Name _____ Summer 2019

Entering Grade 2

Directions:
Malden Public Schools is encouraging students to complete the Summer Math this summer in order to retain the skills they have acquired this past school year and so they are ready for the next academic year. Students have two options, a digital assignment or a hands-on written assignment. One needs to be completed in order to receive credit and a surprise. The descriptions of the two options are explained below.

- **Option A**
  - **IXL-Students will login and use IXL a minimum of 30 minutes a week, for ten weeks. During that time, students will work on recommended skills that will strengthen skills while also challenge them. Student usage is tracked by IXL and will be checked the first week of school in order to receive credit for the assignment.**
- **Option B**
  - **Listed below are 20 activities. Students will need to complete a minimum of 16 activities in order to receive credit for this assignment. Any work that needs to be written may be done on separate paper and attached to this form, to be turned in the first week of school.**

Activity List:

- ❑ Blow a marble, bottle cap, and a pencil (or any objects you have in your house) across a table or the floor.
  - ❑ Measure and record how far each object goes.
  - ❑ Which goes the farthest? By how much?
- ❑ Are the equations "true" or "false?" Record your answer and explain how you know.

  3 + 4 + 2 = 4 + 5 5 + 3 = 8 + 1

- ❑ If you save ten cents every day in the month of July, how much money will you have saved at the end of the month?
  - ❑ Record your answer.
  - ❑ List some things you could buy with that amount of money.
- ❑ Get a pile of coins.
  - ❑ How many ways can you make 25 cents using pennies, nickels, and dimes?
  - ❑ Record all of the ways.
- ❑ Sort the laundry into categories (by owner, by size, by color, or by item type).
  - ❑ Make a bar graph to show how many items were in each category.
- ❑ Fact Fluency Practice
  - ❑ Addition-turn over 2 cards at a time and find the sum
  - ❑ Subtraction-turn over 2 cards and subtract the two numbers to find the difference
  - ❑ Write down the equations with your answers.
- ❑ Today's number is 16.

- ❑ Add two numbers to get a sum of 16.
- ❑ Subtract two numbers to get a difference of 16.
- ❑ Add three numbers to get a sum of 16.
- ❑ Record your equations.

❑ Hold an ice cube in your hand while you're inside and then outside.
- ❑ Count by 2s until it melts.
- ❑ Repeat and count by 5s.
- ❑ Repeat one more time and count by 10s.
- ❑ Did it melt faster when you were inside or outside?
  - ❑ Explain what you found.

❑ Tell an adult an addition story using the addends 6 and 5. Then tell a subtraction story.
- ❑ Write your stories and the equations to solve them.

❑ Record how many different ways you can make $2.50 with drawings and equations. If you only use quarters, how many would you use? Draw and write the equation.

❑ Skip count
- ❑ Count by 2s to 50 starting at 12.
- ❑ Count by 10s to 64 starting at 4.
- ❑ What did you notice about the numbers you counted? Record the numbers you counted and explain what you noticed about them.

❑ Count backwards
- ❑ Count back by 1s
  - ❑ From 30 to 0
  - ❑ From 83 to 40
- ❑ Count back by 10s
  - ❑ From 100 to 0
- ❑ Count back by 5s
  - ❑ From 40 to 0
- ❑ Repeat using different numbers. Record what you counted.

❑ Write the time
- ❑ Write the time that you go to bed to the closest hour or half hour.
- ❑ Write what time you get up in the morning.
- ❑ How many hours did you sleep? Record your answer and explain how you figured it out.

❑ How many seconds does a traffic light stay green? Red? How much longer is one light than the other? Record what you found out.

❑ Write down the ages of everyone in your family.
- ❑ How much younger are you than….
  - ❑ Your parents?
  - ❑ Your grandparents?
  - ❑ An older sibling?
  - ❑ How much older are you than your younger sibling? Record your comparisons.

❑ How many ways can you cut a sandwich into fourths with equal sized pieces? Draw the different sandwiches.

❑ Make a tally chart for one week to show the number of fruits and vegetables you are each day at your meals and snacks. Write three statements about your data.

❑ Look around your kitchen, write down 10 products that have a number on the label. (example: milk 1%, Heinz 57).
- ❑ Draw the objects.
- ❑ Explain what the numbers mean.

❑ Go to the park and draw the shapes you see. Write which shape you see the most.

❑ Line up 4 different figures or stuffed animals. Record the order that you lined. How many different way can you line up 4 figures. Record your combinations.