

WITH PARENT INSTRUCTIONS



SUMMER Packet

50 COMMON CORE ALIGNED
SUMMER PRACTICE PAGES
to be ready for 2nd grade!



BY: Teaching and Tapes

TABLE OF CONTENTS

TEACHER PAGES.....3-5

Includes teacher instructions, standards alignment, and a reproducible reward certificate.



STUDENT PAGES.....6-57

Print these pages (double sided recommended) and give to STUDENTS in the last week of school. They will complete these pages over the summer. The student packet includes a motivation chart. After completing a page (and having it checked by an adult), they color in a "sun" picture. When they complete all 50 pages, they return it to you for a special treat.



PARENT/GUARDIAN PAGES.....58-65

Print these pages and give to PARENTS/GUARDIANS (optional). These pages include instructions, answer keys, and tips for helping the student with each page in the pack. It includes tips such as recommended websites for students who are struggling with specific skills.



TEACHER INSTRUCTIONS:

Avoid the summer slide! This product contains 50 days worth of review/practice pages for your students to work on after they leave your first grade classroom. Every activity is aligned to the Common Core standards with more practice on the skills that are essential for success in 2nd grade.

STEP 1: PRINT

Pages 6 through 57 are the student pages. Included are a cover sheet, a motivation chart, and 50 work pages. The work pages alternate between a math review and a language review.

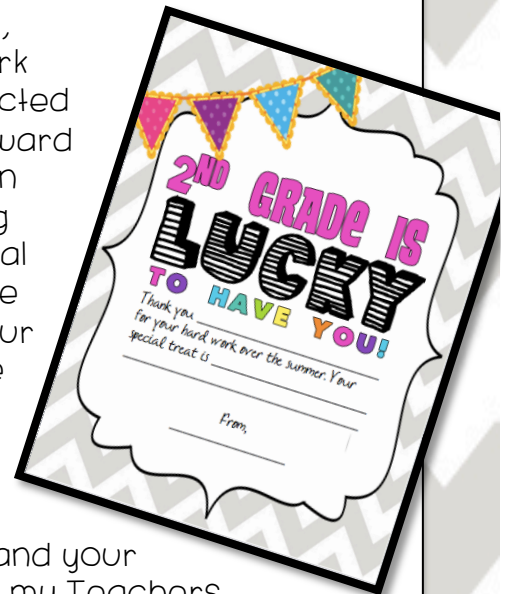
Pages 58 through 66 are the parent/guardian pages. You may give these pages directly to the parents rather than the students. These pages include tips for helping the child understand the skill, as well as some answer keys.

STEP 2: REWARD

Within the first few days of the new school year, your past students will hopefully return their work pack or motivation chart. They have been instructed to have an adult check their work. There is an award certificate included in this pack (Page 5). You can choose whatever reward you like. I will be letting those students who finished, join me for a special lunch date. Other ideas might include a small prize pack of goodies, a chance to read a story to your current 1st graders, or anything you know will be exciting to your past students!

STEP 3: LEAVE FEEDBACK 😊

Let me know how this product worked for you and your students. I would love to read your feedback on my Teachers Pay Teachers page.



- *Alyssa Swanson, Teaching And Tapas*

COMMON CORE STANDARDS ALIGNMENT

There are 25 Common Core aligned math activity pages and 25 Common Core aligned ELA activity pages included in this product. It is intentional that there is more practice on skills that are most critical for student success (e.g., reading comprehension strategies, story problem solving, place value, etc.)

MATH

I.NBT.2
I.NBT.3
I.NBT.4
I.NBT.5
I.OA.1
I.OA.2
I.OA.6
I.G.3

READING

RF.1.1.a
RL.1.1
RL.1.3
RL.1.7

LANGUAGE

L.1.1.e
L.1.2.a
L.1.2.b
L.1.4.a
L.1.4.b
L.1.4.c
L.1.5.a
L.1.5.b

WRITING

W.1.1
W.1.3



**2ND GRADE IS
LUCKY
TO HAVE YOU!**

Thank you _____
for your hard work over the summer. Your
special treat is _____

From,



grade

1

SUMMER

REVIEW

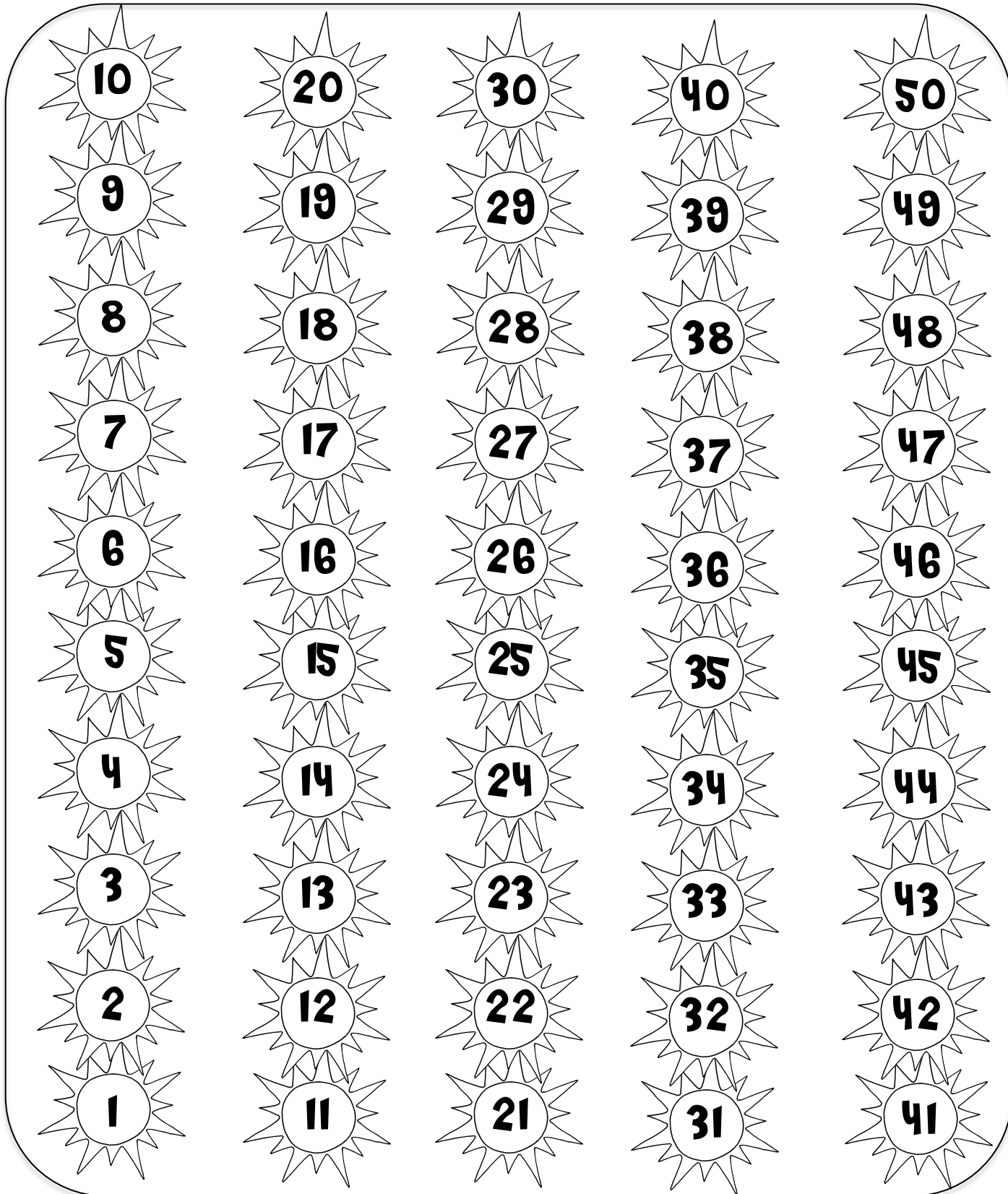
POWER PACK

STUDENT PAGES

name:

Directions:

When you complete a page in the summer review pack, have an adult check your answers. Then color in the matching page number below. If you complete the summer review packet, return it to your 1st grade teacher at the beginning of the school year for a **Special Treat!**



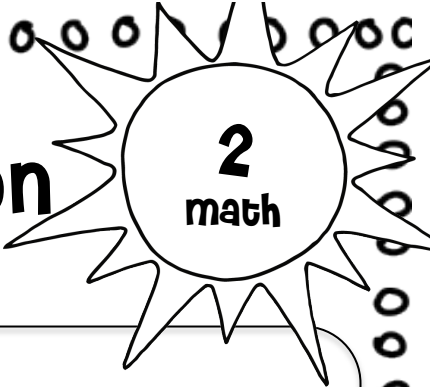
The Best thing about summer is...



The best thing about summer is _____

Draw a picture to match your writing.

FAST math • SUBTRACTION



2
math

Solve these SUBTRACTION problems as fast as you can.

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

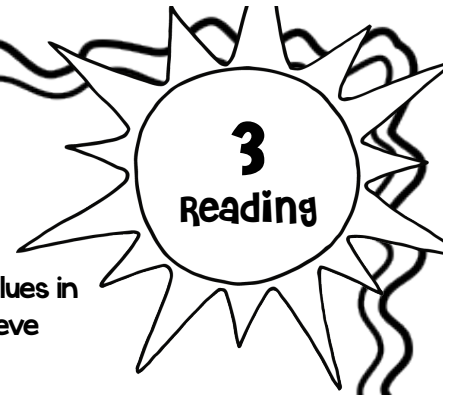
$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

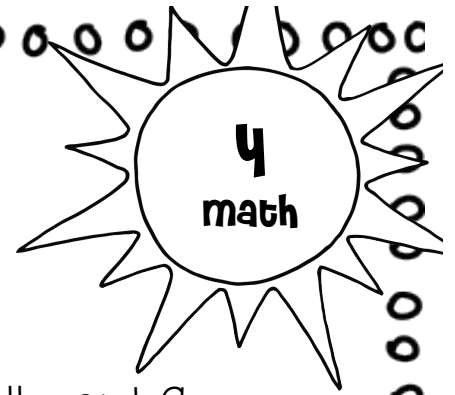
Context Clues



The following stories have make-believe words. Use the clues in the sentence to figure out the meaning of the make-believe word.

<p>Last summer I went to the beach with my grandma. She loves to look for <u>snarples</u> hidden in the sand. Her favorite kind of <u>snarples</u> are the ones that have no broken pieces. The coolest <u>snarples</u> I found still had a small crab living inside. I left that <u>snarple</u> on the beach instead of putting it in my collection.</p>	<p>What do you think <u>snarples</u> are?</p> <hr/> <p>What words help you figure out the meaning of the word <u>snarples</u>?</p> <hr/> <hr/>
<p>It was the hottest day of the summer so Lucy and Susie decided to sell some refreshing <u>blarling</u> on the street outside their house. Susie picked fresh fruit from a tree in her yard and Lucy was in charge of getting ice from her house. The <u>blarling</u> was a little sour, so they had to add some sugar.</p>	<p>What do you think <u>blarling</u> is?</p> <hr/> <p>What words help you figure out the meaning of the word <u>blarling</u>?</p> <hr/> <hr/>
<p>"Don't forget to put some <u>clinket</u> on before you go outside" said Claudio's mother. Claudio did not like to wear <u>clinket</u> because the lotion sometimes gets in his eyes and stings. But, <u>clinket</u> is important so that you do not get a sunburn so he rubs it all over his skin. Claudio had a painful sunburn last summer so now he has learned his lesson and wears <u>clinket</u> whenever he is playing in the sun.</p>	<p>What do you think <u>clinket</u> are?</p> <hr/> <p>What words help you figure out the meaning of the word <u>clinket</u>?</p> <hr/> <hr/>

Problem Solving



Lucy put 6 towers on the sandcastle. Molly put 9 towers on the sandcastle. How many more towers did Molly put than Lucy?

Number Sentence	Answer

Clara has 19 water balloons. She gives 7 away to her friends. How many does she have left?

Number Sentence	Answer

Billy picked 17 strawberries. He ate 9 of the strawberries and gave the rest to his brother. How many did he give to his brother?

Number Sentence	Answer

SENTENCE OR FRAGMENT?

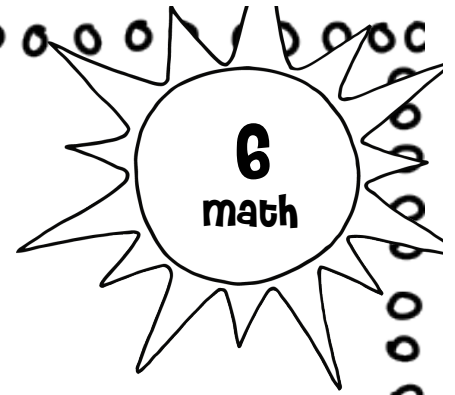
5
grammar

Circle the COMPLETE sentences.
Cross out the incomplete sentence FRAGMENTS.

HINT: There are FIVE complete sentences and SEVEN fragments.

The kitten is playing.	At the swimming pool.	On the white porch.
Kyle turned off the TV.	Do you like waterslides?	Drippy ice cream.
Fran's favorite shoes.	Fran's shoes are on the porch.	The huge red beach ball.
Do you have shorts?	Outside by the big barn.	Laughing and playing at the beach.

Place value



draw base ten
blocks to show

18

draw base ten
blocks to show

40

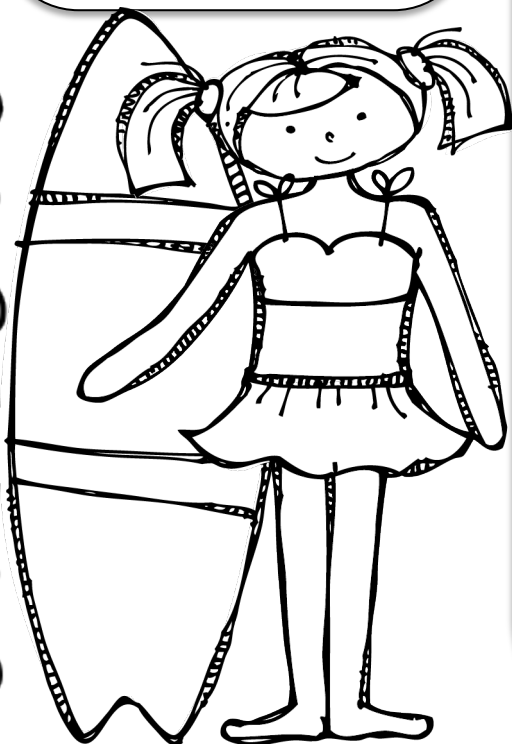
noun search!

7
grammar

Choose a book and find 14 different nouns (person, place, thing, or animal). Write the nouns in the space below.

Book Title:

Author:



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

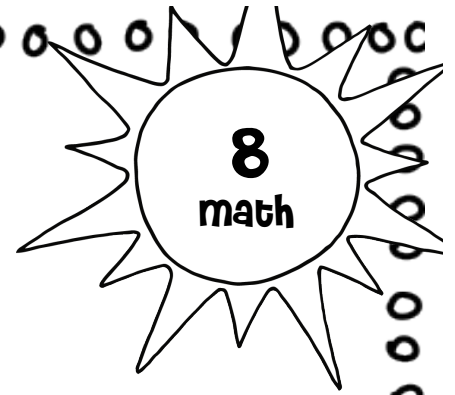
11. _____

12. _____

13. _____

14. _____

Place Value Review



What is the mystery number?

52 25 15 35

The number is greater than 20.

It is less than 40.

There is a 2 in the tens place.

The mystery number is: _____

What is the mystery number?

48 52 67 54

The number is less than 60

The number is greater than 50

The number has a 4 in the ones place

The mystery number is: _____

PROPER NOUNS



Read the words in each box.

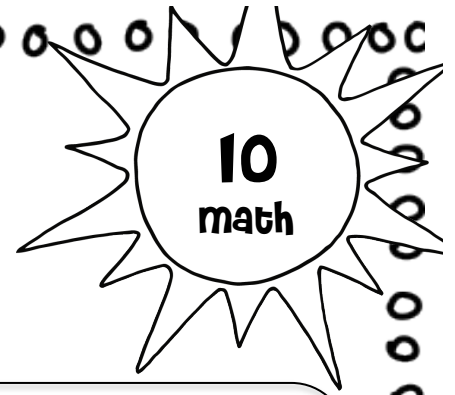
Circle the word or phrase in each box that is a proper noun and needs a capital letter.

Hint: Names of people, months, and days of the week are all proper nouns

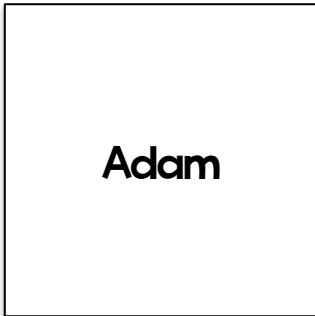
sam doll car	map monday marbles	beach august sand
susie surfboard saltwater	june waterpark slide	lemonade driving friday
chipmunk simon singing	sunday water ice cube	miss swanson teacher vacation

Write a sentence that includes two proper nouns:

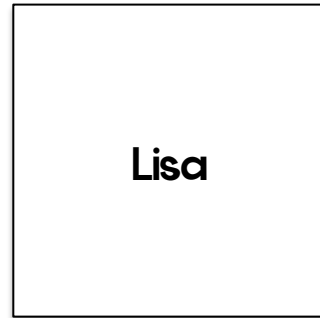
Partitioning Shapes



Adam and Lisa each made a sandwich. They both cut their sandwich in a different way from each other. Both sandwiches were cut into four equal shares. How could they have cut them?



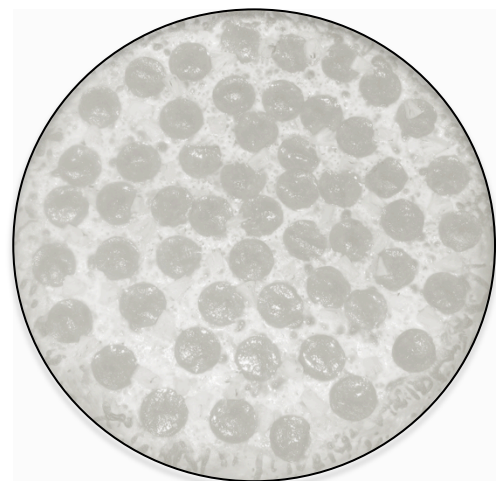
If he eats one quarter of this sandwich, how much will he have left?



If she ate four shares of this sandwich, how much will she have left?

Draw lines to cut the pizza into four equal shares.

Color in one-fourth of the pizza.



BOOK RESPONSE:

Ask Questions



Read a fiction book at your reading level. As you read, write down the questions you notice yourself asking.

Book Title: _____

Who?

What?

Why?

How?

Where?

Fast math • Addition



12
math

Solve these ADDITION problems as fast as you can.

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

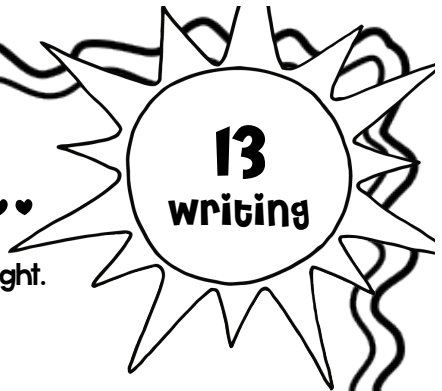
$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

Perfect Summer Day...

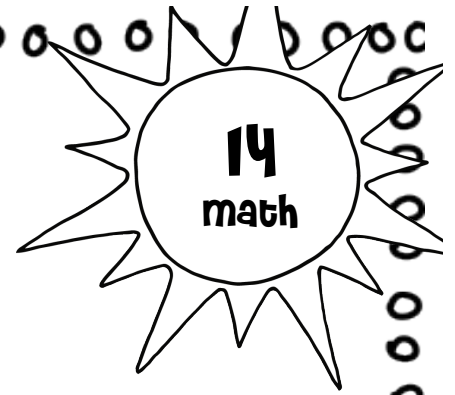


Write about the perfect summer day from morning until night.
Include at least four sentences.

Draw a picture to match your writing.

A large rectangular area defined by a dotted line, intended for drawing a picture related to the writing.

Problem Solving



Luke threw 14 water balloons at his older brother. 7 of his water balloons missed his brother. The rest hit him. How many water balloons hit his brother?

Number Sentence	Answer

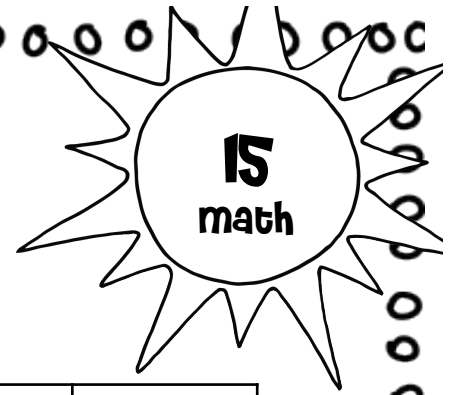
Ten kids can be in the swimming class at one time. 13 kids want to be in the swimming class. How many kids will not be able to join the swimming class?

Number Sentence	Answer

The ice cube tray holds 18 ice cubes. Melissa used 9 ice cubes and left the rest in the ice cube tray. How many ice cubes did she leave in the tray?

Number Sentence	Answer

Addition



Add: $\begin{array}{r} 34 \\ + 5 \\ \hline \end{array}$	Show how to solve this using base ten block drawings:	Answer:
--	---	---------

Add: $\begin{array}{r} 22 \\ + 30 \\ \hline \end{array}$	Show how to solve this using base ten block drawings:	Answer:
---	---	---------

Choose one of the problems above and write a subtraction sentence that matches:

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

prefixes and suffixes

16
grammar

Compare the two words. How did the meaning of the word change when the prefix or suffix was added?

agree	disagree	How did adding "DIS" change the meaning of the word?
build	rebuild	How did adding "RE" change the meaning of the word?
walk	walked	How did adding "ED" change the meaning of the word?
class	classes	How did adding "ES" change the meaning of the word?

Fast math • Addition



17
math

Solve these ADDITION problems as fast as you can.

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 14 \\ \hline \end{array}$$

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

$$\begin{array}{r} 13 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 4 \\ \hline \end{array}$$

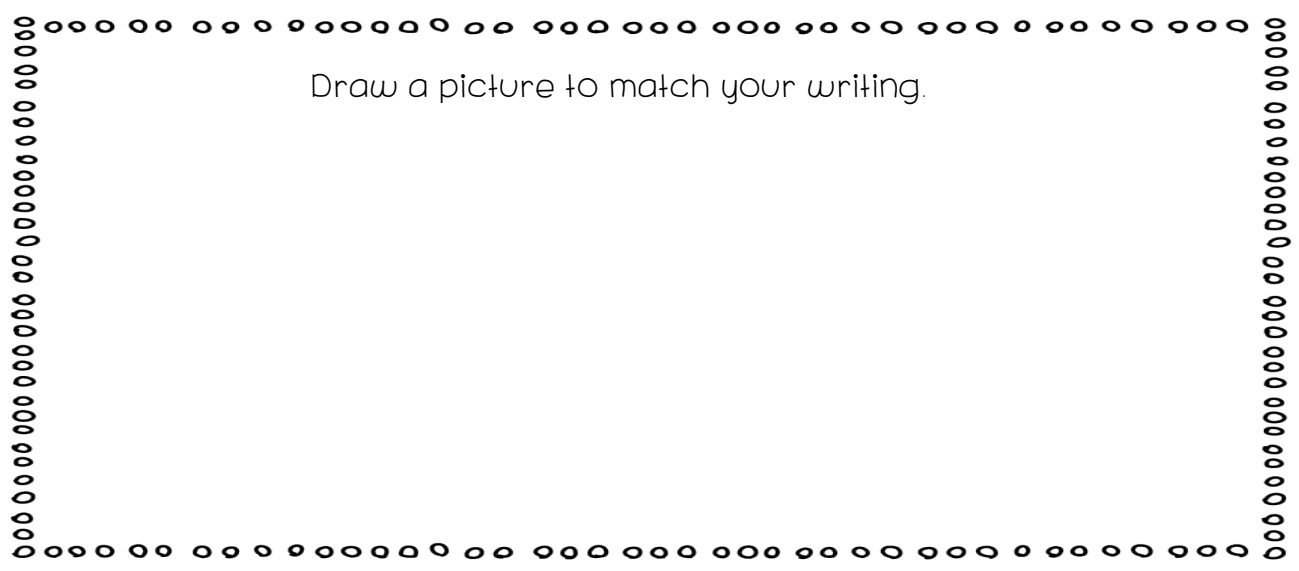
$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

IF I COULD GO anywhere...



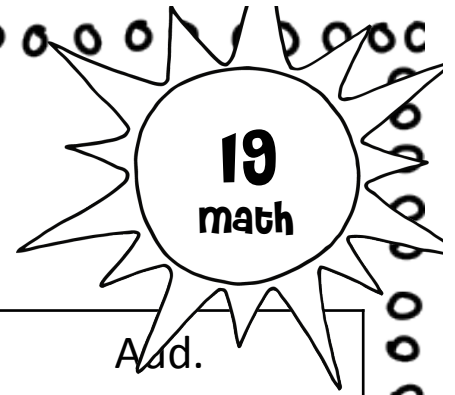
If I could go anywhere on summer vacation, I would go to _____

because _____



Draw a picture to match your writing.

Problem Solving



Add.

$$\begin{array}{r} 28 \\ + 5 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem..

Add.

$$\begin{array}{r} 18 \\ + 10 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem..

Add.

$$\begin{array}{r} 29 \\ + 4 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem..

Subtract.

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

Write a matching
ADDITION problem..

Subtract.

$$\begin{array}{r} 22 \\ - 10 \\ \hline \end{array}$$

Write a matching
ADDITION problem..

Subtract.

$$\begin{array}{r} 25 \\ - 6 \\ \hline \end{array}$$

Write a matching
ADDITION problem..

Root Words



20
grammar

All of the words below have a "root word". Write the root word.
For example, in uncomfortable - "comfort" is the root word.

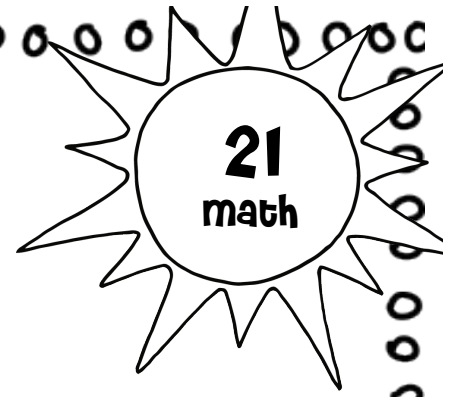
rebuilding	
guessed	
remixing	
dishes	
walking	
jumped	
prereading	

Take a look at these "root words". How many new words can you "grow" from each root word.

For example, from love you can grow lovely, loving and loved.

watch	
play	
glass	
box	

Place value



draw base ten
blocks to show

17

draw base ten
blocks to show

70

verb search!

22
grammar

Choose a book and find 14 different verbs (action words). Write the verbs in the space below.

Book Title:

Author:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

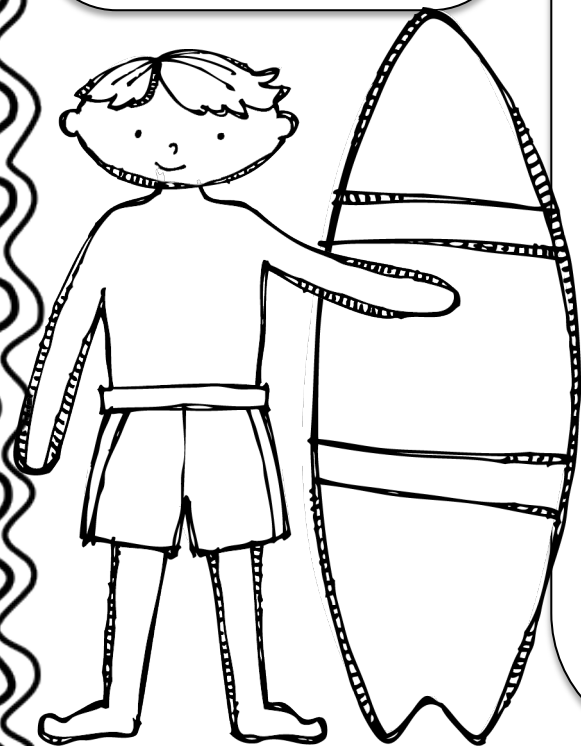
10. _____

11. _____

12. _____

13. _____

14. _____

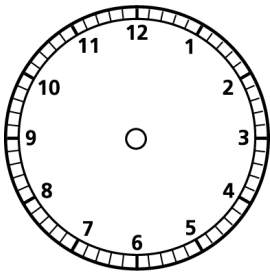


Telling Time

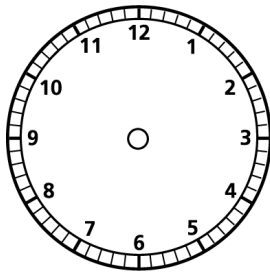
23
math

Show the time on the clocks.

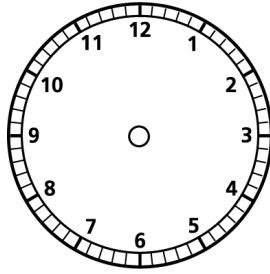
4:00



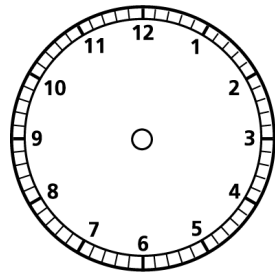
7:30



1:00

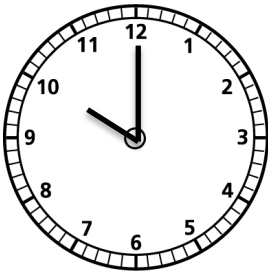


9:30

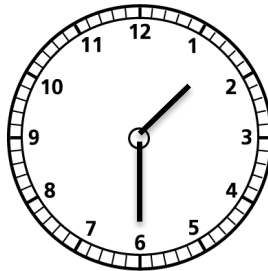


Write the time on the lines below .

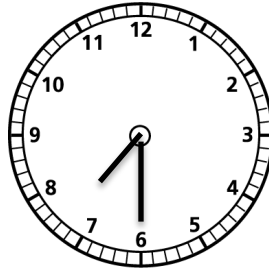
— : —



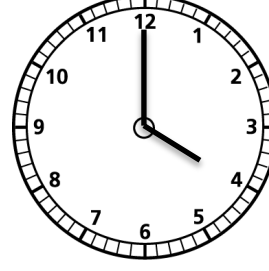
— : —

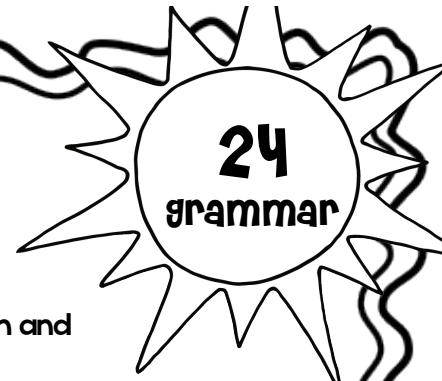


— : —



— : —





proper nouns

Read the words in each box.

Circle the word or phrase in each box that is a proper noun and needs a capital letter.

Hint: Names of people, months, and days of the week are all proper nouns

monday money monkey	soda sara songs	diner december days
fins face friday	maria markers math	ape adam airplane
camping carol car	thursday things table	school socks september

Write a sentence that includes two proper nouns:

FAST math • SUBTRACTION



25
math

Solve these SUBTRACTION problems as fast as you can.

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

BOOK RESPONSE:

Ask Questions



Read a fiction book at your reading. As you read, write down the questions you notice yourself asking.

Book Title: _____

Who?

What?

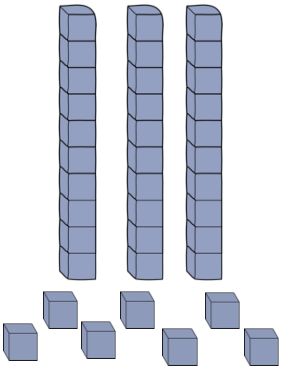
Why?

How?

Where?

Place Value Review

27
math

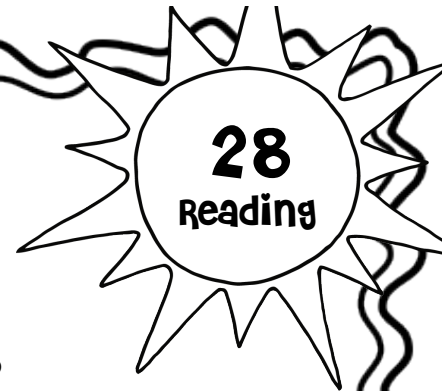
<p>I have this many blocks:</p> 	<p>How many tens:</p>	<p>How many ones:</p>	<p>How many blocks altogether:</p>
---	-----------------------	-----------------------	------------------------------------

<p>Draw this number in blocks:</p>	<p>How many tens:</p> <p>6</p>	<p>How many ones:</p> <p>4</p>	<p>How many blocks altogether:</p>
------------------------------------	--------------------------------	--------------------------------	------------------------------------

How many tens are in the number 53? _____

How many ones are in the number 75? _____

How many ones are in the number 80? _____



BOOK RESPONSE: Structure (Fiction)

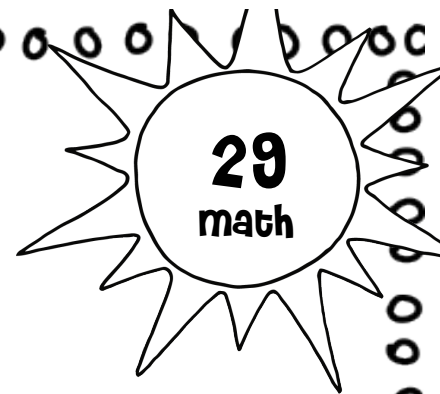
Read a fiction book at your reading level and respond to it below.

Book Title: _____

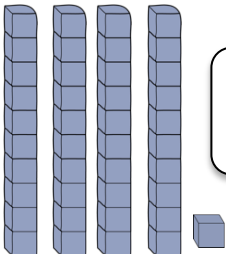
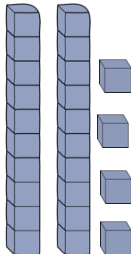
Describe the personality of the main character.

Describe the major events in the story.

Place Value Review



Write $>$ $<$ or $=$ to compare the numbers below

63 <input type="text"/> 36	3 tens <input type="text"/> 33
 <input type="text"/> 41	$20+4$ <input type="text"/> 42
5 tens and 2 ones <input type="text"/> 25	89 <input type="text"/> 98
42 <input type="text"/> 2 tens	$20+3$ <input type="text"/> 

BOOK RESPONSE:

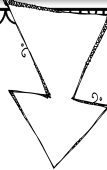
Parts of a Story



Read a fiction book at your reading level and respond to it below.

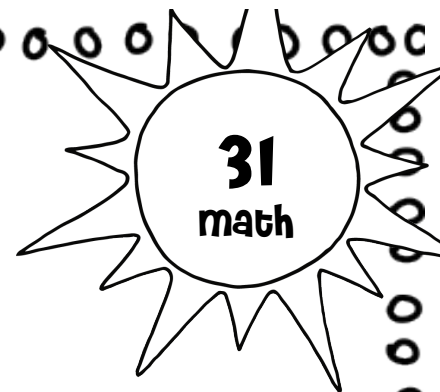
Book Title: _____

THE CHARACERS:

A rectangular box with a decorative scalloped border. At the bottom of the box is a smaller, empty rectangular box for notes.A rectangular box with a decorative scalloped border. At the bottom of the box is a smaller, empty rectangular box for notes.A rectangular box with a decorative scalloped border. At the bottom of the box is a smaller, empty rectangular box for notes.

Describe how this character acts or feels.

Place Value Review



<p>Add:</p> $\begin{array}{r} 24 \\ + 9 \\ \hline \end{array}$	<p>Show how to solve this using base ten block drawings:</p>	<p>Answer:</p>
--	--	----------------

<p>Add:</p> $\begin{array}{r} 62 \\ + 20 \\ \hline \end{array}$	<p>Show how to solve this using base ten block drawings:</p>	<p>Answer:</p>
---	--	----------------

Choose one of the problems above and write a subtraction sentence that matches:

_____ - _____ = _____

FAST math • SUBTRACTION



33
math

Solve these SUBTRACTION problems as fast as you can.

$$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

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

SENTENCE OR FRAGMENT?

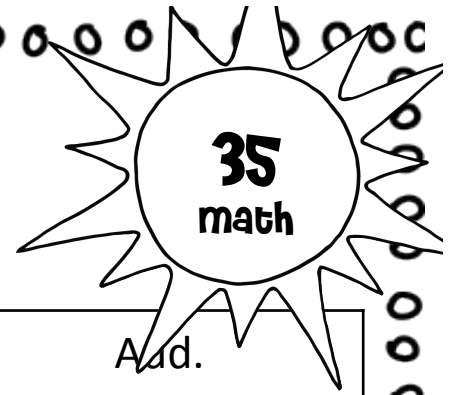
34
grammar

Circle the COMPLETE sentences.
Cross out the incomplete sentence FRAGMENTS.

HINT: There are FIVE complete sentences and SEVEN fragments.

Soft sand in the ocean.	They are swimming.	Sarah loves strawberries.
The seashell is white.	Very cold water in the pool.	Do you like popsicles?
Tennis balls on the table?	She runs in the race.	The biggest sandcastle.
Can we ride bikes?	Laying in the hot sun.	Do you like to play soccer?

Problem Solving



Add.

$$\begin{array}{r} 33 \\ + 5 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem..

Add.

$$\begin{array}{r} 24 \\ + 10 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem..

Add.

$$\begin{array}{r} 17 \\ + 4 \\ \hline \end{array}$$

Write a matching
SUBTRACTION problem..

Subtract.

$$\begin{array}{r} 18 \\ - 6 \\ \hline \end{array}$$

Write a matching
ADDITION problem..

Subtract.

$$\begin{array}{r} 34 \\ - 10 \\ \hline \end{array}$$

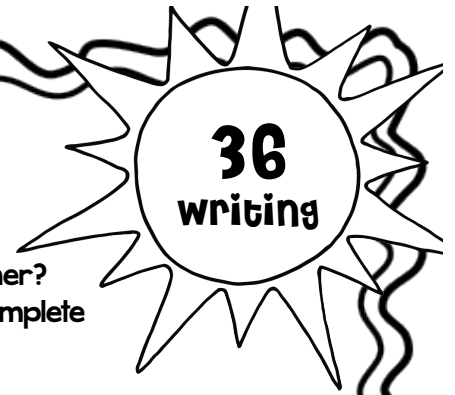
Write a matching
ADDITION problem..

Subtract.

$$\begin{array}{r} 18 \\ - 8 \\ \hline \end{array}$$

Write a matching
ADDITION problem..

Favorite season



What is your favorite season? Fall, winter, spring, or summer?
Tell three reasons why this is your favorite season. Use complete sentences.

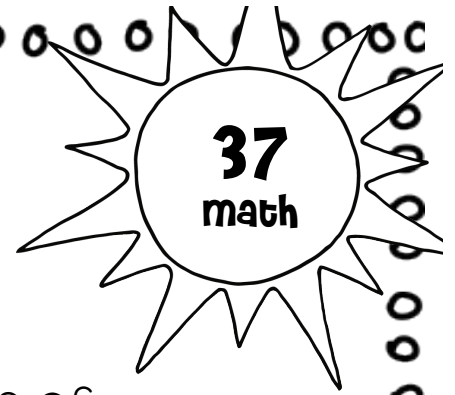
My favorite season is _____

Reason #1 _____

Reason #2 _____

Reason #3 _____

Problem Solving



Michael squeezed 12 lemons for his glass of lemonade. Alyssa squeezed 8 lemons for her glass of lemonade. How many more lemons did Michael squeeze than Alyssa?

Number Sentence	Answer

Jennie rode 6 laps around the park on her bike. Miguel rode 5 laps around the park on his bike. How many laps did they ride altogether?

Number Sentence	Answer

There were 12 girls and 7 boys at the swimming pool. How many kids were at the swimming pool altogether?

Number Sentence	Answer

Adjective search!

38
grammar

Choose a book and find 14 different adjectives (describing words). Write the adjectives in the space below.

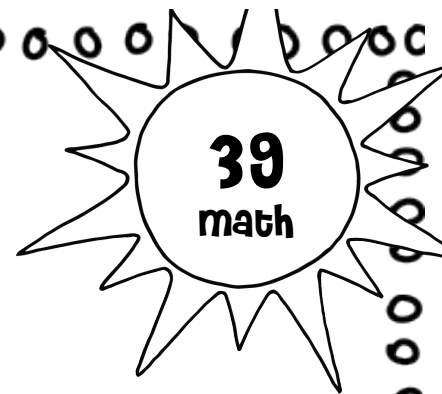
Book Title:

Author:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

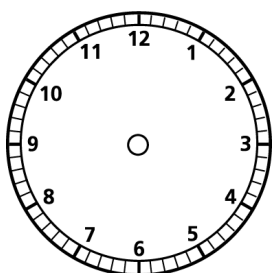


Telling Time

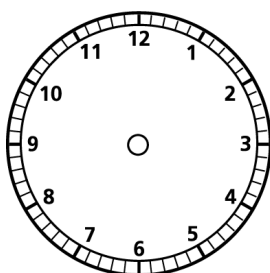


Show the time on the clocks.

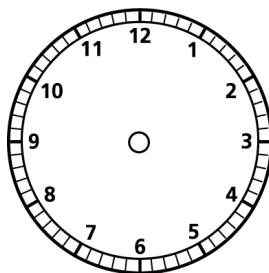
5:00



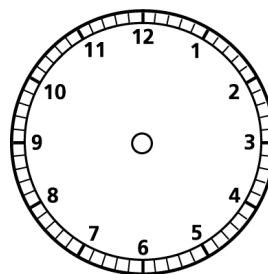
2:30



9:00

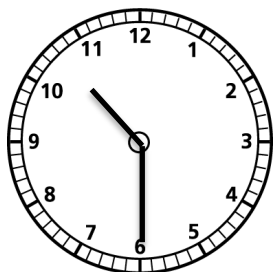


1:30

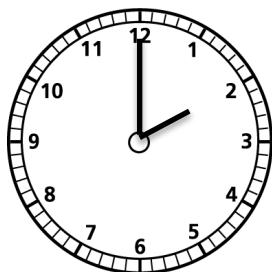


Write the time on the lines below .

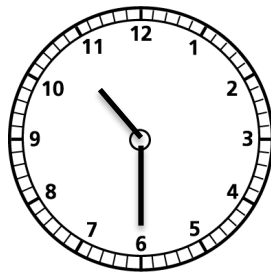
— : —



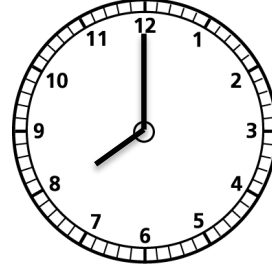
— : —



— : —



— : —



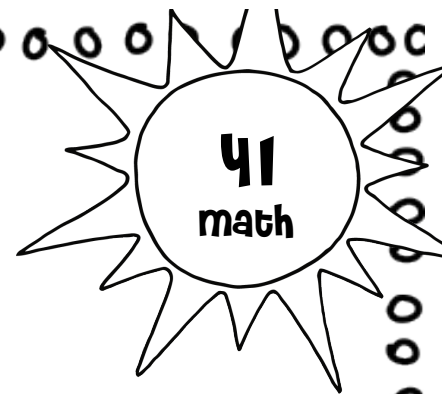
The best activity...

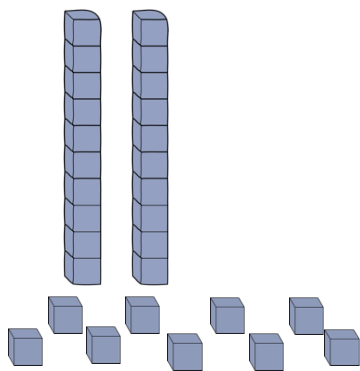


The best activity on a hot day is _____

because _____

Place Value Review



<p>I have this many blocks:</p> 	<p>How many tens:</p>	<p>How many ones:</p>	<p>How many blocks altogether:</p>
---	-----------------------	-----------------------	------------------------------------

<p>Draw this number in blocks:</p>	<p>How many tens:</p> <p>2</p>	<p>How many ones:</p> <p>3</p>	<p>How many blocks altogether:</p>
------------------------------------	--------------------------------	--------------------------------	------------------------------------

How many tens are in the number 71? _____

How many ones are in the number 42? _____

How many ones are in the number 65? _____

Alike and Different

42
grammar

Explain how the meaning of the two words are similar and different. Use complete sentences..

dog cat

These two things are similar because..

table chair

These two things are similar because..

towel blanket

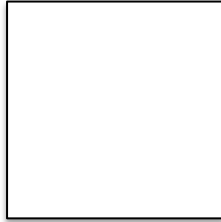
These two things are similar because..

flower tree

These two things are similar because..

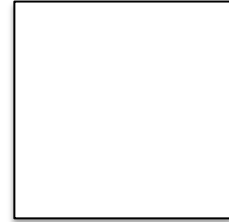
Partitioning shapes

Draw a line to cut the square into two equal shares.



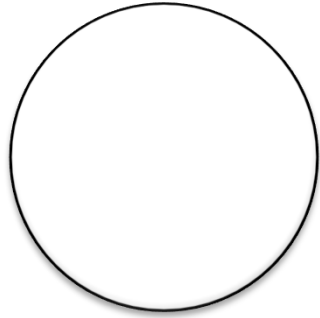
Color in half of the entire square.

Draw lines to cut the square into four equal shares.



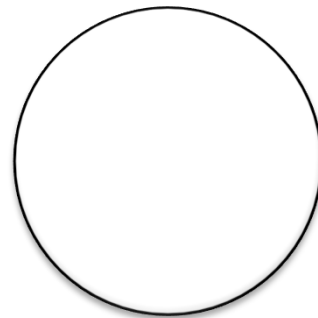
Color in one fourth of the entire square.

Draw a line to cut the circle into two equal shares.

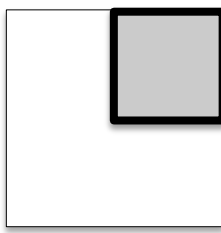


Color in two shares of the circle.

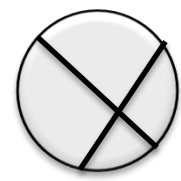
Draw lines to cut the circle into four equal shares.



Color in one quarter of the circle.



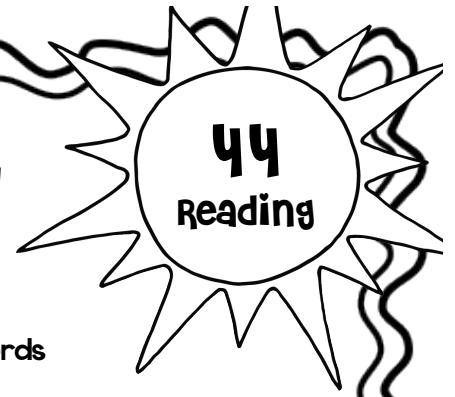
How much of the square is colored in?



Is this circle divided into equal shares? _____

If it is, how many equal shares

setting of the story



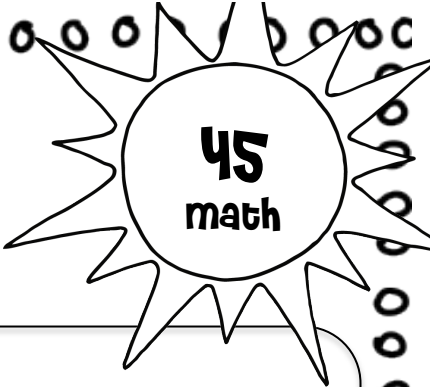
Read a fiction story and describe the setting of the story.

The **SETTING** means the time and place where the story happens. The words and the pictures help you see the setting.

The setting of the story was: _____

The words or pictures from the book that helped me identify the setting were: _____

Fast math • Addition



45
math

Solve these ADDITION problems as fast as you can.

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

Past Tense



Complete the sentences.

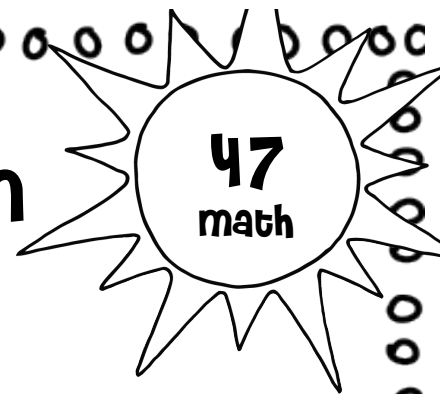
Yesterday...	
Right now...	
Tomorrow...	

Fill in the word or words to make the sentence make sense. If you get stuck, the CLUE WORDS may help you but they may need to be changed to work in the sentence.

Clue Words
play walk cook think talk eat will

Yesterday I _____ home. When I got there, I _____ my DS for two hours! Then my mom _____ dinner and we all sat down and _____ about our day. Today I am very tired. Right now I want to _____ my DS again because I have a new game. My mind keeps _____ about the game. When I go home after school, I _____ my game if my mom lets me. Also, I _____ dinner.

Adding and subtracting Ten



Continue the patterns below:

22		42			72	
----	--	----	--	--	----	--

	37	47				
--	----	----	--	--	--	--

86	76			46		
----	----	--	--	----	--	--

81		61	51			
----	--	----	----	--	--	--

Solve the problems mentally.

Try to find the answer in your mind without counting on your fingers or using pictures

$32 + 10 =$	$58 + 10 =$	$21 + 10 =$
$40 + 10 =$	$87 + 10 =$	$36 + 10 =$
$65 - 10 =$	$43 - 10 =$	$78 - 10 =$
$81 - 10 =$	$98 - 10 =$	$23 - 10 =$

Alike and Different

48
vocab

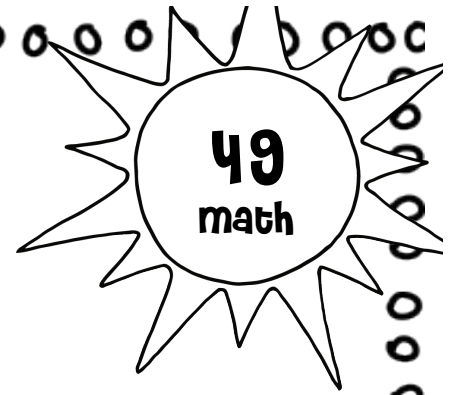
The words in the word box below have been sorted into four different categories.

Word Box	
grass green soil water flower daisy seed weed stem leaf petal	
<u>Types of Plants</u> flower daisy weed grass	<u>Plants Need</u> water soil
<u>Parts of a Plant</u> stem leaf petal seed	<u>Other</u> green

Now it is your turn. Figure out a way to sort the following words into categories

Word Box	
airplane bus bike hot air balloon car walking scooter motorcycle train helicopter taxi truck	
<u>Category Name:</u>	<u>Category Name:</u>
<u>Category Name:</u>	<u>Category Name:</u>

Problem Solving



There are 4 blue kites, 3 red kites, and 5 yellow kites flying at the beach. How many kites are there altogether?

Number Sentence	Answer

Andre and his parents built a sandcastle. Andre made 5 towers. His dad made 6 towers. His mom made 7 towers. How many towers are on the sandcastle?

Number Sentence	Answer

The Thompson kids sold lemonade in their neighborhood. They sold 6 pitchers of plain lemonade, 2 pitchers of strawberry lemonade, and 5 pitchers of raspberry lemonade. How many pitchers of lemonade did they sell in all?

Number Sentence	Answer

Character Personality



Read a fiction story and describe the main character of the story

Book Title: _____

Main Character's Name: _____

Main Character's Personality Traits (How can you describe their personality?): _____

I know the character has these traits because the TEXT says:

I know the character has these traits because the PICTURES show:



grade

1

SUMMER

REVIEW

POWER PACK

parent/guardian pages



note: Please check your child's work after completion. The following pages may be very helpful to you.

HOW TO USE THE PARENT/GUARDIAN PAGES:



The activities in this review pack are all related to the Common Core Standards. The student learned these skills in 1st grade and needs to maintain them in order to be successful in 2nd grade. If you notice the student struggles with one of the activities, they should complete some extra practice. If you type in the standard number, (e.g. "1.OA.6") you will usually find helpful online games or activities.

Each activity in the student pack should be completed independently by the student. Afterwards, an adult should check the answers using the answer keys or tips below.

exercise number	ANSWER KEYS or TIPS for helping the student with these problems
1	<p>The expectation for entering 2nd grade is that the student can write narratives with complete punctuation including uppercase letters at the beginning of sentences, dates, and names of people. They must also be consistent with punctuation at the end of sentences. The more you can encourage the child to write over the summer, the better.</p> <p>Common Core Standards: W.1.3, L.1.2.b</p>
2	<p>For success in 2nd grade, it is essential that the student can "fluently" add and subtract WITHIN TEN . For some students this means they have memorized the math facts. For other students it means that they use fast strategies (use addition to subtract, mentally count on from ten, etc.). The student must also be able to add within TWENTY yet these facts are not expected to be as fluent as the facts within ten. If you notice the student struggling to compute math facts efficiently, I suggest you spend time over the summer helping them develop some efficient strategies. There are many free websites or apps (i.e. www.mathfactspro.com) that are very helpful.</p> <p>Common Core Standard: 1.OA.6</p>
3	<p>The student should be able to figure out the meaning of the make believe word using the context of the passage. Answer key: "snarples" = shells, "blarling" = lemonade or another type of cold drink, "clinket" = sunblock.</p> <p>Common Core Standard: L.1.4.a</p>
4	<p>The expectation for entering 2nd grade is that the student can use addition and subtraction within 20 to solve word problems. This is a tricky concept for many students and extra practice may be necessary. An excellent link for practicing more word problems is: http://www.hbschool.com/activity/busy_bees/index.html (Answers: 9-6=3, 19-7=12, 17-9=8)</p> <p>Common Core Standard: 1.OA.1</p>
5	<p>Answer Key: FRAGMENTS = "At the swimming pool", "On the white porch", "Drippy ice cream", "Fran's favorite shoes", "The huge red beach ball", "Outside by the big barn".</p> <p>Common Core Standard: RF.1.1.a</p>

<p>6</p>	<p>The expectation for entering 2nd grade is that the student can connect a place value visual picture of the value of a number to the number (the end of year expectation for 1st grade is a place value understanding of the following numbers: 11, 12, 13, 14, 15, 16, 17, 18, 19, 10, 20, 30, 40, 50, 60, 70, 80, and 90). Base ten blocks are an excellent tool for this. A “ten” is represented by a “rod” (connected group of ten ones).</p>  <p>A “one” is represented by a single square or circle.</p>  <p>Common Core Standard: 1.NBT.2</p>
<p>7</p>	<p>On this exercise, the student should look through a book and identify 14 nouns (person, place, thing, or animal)</p>
<p>8</p>	<p>The expectation for entering 2nd grade is that the student has an understanding of the vocabulary “greater than” and “less than”. They should also be able to identify the digit in the “tens” place or “ones” place. (Answers: 25, 54)</p> <p>Common Core Standard: 1.NBT.3</p>
<p>9</p>	<p>The expectation for entering 2nd grade is that the student consistently uses capitalization rules for names and dates. (Answers: Sam, Monday, August, Susie, June, Friday, Simon, Sunday, Miss Swanson)</p> <p>Common Core Standard: L.1.2.a</p>
<p>10</p>	<p>The expectation for entering 2nd grade is that the student can correctly partition (cut into equal sized shares) circles and rectangles into two or four equal shares. They must also be able to use the following vocabulary: halves, fourths, quarters, half of, fourth of, and quarter of.</p> <p>Common Core Standard: 1.G.3</p>
<p>11</p>	<p>Most strong readers ask questions while they read. This practice is important for comprehension.</p> <p>Common Core Standard: RL.1.1</p>
<p>12</p>	<p>For success in 2nd grade, it is essential that the student have efficient strategies for addition and subtraction facts WITHIN TEN “fluently”. For some students this means they have memorized the math facts. For other students it means that they use fast strategies (use addition to subtract, mentally count on from ten, etc.). The student must also be able to add within TWENTY yet these facts are not expected to be as fluent as the facts within ten. If you notice the student struggling to compute math facts efficiently, I suggest you spend time over the summer helping them develop some efficient strategies. There are many free websites or apps (i.e. www.mathfactspro.com) that are very helpful.</p> <p>Common Core Standard: 1.OA.6</p>

13	<p>The expectation for entering 2nd grade is that the student can write narratives with complete punctuation including uppercase letters at the beginning of sentences, dates, and names of people. They must also be consistent with punctuation at the end of sentences. The more you can encourage the child to write over the summer, the better.</p> <p>Common Core Standard: W.1.3, L.1.2.b</p>
14	<p>The expectation for entering 2nd grade is that the student can use addition and subtraction within 20 to solve word problems. This is a tricky concept for many students and extra practice may be necessary. An excellent link for practicing more word problems is: http://www.hbschool.com/activity/busy_bees/index.html (Answers: 14-7=7, 13-10=3, 18-9=9)</p> <p>Common Core Standard: 1.OA.1</p>
15	<p>The expectation for entering 2nd grade is that the student can add within 100 on problems with a two digit number plus a one digit number or two digit number plus a multiple of ten. Regrouping (borrowing and carrying) is NOT a developmentally appropriate strategy at this point. It is essential that the child has a solid understanding of place value before those strategies can be introduced. A better method for helping the student is to encourage them to draw a picture or model that matches the problem.</p> <p>Common Core Standard: 1.NBT.4</p>
16	<p>For success in 2nd grade, it is expected that the student can use frequently occurring affixes (suffixes or prefixes) as a clue to the meaning of a word.</p> <p>Common Core Standard: L.1.4.b</p>
17	<p>For success in 2nd grade, it is essential that the student have efficient strategies for addition and subtraction facts WITHIN TEN “fluently”. For some students this means they have memorized the math facts. For other students it means that they use fast strategies (use addition to subtract, mentally count on from ten, etc.). The student must also be able to add within TWENTY yet these facts are not expected to be as fluent as the facts within ten. If you notice the student struggling to compute math facts efficiently, I suggest you spend time over the summer helping them develop some efficient strategies. There are many free websites or apps (i.e. www.mathfactspro.com) that are very helpful.</p> <p>Common Core Standard: 1.OA.6</p>
18	<p>The expectation for entering 2nd grade is that the student can write narratives with complete punctuation including uppercase letters at the beginning of sentences, dates, and names of people. They must also be consistent with punctuation at the end of sentences. The more you can encourage the child to write over the summer, the better.</p> <p>Common Core Standard: W.1.3, L.1.2.b</p>

<p>19</p>	<p>The expectation for entering 2nd grade is that the student can add within 100 on problems with a two digit number plus a one digit number or two digit number plus a multiple of ten. Regrouping (borrowing and carrying) is NOT a developmentally appropriate strategy at this point. It is essential that the child has a solid understanding of place value before those strategies can be introduced. A better method for helping the student is to encourage them to draw a picture or model that matches the problem.</p> <p>Common Core Standard: 1.NBT.4</p>
<p>20</p>	<p>For success in 2nd grade, it is expected that the student can identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>Common Core Standard: L.1.4.c</p>
<p>21</p>	<p>The expectation for entering 2nd grade is that the student can connect a place value visual picture of the value of a number to the number (the end of year expectation for 1st grade is a place value understanding of the following numbers: 11, 12, 13, 14, 15, 16, 17, 18, 19, 10, 20, 30, 40, 50, 60, 70, 80, and 90). Base ten blocks are an excellent tool for this. A “ten” is represented by a “rod” (connected group of ten ones). </p> <p>A “one” is represented by one square or circle. </p> <p>Common Core Standard: 1.NBT.2</p>
<p>22</p>	<p>On this exercise, the child should look through a book and identify 14 verbs (action words).</p>
<p>23</p>	<p>The expectation for entering 2nd grade is that the student can tell and write time to the hour and half-hour using analog and digital clocks. This is a skill that is quickly forgotten if the student does not use the clock outside of math lessons. If you notice the child struggles with telling time to the hour or half hour, buying them a watch is very helpful. In addition, it is helpful to frequently refer to the time or clock throughout the day (e.g. “You can play your video game at 2:30”).</p> <p>Common Core Standard: 1.MD.3</p>
<p>24</p>	<p>Answers: Monday, Sara, December, Friday, Maria, Adam, Carol, Thursday, September</p> <p>Common Core Standard: L.1.2.a</p>
<p>25</p>	<p>For success in 2nd grade, it is essential that the student have efficient strategies for addition and subtraction facts WITHIN TEN “fluently”. For some students this means they have memorized the math facts. For other students it means that they use fast strategies (use addition to subtract, mentally count on from ten, etc.). The student must also be able to add within TWENTY yet these facts are not expected to be as fluent as the facts within ten. If you notice the student struggling to compute math facts efficiently, I suggest you spend time over the summer helping them develop some efficient strategies. There are many free websites or apps (i.e. www.mathfactspro.com) that are very helpful.</p> <p>Common Core Standard: 1.OA.6</p>

26	<p>Most strong readers ask questions while they read. This practice is important for comprehension.</p> <p>Common Core Standard: RL.1.1</p>
27	<p>Understanding place value is an essential skill for success in 2nd grade. The student must know how to represent numbers using place value or “base ten” block drawings or models.</p> <p>Common Core Standard: 1.NBT.2</p>
28	<p>For success in 2nd grade, the student will be expected to have a deep comprehension of the text that extends beyond just retelling the plot. By the end of 1st grade, the student should be able to describe characters and major events in a story using key details.</p> <p>Common Core Standard: RL.1.3</p>
29	<p>The expectation for entering 2nd grade is that the student is able to compare two-two digit numbers based on the meanings of the tens and ones digits using $<$, $=$, and $>$.</p> <p>Common Core Standard: 1.NBT.3</p>
30	<p>For success in 2nd grade, the student will be expected to have a deep comprehension of the text that extends beyond just retelling the plot. By the end of 1st grade, the student should be able to describe characters and how they act or feel.</p> <p>Common Core Standard RL.1.7</p>
31	<p>The expectation for entering 2nd grade is that the student can add within 100 on problems with a two digit number plus a one digit number or two digit number plus a multiple of ten. Regrouping (borrowing and carrying) is NOT a developmentally appropriate strategy at this point. It is essential that the child has a solid understanding of place value before those strategies can be introduced. A better method for helping the student is to encourage them to draw a picture or model that matches the problem.</p> <p>Common Core Standard: 1.NBT.4</p>
32	<p>The expectation for entering 2nd grade is that the student can write narratives with complete punctuation including uppercase letters at the beginning of sentences, dates, and names of people. They must also be consistent with punctuation at the end of sentences. The more you can encourage the child to write over the summer, the better.</p> <p>Common Core Standard: W.1.3, L.1.2.b</p>
33	<p>For success in 2nd grade, it is essential that the student have efficient strategies for addition and subtraction facts WITHIN TEN “fluently”. For some students this means they have memorized the math facts. For other students it means that they use fast strategies (use addition to subtract, mentally count on from ten, etc.). The student must also be able to add within TWENTY yet these facts are not expected to be as fluent as the facts within ten. If you notice the student struggling to compute math facts efficiently, I suggest you spend time over the summer helping them develop some efficient strategies. There are many free websites or apps (i.e. www.mathfactspro.com) that are very helpful.</p> <p>Common Core Standard: 1.OA.6</p>

<p>34</p>	<p>Answer Key: FRAGMENTS = “Soft sand in the ocean.”, “Very cold water in the pool.”, “Tennis balls on the table?”, “The biggest sandcastle.”, “Laying in the hot sun.”</p> <p>Common Core Standard: RF.1.1.a</p>
<p>35</p>	<p>The expectation for entering 2nd grade is that the student can add within 100 on problems with a two digit number plus a one digit number or two digit number plus a multiple of ten. Regrouping (borrowing and carrying) is NOT a developmentally appropriate strategy at this point. It is essential that the child has a solid understanding of place value before those strategies can be introduced. A better method for helping the student is to encourage them to draw a picture or model that matches the problem.</p> <p>Common Core Standard: 1.NBT.4</p>
<p>36</p>	<p>The expectation for entering 2nd grade is that the student can write opinions with complete punctuation including uppercase letters at the beginning of sentences, dates, and names of people. They must also be consistent with punctuation at the end of sentences. The more you can encourage the child to write over the summer, the better.</p> <p>Common Core Standard: W.1.1</p>
<p>37</p>	<p>The expectation for entering 2nd grade is that the student can use addition and subtraction within 20 to solve word problems. This is a tricky concept for many students and extra practice may be necessary. An excellent link for practicing more word problems is: http://www.hbschool.com/activity/busy_bees/index.html (Answers: 12-8=4, 6+5=11, 12+7=19)</p> <p>Common Core Standard: 1.OA.1</p>
<p>38</p>	<p>On this exercise, the student should look through a book and identify 14 adjectives (describing words).</p>
<p>39</p>	<p>The expectation for entering 2nd grade is that the student can tell and write time to the hour and half-hour using analog and digital clocks. This is a skill that is quickly forgotten if the student does not use the clock outside of a math lesson. If you notice the child struggles with telling time to the hour or half hour, buying them a watch is very helpful. In addition, it is helpful to frequently refer to the time or clock throughout the day.</p> <p>Common Core Standard: 1.MD.3</p>
<p>40</p>	<p>The expectation for entering 2nd grade is that the student can write narratives with complete punctuation including uppercase letters at the beginning of sentences, dates, and names of people. They must also be consistent with punctuation at the end of sentences. The more you can encourage the child to write over the summer, the better.</p> <p>Common Core Standard: W.1.3, L.1.2.b</p>

41	<p>Understanding place value is an essential skill for success in 2nd grade. The student must know how to represent numbers using place value or “base ten” block drawings or models.</p> <p>Common Core Standard: 1.NBT.2</p>
42	<p>The purpose of this exercise is to give the student an opportunity to practice defining “words by category” and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)”. The goal is for the student to see the relationship between the two words and then to also be able to express the difference in meaning between the two words.</p> <p>Common Core Standard: L.1.5.b</p>
43	<p>The expectation for entering 2nd grade is that the student correctly partition (cut into equal sided shares) circles and rectangles into two or four equal shares. They must also be able to use the following vocabulary: halves, fourths, quarters, half of, fourth of, and quarter of.</p> <p>Common Core Standard: 1.G.3</p>
44	<p>For success in 2nd grade, the student will be expected to have a deep comprehension of the text that extends beyond just retelling the plot. By the end of 1st grade, the student should be able to describe the setting of the story (time period and/or place).</p> <p>Common Core Standard: RL.1.3</p>
45	<p>For success in 2nd grade, it is essential that the student have efficient strategies for addition and subtraction facts WITHIN TEN “fluently”. For some students this means they have memorized the math facts. For other students it means that they use fast strategies (use addition to subtract, mentally count on from ten, etc.). The student must also be able to add within TWENTY yet these facts are not expected to be as fluent as the facts within ten. If you notice the student struggling to compute math facts efficiently, I suggest you spend time over the summer helping them develop some efficient strategies. There are many free websites or apps (i.e. www.mathfactspro.com) that are very helpful.</p> <p>Common Core Standard: 1.OA.6</p>
46	<p>The expectation for entering 2nd grade is that the student can use verbs to convey a sense of past, present, and future (Yesterday I walked home; Today I walk home; Tomorrow I will walk home). It is essential that the student has near mastery of these tenses before entering 2nd grade because the 2nd grade expectation is a more complex verb tense.</p> <p>Common Core Standard: L.1.1.e</p>
47	<p>IT is expected that the student can MENTALLY find 10 more or 10 less than the number, without having to count.</p> <p>Common Core Standard: 1.NBT.5</p>
48	<p>The purpose of this exercise is to give the student an opportunity to practice sorting words into categories to gain a sense of the concepts the categories represent.</p> <p>Common Core Standard: L.1.5.a</p>

49	<p>The expectation for entering 2nd grade is that the student can solve addition word problems with three whole numbers whose sum is less than or equal to 20. If you find this is a difficult concept for the child, encourage them to draw the problem before solving. (Answers: $4+3+5=12$, $5+6+7=18$, $6+2+5=13$)</p> <p>Common Core Standard: 1.OA.2</p>
50	<p>For success in 2nd grade, the student will be expected to have a deep comprehension of the text that extends beyond just retelling the plot. By the end of 1st grade, the student should be able to describe characters and how they act or feel.</p> <p>Common Core Standard: RL.1.7</p>

Do you like what you see?

Please leave **feedback** at my Teachers Pay Teachers store.
It really helps and you get credit to earn items for FREE!
<http://www.teacherspayteachers.com/Store/Teaching-And-Tapas>

Check out my teaching **blog** for more tips and ideas:
www.TeachingAndTapas.com

If you have any questions or if you notice any errors, I would be happy to help you right away. Just send an **email** to:
TeachingAndTapas@gmail.com



CREDITS:

