of containers.

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Practice

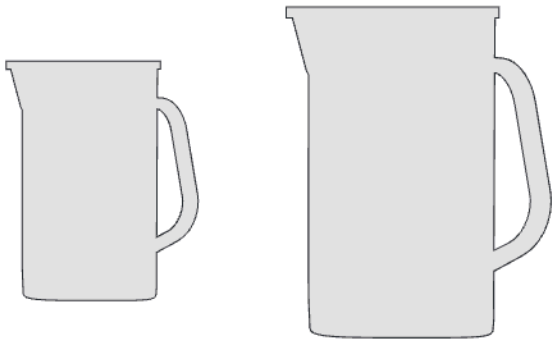
Capacity: Making direct comparisons

Circle the container with the **greater** capacity.
Circle both containers if the capacity looks the **same**.

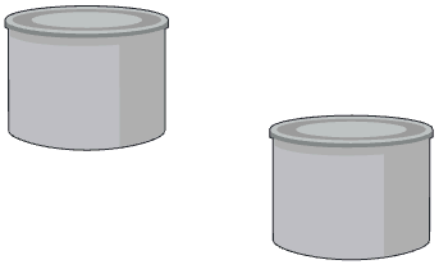
a.



b.



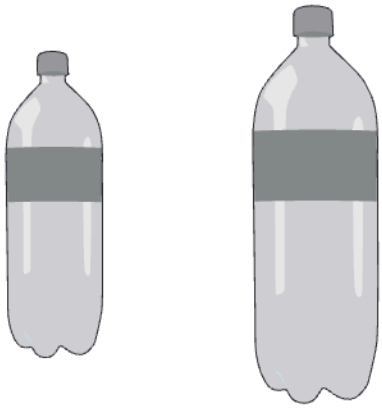
c.



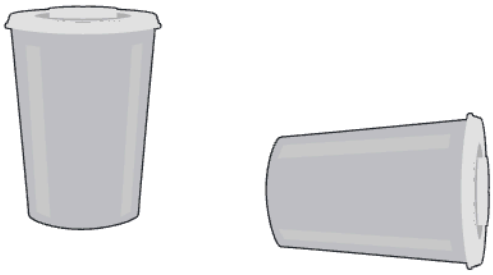
d.



e.



f.



This activity uses direct comparison to compare capacities of containers. Some containers will appear to have the same capacity.

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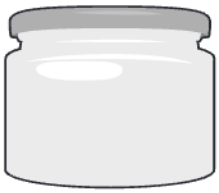
Discuss

Capacity: Measuring with non-standard units

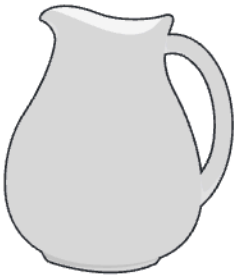


I used a small medicine bottle and water to measure the capacity of each of these containers. Container C has a capacity of 12 medicine bottles.

Look at these containers.



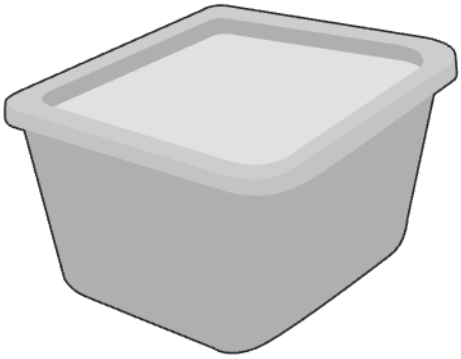
Container A



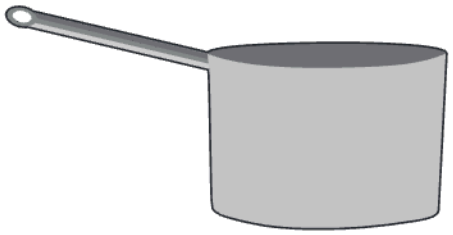
Container B



Container C



Container D



Container E

Which container will have the greatest capacity? Container ____

Which container holds more, Container B or Container C?

Container ____

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This activity explores capacity using an informal unit of measurement (e.g. egg cup, scoop). The capacity of containers is recorded as a count of the units used.

Practice

Capacity: Measuring with non-standard units

1. Write the number of scoops for these containers.

Container	Number of scoops of water
a. 	 _____ scoops
b. 	 _____ scoops
c. 	 _____ scoops
d. 	 _____ scoops

2. Compare these containers from Question 1. For each pair, circle the container that can hold more.

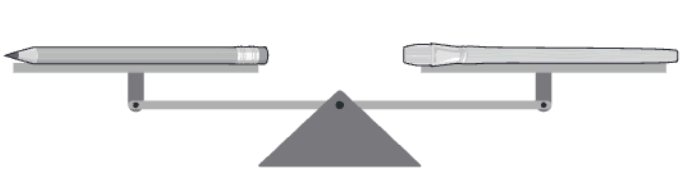
a.  or 	b.  or 
c.  or 	d.  or 

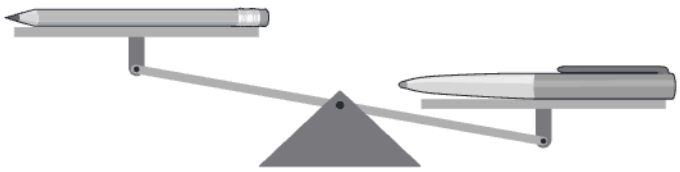
This activity explores capacity using an informal unit of measurement (e.g. scoop). The capacity of containers is recorded as a count of the unit used.

© ORIGO Education

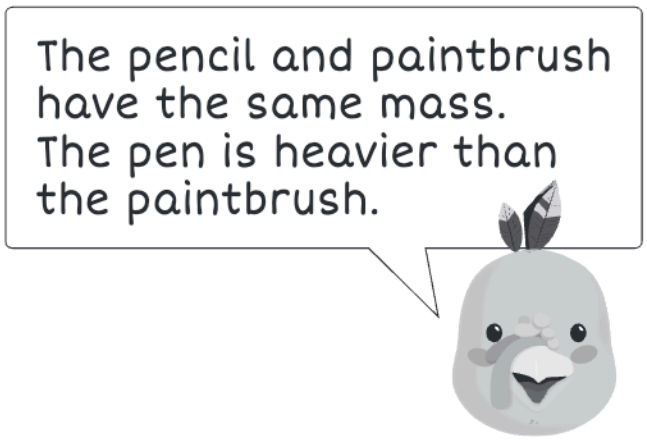
Mass: Making direct comparisons

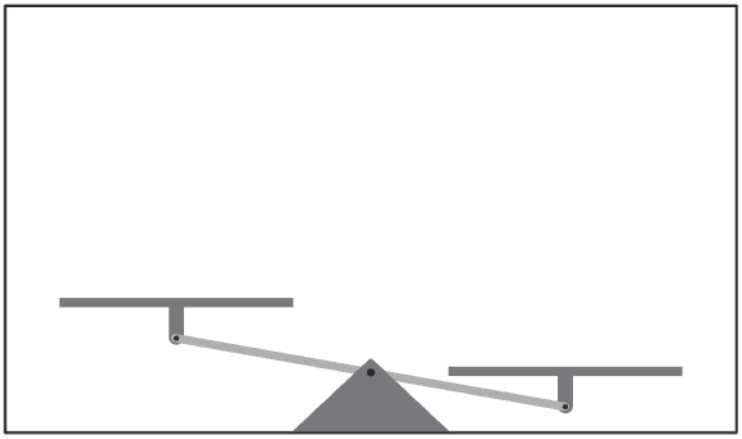
What do you know about the mass of each item in this picture?





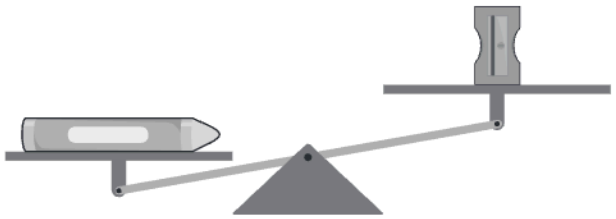
Write **pen** and **paintbrush** on this pan balance to show your thinking.





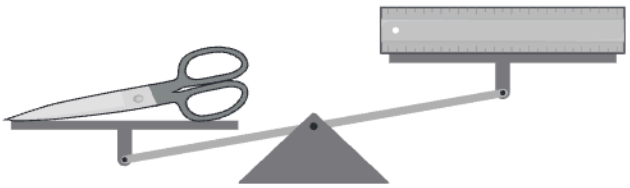
Look at each picture. Write **more** or **less** to complete each sentence.

a.



The crayon weighs _____ than the sharpener.

b.



The ruler weighs _____ than the scissors.

This activity reviews comparing the mass of two items displayed on a pan balance to determine which item weighs more or less than the other item.

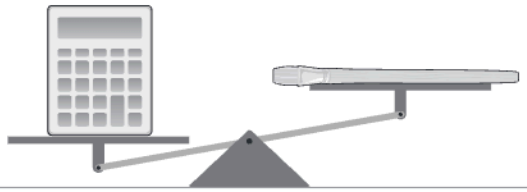
© ORIGO Education

Practice

Mass: Making direct comparisons

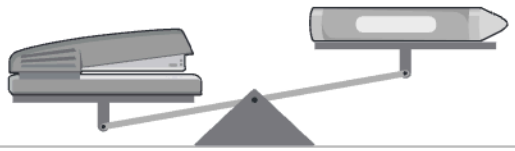
1. Look at each picture. Write **more than**, **the same as**, or **less than** to compare the mass.

a.



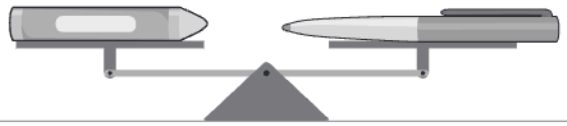
The paintbrush weighs _____ the calculator.

b.



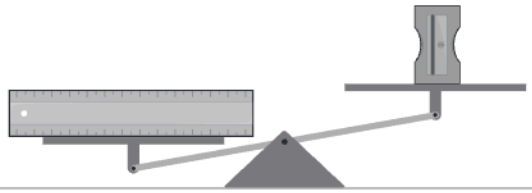
The stapler weighs _____ the crayon.

c.



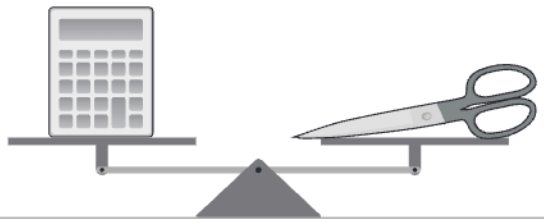
The crayon weighs _____ the pen.

d.



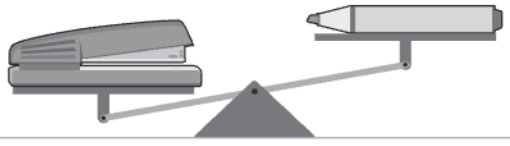
The sharpener weighs _____ the ruler.

e.



The calculator weighs _____ the scissors.

f.



The stapler weighs _____ the marker.

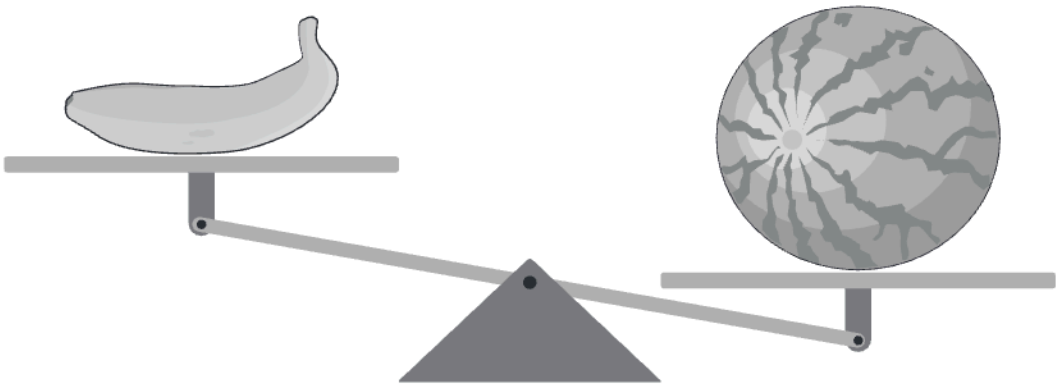
© ORIGO Education

This activity practices comparing the mass of two items displayed on a pan balance to determine which item weighs more, less or the same as the other item.

Discuss

Mass: Measuring with non-standard units

Look at this pan balance picture.

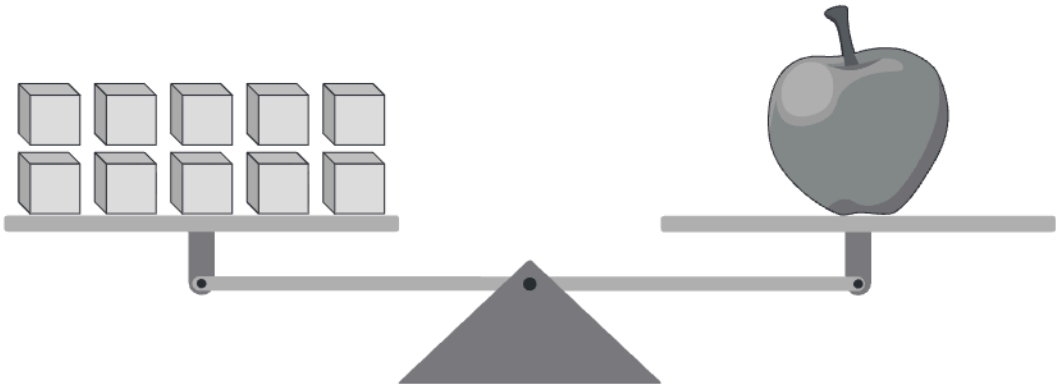


Write **banana** and **watermelon** to make each sentence true.

The _____ weighs more than the _____.

The _____ weighs less than the _____.

Look at this pan balance picture.



Write **more than**, **less than**, or **the same as** to make this sentence true.

The apple weighs _____ 10 cubes.

In this activity, the mass of different objects are compared. The pan balance is used as a tool to "see" the comparison.

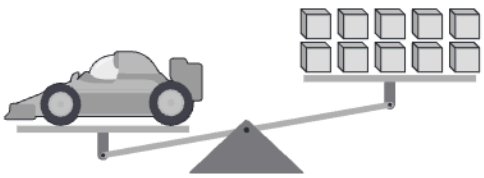
© ORIGO Education

Practice

Mass: Measuring with non-standard units

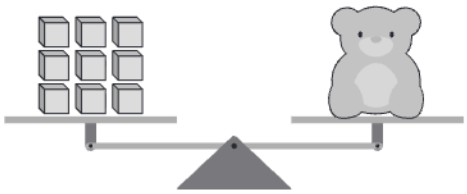
1. Color the ⬭ beside the words that best describe the mass of the toy.

a.



⬭ more than 10 cubes
⬭ less than 10 cubes
⬭ the same as 10 cubes

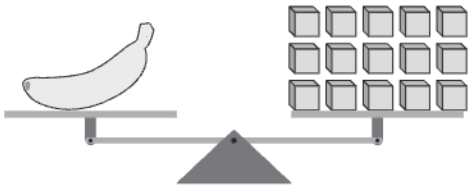
b.



⬭ more than 9 cubes
⬭ less than 9 cubes
⬭ the same as 9 cubes

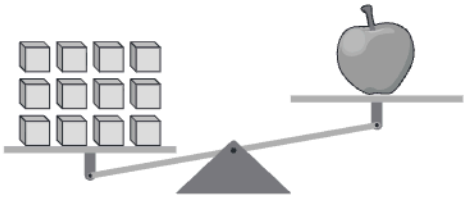
2. Write the number of cubes in each space. Then color the ⬭ beside the words that best describe the mass of the object.

a.



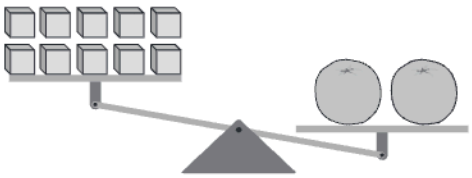
⬭ more than _____ cubes
⬭ less than _____ cubes
⬭ the same as _____ cubes

b.



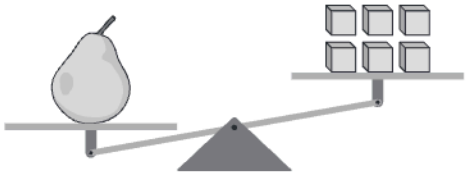
⬭ more than _____ cubes
⬭ less than _____ cubes
⬭ the same as _____ cubes

c.



⬭ more than _____ cubes
⬭ less than _____ cubes
⬭ the same as _____ cubes

d.



⬭ more than _____ cubes
⬭ less than _____ cubes
⬭ the same as _____ cubes

In this activity, the mass of different objects are compared. The pan balance is used as a tool to "see" the comparison.

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MOUNTAIN LAUREL BOOK AWARD

(PA Young Readers Award Nominees 2025-2026)

Burt the Beetle Lives Here by Ashley Spires

Carla's Glasses by Debbie Herman

Champion Chompers, Super Stinkers and other Poems by Extraordinary Animals by Linda Ashman

Dear Street by Lindsay Zier -Vogel

Jose Feeds the World: How a Famous Chef Feeds Millions of People Around the World by David Unger

Jumper: A Day in the Life of a Backyard Jumping Spider by Jessica Lanan

Kaboom!: A Volcano Erupts by Jessica Kulekiian

The Knight Snacker by Valeria Wicker

A Mischief of Mice by Christie Matheson

Most Magnificent Maker's A to Z by Ashley Spires

Mr. Fox's Game of "No!" by David LaRochelle

One Million Trees: A True Story by Kristen Balouch

Reggie: Kid Penguin by Jen de Oliveira

Stella & Marigold by Annie Barrows

Wildfire Rescue (Disaster Squad) by Rekha S. Raian

Award Winning Books

Caldecott Winners:

Berry Song by Michaela Goode

Officer Buckle and Gloria by Peggy Rathman

Owl Moon Jane Yolen

We Are Water Protectors by Carole Lindstrom

Theodor Seuss Geisel Award Winners:

Bink and Gollie by Kate DiCamillo

See the Cat: Three Stories about a Dog by David LaRochelle

We Are Growing! by Laurie Keller

Public Libraries

"Color Our World" Summer Reading program at local public libraries runs June 22 through August 16, 2026

Visit your local public library this summer. They offer wonderful free programs for your child. You can also borrow free museum passes!

The Haverford School

THE HAVERFORD SCHOOL · MDCCCLXXXIV ·

Second Grade: Suggested Summer Reading List for the year, 2025-2026

The Haverford School
Tabas Library

Picture Books

Bear Came Along by Richard T. Morris

The Day You Begin by Jacqueline Woodson

Diary of a Worm by Doreen Cronin

Rainbow Stew by Cathryn Falwell

Rick the Rock of Room 214 by Julie Falatko

Sam and Dave Dig a Hole by Mac Barnett

This Way, Charlie by Caron Levis

The Word Collector by Peter H. Reyonlds

The Yellow Bus by Loren Long

Early Chapter Books

Disaster Squad by Rekha Rajan

Dragon Masters by Tracey West

Eerie Elementary by Jack Chabert

Freckle Juice by Judy Blume

Humphrey Tales by Betty G. Birney

The Last Firehawk by Katrina Charman

Notebook of Doom by Troy Cummings

Pete the Cat at the Beach by James Dean

Press Start by Thomas Flintham

Splat the Cat Takes the Cake by Amy Hsu Lin

Graphic Novels

The Bad Guys by Aaron Blabey

Baloney and Friends by Greg Pizzoli

Gilbert The Little Merman by Art Baltazer

Magic Tree House by Jenny Laird

Max Meow by John Gallagher

Pizza and Taco by Stephen Shaskan

Poetry

It's Raining Pigs & Noodles by Jack Prelutsky

National Geographic Book of Nature Poetry

Where the Sidewalk Ends by Shel Silverstein

You Read to Me, I'll Read to You by Mary Ann Hoberman

Informational

Aesop's Fables

Butt or Face?: Can You Tell Which End You're Looking At? by Kari Lavalle

I'm Trying to Love Rocks by Bethany Barton

What Do Scientists Do All Day? by Jane Wisher

Books in a Series

Bad Kitty by Nick Bruel

Captain Awesome by Stan Kirby

The Chicken Squad Kate DiCamillo

Cornbread & Poppy by Matthew Cordell

DJ Funkyfoot by Tom Angleberger

Friendship according to Humphrey by Betty G. Birney

Guinea Dog by Patrick Jennings

Here's Hank by Henry Winkler

Little Rhino by Ryan Howard

Orris and Timble: The Beginning by Kate DiCamillo

Stink by Megan McDonald

Space Taxi by Wendy Mass

Zeke Meeks by D.L. Green

Chapter Books to Read Aloud

Charlie and the Chocolate Factory by Roald Dahl

Charlotte's Web by E.B. White

Hamstersaurus Rex by Tom O'Donnell

Harry Potter and the Sorcerer's Stone by J.K. Rowling

Heroes in Training by Joan Holub

The Mouse and the Motorcycle by Beverly Clearly