June 17, 2019

Dear Incoming Second Grade Parents and Caregivers,

We look forward to seeing you September 3, 2019. The enclosed summer packet provides a view of the essential skills for the first quarter of second grade. Please refer to it over the summer months to help your child practice and maintain skills learned in first grade. Additionally, Raz-Kids and Splash Math will be available throughout the summer. Please encourage your child to visit the sites frequently. He/she can access the sites utilizing the same username and password from first grade. https://www.raz-kids.com/ https://www.splashmath.com/

Reading:

Please refer to the enclosed recommended summer reading list. Students are expected to read a minimum of thirty minutes per day. They should use the enclosed reading logs to document the titles, authors, genres and dates when they finish reading the books. The second grade teachers will collect these logs in September on the first day of school. In this packet, we have included the first grade (100 words) and second grade (100 words) high frequency word lists. These are the words that occur most often in reading for first and second graders. Students should be able to read and spell the first grade list, as well as be able to recognize and sound out words from the second grade list. During the 2019 – 2020 school year, students will learn how to spell the second grade list. Lastly, enclosed are the reading paired passages (fiction and non-fiction genres) for students to practice reading fluency, comprehension, vocabulary, and critical thinking skills. Please make sure your child returns the completed units on the first day of school.

Writing:

Your child is required to write and illustrate a minimum of one entry per week for eight weeks in the enclosed writing journal. The writing should cover multiple genres such as personal narrative, autobiography, informational (non-fiction), fantasy, and fairy tale passages. The second grade teachers will collect the summer writing journals on the first day of school in August. This will be a valuable assessment tool to drive the instruction for our units of study in writing for second grade.

Mathematics:

Students are encouraged to review basic math skills with a family member. Research demonstrates that students learn and become proficient by practicing with hands-on, life-like experiences. Please use daily activities to review the following skills:

- Find values of coin and bill combinations
- Make change
- Show penny (P), nickel (N), dime (D) and quarter (Q) for a given amount
- Know addition facts sums to 20
- Know “harder” subtraction and addition facts
- Construct fact families for addition and subtraction
- Devise and use strategies for finding sums and differences of two digit numbers
- Subtract multiples of ten
- Solve simple addition number stories
- Complete number sequences and use number patterns to solve problems
- Make tallies and give the total
- Count by 2s, 5s and 10s
- Identify place value for 1s, 10s and 100s
- Find equivalent names for numbers

Enclosed are several math practice worksheets. Please monitor your child’s work for accuracy. These worksheets are due on the first day of school in September.

**School supply list:**
1 pair of headphones
1 ream of photo copy paper
1 box of crayons (24-count maximum please)
1 package of washable markers (8 counts)
1 12-inch/30-centimeter ruler
1 pair of scissors
4 glue sticks
1 set of watercolors including brush
1 set of colored pencils
2 rolls of paper towels
4 boxes of Kleenex
3 large containers of Clorox Wet Wipes
1 container of baby wet wipes
1 box of Quart-sized Ziploc bags
1 box of Gallon-size Ziploc bags
1 4oz bag of Crayola Model Magic White
2 boxes of #2 pencils
1 pocket folder (for homework)
1 pencil case
1 bookbag

Keep informed by checking the 2nd grade blog at http://murraysecondgrade.wordpress.com/

Have a safe and fun summer.
Kenesha Charleston Anh Tuan Hoang
Select a book to read. Enter the title and author on your reading list. When you have completed it, write the genre, the date, and the number of pages you read. Reading lists are due on Monday.

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The Rescue Dogs

A man was lost. The man was in the mountains. It was very cold in the mountains. Snow was all around. The snow was deep. The snow was blowing. The man could not see. He could not find his way. The man became too cold to move. He sat down in the snow. The snow began to cover the man. Could the man be found? Could the man be saved?

Two big dogs found the man. The dogs were a special kind of dog. They were Saint Bernard dogs. The two Saint Bernard dogs had been trained. They had been trained to work as a pair. One Saint Bernard licked the man’s face. Then it laid down next to the man. The dog laid down next to the man to keep him warm. The other dog ran for help. This dog led rescue workers to the man. The Saint Bernard dogs helped rescue the man. The dogs helped save the man’s life.
Why I Don’t Like Chocolate Cake

“My name is Max. I am a beagle. Beagles are small dogs. I work at the airport. At the airport, I do not look for people. I do not look for drugs. What do I do if I do not look for people? What do I do if I do not look for drugs? I look for food! Some foods should not be taken into a country. The food might carry insects. It might carry germs. The insects could spread. The germs could spread.”

“I was trained to detect foods. The foods that should not be taken into a country. I am rewarded when I detect oranges. I am rewarded when I detect apples. I am rewarded when I detect beef. I am rewarded when I detect pork. I do not like chocolate cake. Why don’t I like chocolate cake? There is no reward for finding chocolate cake!”
Show What You Know

Answer the questions based on “The Rescue Dogs” and “Why I Don’t Like Chocolate Cake.” You may look back at what you have read if you need to.

1. Why did one dog lie down next to the man?
   - A) It wanted to work as a pair.
   - B) It wanted to keep the man warm.
   - C) It wanted to lick the man’s face.
   - D) It wanted to lead rescue workers to the man.

2. Max is not rewarded when he detects
   - A) beef.
   - B) apples.
   - C) oranges.
   - D) chocolate cake.

3. Both stories are about
   - A) dogs.
   - B) food.
   - C) finding people.
   - D) Saint Bernard dogs.

4. A fiction story is made up. It is not a true story. “Why I Don’t Like Chocolate Cake” is fiction. You can tell the story is fiction because
   - A) dogs like chocolate cake.
   - B) dogs cannot tell stories.
   - C) a dog would not lie down in the snow.
   - D) a dog cannot be trained to detect apples or oranges.

5. A Saint Bernard is most likely a better rescue dog in the snow because
   - A) it is bigger than a beagle.
   - B) it is smaller than a beagle.
   - C) a Saint Bernard cannot smell food.
   - D) a beagle can only be trained to smell food.
6. Practice your handwriting. Pick a word from one of the stories to write on the line below.

7. Think about when things happened in “The Rescue Dog.” Fill in the boxes to show when they happened in the story.

1. 

2. Dogs find man trapped in the snow.

3. 

4. Dog lies down next to man.

5. 

6. Dog leads rescue workers to man.

8. Fill in the columns.

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9. Write one or more sentences that tell what each story is about.

“The Rescue Dogs” 

“Why I Don’t Like Chocolate Cake” 

10. Think about the different jobs the dogs in the stories did. Is one job more important than the other?
Ben Franklin was a founding father. He helped make the United States a country. Ben is the only founding father in the Swimming Hall of Fame. Today many people can swim. What makes Ben's swimming so special?

Ben was born long ago. He was born in 1706. At that time, not many people knew how to swim. It was not easy to take lessons. There were no swimming pools. People swam in rivers. They swam in lakes. They swam in the ocean. Ben did not take lessons. He did not have a swimming teacher. Instead, he taught himself. He was young, but he was not afraid.

Ben wanted to swim fast. What did he do? He made some fins. The fins were made out of wood. They looked like paddles. He used the fins on his hands. Ben wanted to go even faster. What did young Ben do? He made a kite. He attached himself to the kite. The kite helped pull Ben through the water, fast! The kite and the fins helped make Ben's swimming special.
Lina was underwater. She was scuba diving. She had a mask. She had an air tank. She had fins. Lina was scuba diving near a coral reef in the ocean. She saw bright fish. She saw colorful corals. Then she saw sea snakes! There were nine of them. The snakes were swimming all around Lina. They were above her. They were below her. They were to her left. They were to her right.

Sea snakes are very poisonous. One bite can kill. Lina watched as one snake slithered around her fin. She watched the other snakes slither around her. Lina thought, "I know sea snakes are poisonous, but I am not afraid. I am not afraid because a sea snake has tiny fangs. The tiny fangs are in its upper jaw. The fangs are way back in its jaw. It would be very hard for a sea snake to bite me."

Lina thought, "I know one more thing. Sea snakes don't want to eat people. They want to eat fish. Fish taste better than people!"
Show What You Know

Answer the questions based on “A Swimming Founding Father” and “Lina and the Sea Snakes.” You may look back at what you have read if you need to.

1. Which sentence is true?
   A. No founding fathers are in the Swimming Hall of Fame.
   B. Some founding fathers are in the Swimming Hall of Fame.
   C. Only one founding father is in the Swimming Hall of Fame.
   D. All the founding fathers are in the Swimming Hall of Fame.

2. How many sea snakes did Lina see?
   A. 8
   B. 3
   C. 6
   D. 9

3. What do both stories have in common?
   A. They are both about swimming fast.
   B. They are both about swimming with fins.
   C. They are both about swimming underwater.
   D. They are both about seeing things in the water.

4. Most likely, when Ben learned to swim
   A. people only swam with masks.
   B. people only swam in the ocean.
   C. people did not have air tanks.
   D. people did not teach themselves.

5. If Lina did not know about sea snakes, she might have felt
   A. more afraid.
   B. like swimming faster.
   C. like a founding father.
   D. that she should attach herself to kite.
6. Practice your handwriting. Pick a word from one of the stories to write on the line below.

   ____________________________

7. Fill in the rest of the ovals to show what order Ben did things.

   ___________________________________________

8. For each group, write 1 or 2 to show what happened first.

   ___ Lina saw sea snakes.  ___ Lina put on an air tank.
   ___ Lina knew about sea snakes.  ___ Lina went swimming under the water

9. Write one or more sentences that tell what each story is about.

   "A Swimming Founding Father" ____________________________

   ____________________________

   "Lina and the Sea Snakes" ____________________________

   ____________________________

10. Do you think Ben would have been afraid to scuba dive? Tell why or why not.

   ____________________________

   ____________________________

   ____________________________
A Useful Hat

Cowboy hats are useful hats. Cowboy hats are made to help cowboys do their jobs. Cowboy hats are made with wide brims. The wide brim helps protect cowboys. It protects them from the sun. It protects them from the rain. It protects them from the snow, too. The wide brim shades the cowboy's face and neck. The wide brim keeps the top of the cowboy dry from rain and snow.

The wide brim also helps to make the hat a good fan. When cowboys are starting a fire, they can use their hats. The cowboys can fan the fire with their hats to help it burn.

A cowboy hat is made with a high crown. The high crown is useful. Cowboys can turn the hat over. Cowboys can carry things in the upside-down hat. Cowboys can use their hats to carry food or water to their horses.
How Ty's Horse Got Water

Ty and his friend were riding horses. They were following an old trail. The trail led to the top of a canyon. The canyon had steep sides. Ty looked down into the canyon. The bottom was far below. Ty said, "Let's ride to the bottom. We will follow the trail. The trail does not go straight down because the canyon walls are steep. The trail zigzags. It zigzags down the steep sides. The zigzagging trail will take us to the bottom."

Ty and his friend started down the canyon. They followed the zigzagging trail to the bottom. At the bottom of the canyon, Ty and his friend explored on foot. They climbed down some steep rocks. They found a small pool of water. Ty said, "Our horses need this water. They cannot climb down to this pool. How can we get the water to the horses?"

Ty and his friend took off their hats. They turned the hats over. They filled the crowns with water. They brought water to their horses in their hats!
Show What You Know

Answer the questions based on "A Useful Hat" and "How Ty's Horse Got Water." You may look back at what you have read if you need to.

1. What part of the hat can a cowboy fill with water?
   A) the top
   B) the fan
   C) the brim
   D) the crown

2. The canyon had a zigzagging trail because
   A) the canyon walls were so steep.
   B) a pool of water was in the canyon.
   C) a trail went to the canyon bottom.
   D) the bottom of the canyon was far below.

3. What did you read about in both stories?
   A) hats and water.
   B) cowboys and hats.
   C) water and canyons.
   D) horses and cowboys.

4. From the stories one can tell that cowboys
   A) explore on foot.
   B) stay in the shade.
   C) want useful clothing.
   D) do not go into canyons.

5. If a cowboy hat was not so useful, a cowboy would
   A) have to explore by foot.
   B) have to stay close to water.
   C) have to bring more things on the trail.
   D) have to stop bringing water to his horse.
Show What You Know (cont.)

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.

________________________________________

7. Draw a cowboy hat.
   Label the hat with these words:
   top
   crown
   brim

   ____ finds water       ____ carries water in hat
   ____ explores on foot    ____ goes down canyon trail

9. Write one or more sentences that tell what each story is about.
   “A Useful Hat” ____________________________________________
   ____________________________________________
   “How Ty’s Horse Got Water” ________________________________
   ____________________________________________

10. Cowboys wear chaps. Chaps are tied on to the front of their pants. The chaps help keep the cowboys warm. They help protect the cowboys’ legs from thorns. Do you think Ty was wearing chaps? Why or why not?
    ____________________________________________
    ____________________________________________
    ____________________________________________
A String of Holes

Whales live in the ocean. Whales are big mammals. Mammals need air. When whales need air, they swim to the ocean's surface. They breathe in air. In the summer, many whales migrate. They swim north. They swim to Alaska. They find lots to eat. When the summer is over, the whales migrate south. They leave Alaska before winter sets in. They leave before the ocean freezes over.

One year, three whales waited too long. They waited too long to go south. The cold winter set in. The ocean began to freeze over. All around the whales, the ocean had frozen. The whales were trapped. They could not swim away. They could not leave their breathing hole. Soon, the whales' breathing hole would freeze too.

People came to help. The people walked out on the frozen ocean. The people cut a string of big holes. The string of holes stretched a long way. It led to open water. The trapped whales used the holes to breathe. They used the holes as they swam to open water.
Up in the Air

Sal was high. Sal was going higher! Higher and higher Sal went. People cried out. Would Sal go higher than everyone else? Sal was being tossed. She was being tossed up in a blanket. People were holding the edges of the blanket. They were using the blanket to throw Sal high into the air. Sal went higher than everyone else! Sal had won the “Blanket Toss” game. The “Blanket Toss” is a very old game. It is played every year in Alaska.

Sal’s grandfather said, “When I was little, I was tossed high, too. I was tossed on a walrus skin. People would hold the edges of the walrus skin. They would toss me high. High in the air, I would look around. I would look for whales. I would look for other animals. We would hunt the animals I saw. We would eat the animals. We would not waste any part. Today you went high. You went higher than I ever did. You showed me that long ago you could have helped people find food.”
Show What You Know

Answer the questions based on “A String of Holes” and “Up in the Air.” You may look back at what you have read if you need to.

1. When whales need air they
   A. migrate south.
   B. swim to the ocean’s surface.
   C. wait until the ocean freezes over.
   D. leave Alaska before winter sets in.

2. When Sal’s grandfather was tossed in the air he
   A. was on a blanket.
   B. looked for animals.
   C. went higher than Sal.
   D. held on to the edges of a walrus skin.

3. What do both stories have in common?
   A. They both are about finding food.
   B. They both are about helping whales.
   C. They both are about what people did in Alaska.
   D. They both are about games played on the frozen ocean.

4. From the stories, one can tell that
   A. people wanted to eat the whales.
   B. the trapped whales were too small to hunt.
   C. people only hunted whales when they needed food.
   D. people first saw the trapped whales when they were tossed on a blanket.

5. “Up in the Air” is fiction. It is a made up story. It is not real, but it is based on a real game. The game might have started because it helped hunters
   A. get ready to play.
   B. get ready to throw.
   C. get ready to migrate.
   D. get ready to find food.
Show What You Know [cont.]

6. Practice your handwriting. Pick a word from one of the stories to write on the line below.

7. Draw a picture of a coast in Alaska and label the following:
   - frozen ocean
   - open water
   - Alaska
   - breathing holes

8. Sal's grandfather was tossed high into the air before Sal. Circle the two phrases from the story that helped you know that Sal's grandfather was tossed first.
   - long ago
   - waste any part
   - high into the air
   - when I was little

9. Write one or more sentences that tell what each story is about.
   “A String of Holes”
   “Up in the Air”

10. Do you think Sal's grandfather would have helped cut breathing holes for the whales? Why or why not?
Why George Slept on the Floor

George Washington was the first President of the United States. At times, George kept a journal. A journal is a diary. It is a written record. George wrote in his journal about a trip. George was 16 years old. Deep in the woods, a man said George could sleep at his house. After dinner, the man took George to the room with a bed. The room was dim. It was hard to see.

George took off his outer clothes. He climbed into bed.

What did George find? He found that his bed was only a thin mat of straw. His bed did not have any sheets. It had only one blanket. The blanket was thin and dirty. Worse, the straw was full of fleas! It was full of lice!

George was being eaten alive!

George wanted to jump straight out of bed. Instead, he waited for the man to leave. Why did George wait? He did not want to seem rude. As soon as the man left, George leaped out of bed. He put his clothes back on. He slept on the floor.
September 7, 2007

Dear Diary,

Last night, I did not get cold. Why? I slept on a campfire! I slept on a campfire, but I didn’t get burned! I am now going to record how I did this. This way, I can read my journal later. I will remember the night I slept on fire!

First, I found a sharp rock. I used the rock to dig a fire pit. My fire pit was about four fingers deep. It was about two of my feet wide. It was about four of my feet long. I made a fire in the middle of my pit. After a while, I let it burn low.

I used a stick to spread the hot coals. I spread them evenly inside the pit. Next, I covered the coals with dirt. I covered the hot coals with dirt about seven fingers deep. I carefully patted down the dirt. I made it smooth. Then I slept on my warm bed!
Show What You Know

Answer the questions based on "Why George Slept on the Floor" and "A Camping Journal." You may look back at what you have read if you need to.

1. Why did George wait to leap out of bed?
   A. He was being bitten alive.
   B. It was hard to see the floor.
   C. He did not want to seem rude.
   D. The floor did not have any sheets.

2. About how wide was the fire pit?
   A. about two feet
   B. about four feet
   C. about four fingers
   D. about seven fingers

3. Both stories are about
   A. how to make a bed.
   B. keeping a journal.
   C. beds without blankets.
   D. things people slept on.

4. What did we learn about George Washington from his journal?
   A. He was most likely mean.
   B. He was most likely kind.
   C. He was most likely dirty.
   D. He was most likely greedy.

5. In the story "A Camping Journal," why do you think the measurements are in fingers and feet?
   A. A camper might not have a ruler.
   B. A camper might want a bed with sheets.
   C. A camper might not want to sleep on coals.
   D. A camper might have to sleep on the floor.
Write a related subtraction fact.

1. \(5 + 3 = 8\)
   
   
   
2. \(7 + 3 = 10\)
   
   
   
3. \(8 + 1 = 9\)
   
   
   
4. \(6 + 3 = 9\)
   
   
   
Write a related addition fact and subtraction fact.

5. \(4 + 6 = 10\)
   
   
   
6. \(2 + 7 = 9\)
   
   
   

☆ Look at the page. Draw a circle around the cube train that can show \(10 - 6 = 4\).
Magic Trick

Add across. Add down.

A.

2  5  7
6  4 10
8  9 17

6  3
2  7

1  8
3  2

B.

2  8
4  1

4  5
6  3

2  4
4  6

C.

1  8
7  0
8  2

2  6
7  3

1  4

D.

1  7
6  3

6  0
2  8

2  5
3  4
Flower Addition

Add.

A. +7

B. +4

C. +8

D. +6

E. +9

F. +5

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All in the Family

Write a fact family for each group of numbers.

A. \(6 + 7 = 13\)
   \(7 + 6 = 13\)
   \(13 - 6 = 7\)
   \(13 - 7 = 6\)

B. \(8 + 9 = 17\)
   \(9 + 8 = 17\)
   \(17 - 9 = 8\)
   \(17 - 8 = 9\)

C. \(4 + 7 = 11\)
   \(7 + 4 = 11\)
   \(11 - 4 = 7\)
   \(11 - 7 = 4\)

D. \(6 + 9 = 15\)
   \(9 + 6 = 15\)
   \(15 - 6 = 9\)
   \(15 - 9 = 6\)

E. \(6 + 8 = 14\)
   \(8 + 6 = 14\)
   \(14 - 6 = 8\)
   \(14 - 8 = 6\)

F. \(4 + 8 = 12\)
   \(8 + 4 = 12\)
   \(12 - 4 = 8\)
   \(12 - 8 = 4\)
Who Knows the Numbers?

Write the missing numbers.

A.

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<tr>
<td>92</td>
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</tr>
</tbody>
</table>

B.

B

C.

C

D.

D

Before

After

Between

45, 46, 47
68, 69, 70
88, 89, 90

___, 71
30, 31, 32
55, 56, 57

___, 90
79, 80, 81
20, 21, 22

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Pick-a-Path

Write the missing numbers.

A. 82 83 86

B. 56 61

C. 37 41

D. 91 94

E. 75 79

F. 20 22

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Time for Fun

Write the time.

A.

3:00

B.

C.

D.

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What's in the Cash Register?

Count each group of coins. Write the amount.

A. ________ c

B. ________ c

C. ________ c

D. ________ c

E. ________ c

F. ________ c

G. ________ c

H. ________ c

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FS-32069 Second Grade Math Review
For each word problem, write and solve an equation. Then write whether the number is odd or even.

1. Bill has 7 plums and Ava has 9 plums. In all, do they have an odd or an even number of plums?

2. Alex and Soren each have 9 dollars. All together, do they have an odd or an even number of dollars?

3. We have 14 rolls. We have 5 more rolls in the oven. Do we have an odd or an even number of rolls in all?

4. I have 5 red pencils, 3 blue pencils, and 7 yellow pencils. Do I have an odd or even number of pencils?

Choose the correct answer for each problem.

5. Jen has 8 tickets. She buys 3 more tickets. Then she gives 1 ticket away. Does she have an odd or even number of tickets left?
   a) 9, odd
   b) 10, even
   c) 11, odd
   d) 12, even

6. Oscar has 14 fish. He buys 5 more fish. Then he gives 3 fish away. Does he have an odd or even number of fish now?
   a) 22, even
   b) 19, odd
   c) 16, even
   d) 6, even
Solving Word Problems: Crazy Camping!

Solve each word problem. Draw a line to match each answer on the left with one on the right. (NOTE: Only the numbers have to match.)

**LEFT**

1. Ashley and Amber went camping. When Amber went to set up her tent she was missing 11 stakes. If there were supposed to be 30 stakes, how many did she have? _____

2. The camping trip lasted three days, and each day it rained 8 millimeters. How many millimeters did it rain total? _____

3. They brought a bag of 50 marshmallows, but a raccoon ate 24 of them. How many did the two girls get to eat? _____

4. On the first day, they hiked 4 miles. On each of the next two days, they hiked six miles. How many miles did they hike in total? _____

**RIGHT**

A. Ashley went canoeing for 46 minutes, but Amber only went for 20 minutes. How many minutes longer did Ashley canoe? _____

B. The temperature was 57 degrees in the afternoon, and 33 degrees at midnight. How many degrees did the temperature decrease? _____

C. On the last morning, Amber counted 11 spiders outside the tent, and Ashley found 5 more. How many spiders did they see? _____

D. The girls slept seven hours each of the first two nights. But on the third night, they only slept for five hours. How many hours did they each sleep on the trip? _____
Optical Illusion

Two Digits With Regrouping

Solve the problems.
If the answer is between 0 and 25, color the shape orange.
If the answer is between 26 and 99, color the shape black.
Finish the design by coloring the other shapes with the colors of your choice.
For more fun, cut out the design and fold it into a ___.
Multiplying by 5

In general, students have little trouble remembering the multiples of 5. This is largely because every product ends either in 0 or in 5:

\[
\begin{array}{cccccccc}
5 & 10 & 15 & 20 & 25 & 30 & 35 & 40 & 45 \\
\end{array}
\]

A good rule to make it even easier for students to remember their 5s is this:

\[
\begin{array}{c}\times\quad \text{an even number} \quad = \quad \text{an answer ending in 0} \\
5 \times \text{ an odd number } \quad = \quad \text{an answer ending in 5} \\
\end{array}
\]

On the board, separate the odds from the evens to show how this works.

\[
\begin{array}{cccccccc}
\text{EVENS:} & 0 & 2 & 4 & 6 & 8 \\
\times 5 & \times 5 & \times 5 & \times 5 & \times 5 \\
0 & 10 & 20 & 30 & 40 \\
\end{array}
\]

\[
\begin{array}{cccccccc}
\text{ODDS:} & 1 & 3 & 5 & 7 & 9 \\
\times 5 & \times 5 & \times 5 & \times 5 & \times 5 \\
5 & 15 & 25 & 35 & 45 \\
\end{array}
\]

To Halve and Halve Not

Here's a simple trick for multiplying by 5 that many kids will find helpful.

1. Write 0 after the number being multiplied by 5.

2. Divide that number in half.

For example: to solve \(5 \times 8\):

1. Write 0 after the 8. That makes 80.

2. Divide 80 in half. That's 40.

Students who are able to halve numbers quickly will find this trick invaluable. It can also be used to multiply larger numbers by 5. For example, \(5 \times 365\).

1. Write 0 after 365. That's 3,650.

2. Divide 3,650 in half. That's 1,825.

Try several examples with your students. Most of your students will get the knack in no time.
**Five Fill-In**

1. Solve each problem on the left.
2. On the same line, color in the box with the correct answer.
3. When you’re done, tilt your paper on its side to the left.
4. You will see how to write 5 in Roman numerals.

<table>
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<th>25</th>
<th>40</th>
<th>0</th>
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<tr>
<td>7 × 5 =</td>
<td>5</td>
<td>15</td>
<td>25</td>
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<td>20</td>
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<td>4 × 5 =</td>
<td>30</td>
<td>5</td>
<td>20</td>
<td>10</td>
<td>40</td>
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<td>2 × 5 =</td>
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<td>8 × 5 =</td>
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<td>1 × 5 =</td>
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<td>5 × 5 =</td>
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<td>9 × 5 =</td>
<td>0</td>
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<td>6 × 5 =</td>
<td>10</td>
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Reading can be one of the many fun activities children choose to fill their summer time. Research has shown it is also much more! Children who participate in public library summer reading programs make achievement leaps during the summer and score higher on fall reading achievement tests.

The books on this list come highly recommended by kid readers from all over the country and may also be available in ebook, audio book, braille, and large print formats. This summer, take your child to participate in the summer programs happening at your library.

www.ala.org/alsc

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revised 05/15/19 in alignment with ALSC Strategic Objectives.
Astronaut Annie
by Suzanne Slade, illustrated by Nicole Tadgell
Annie uses inspiration from her relatives to present her career aspirations.

Auntie Lucy’s Talking Paintings
by Francis Lattour, illustrated by Ken Daley
A young girl explores her identity and culture through her aunt’s striking artwork.

A Big Mooncake for Little Star
by Grace Lin
The big mooncake that Little Star baked with her mother is so delicious! She’s not supposed to eat any until her mother says so, but how can she resist?

Bookjoy, Wordjoy
by Pat Mora, illustrated by Raúl Colón
Lee & Low, 2018, ISBN: 9781620142868
Mora’s lyrical poetry and Colón’s richly hued illustrations celebrate reading, writing, singing, and playing with words.

CatStronauts:
Mission Moon
by Drew Brockington
Major Meowster, Waffles, Blanket and Pom Pom set up a solar power planet on the moon.

Counting on Katherine: How Katherine Johnson Saved Apollo 13
by Helene Becker, illustrated by Tania Pluharuk
A nonfiction book about one of the African American female mathematicians at NASA and her involvement with Apollo 13.

Dreamers
by Yuji Morales
Morales and his young son discover how they fit into their strange new country when they find the public library in this gorgeous, personal picture book.

Ducks!
by Aaron Reynolds, illustrated by Dan Santat
Speaking just one word, a beaver and a skaty pups share a hilarious adventure at the beach.

For the Tiger
by Corey R. Tabor
Fox wishes he were a tiger—fast and big and sneaky—and pretends to be one, until he meets someone who likes him for being a fox—fast and big and sneaky.

Good Night, Planet
by Liniers
After a busy day of play, a girl’s favorite toy animal begins his day, bidding a dog, eating a cookie, and exploring the unknown.

Hello Lighthouse
by Sophie Blackall
Learn about the unique chores of a lighthouse keeper and the function of a lighthouse through delightful text and delightful illustrations.

Hidden Figures: The True Story of Four Black Women and the Space Race
by Margot Lee Shetterly, illustrated by Laura Freeman
A nonfiction picture book that tells the story of the first four African American female mathematicians and their role in the space race at NASA.

Kill It, Mo!
by David A. Adler, illustrated by Sam Ricks
Mo’s family helps him practice his kicking. Will it be enough for Mo to make the winning goal in the big soccer game?

Kite Among the Stars
by Roda Ahmed, illustrated by Stasija Burington
The story of Mae Jemison, the first African American woman to travel in space.

Meet Yasmin!
by Saadia Faruqui, illustrated by Hatem Aly
Meet Yasmin, a bright, fun Pakistani American second-grader. With her oversized imagination and a little help from her family, there’s no problem she can’t solve.

My Awesome Summer by P. Mattis
by Paul Meisel
A visually stunning and poetic representation of the beginning of our universe and life.

The Silme Book: All You Need to Know to Make the Perfect Silme
by Sabina Faruqui, illustrated by Hatem Aly
For silme enthusiasts, this collection of thirty easy-to-read-and-follow DIY silme recipes will be hours of gooey fun!

The Staff of Stars
by Marvane Bauer, illustrated by Ekua Holmes
A visually stunning and poetic representation of the beginning of our universe and life.

What Do They Do with All That Poo?
by Jane Kurtz, illustrated by Allison Black
Beach Lane Books, 2018, ISBN: 9781524709828
Learn about the unique scat of zoo animals, as well as the fascinating things zoos do with the thousands of pounds of poo they collect each day.

For Astronaut Annie
Suzanne Slade, illustrated by Nicole Tadgell
Tilbury House Publishers, 2018
For Auntie Lucy’s Talking Paintings
Francis Lattour, illustrated by Ken Daley
Greenwood Books, 2018
For A Big Mooncake for Little Star
Grace Lin
Little, Brown, 2018
For Bookjoy, Wordjoy
Pat Mora, illustrated by Raúl Colón
Lee & Low, 2018
For CatStronauts:
Mission Moon
Drew Brockington
Little Brown Books for Young Readers, 2017
For Counting on Katherine: How Katherine Johnson Saved Apollo 13
Helene Becker, illustrated by Tania Pluharuk
Henry Holt, 2018
For Dreamers
Yuji Morales
Neal Porter, 2018
For Ducks!
Aaron Reynolds, illustrated by Dan Santat
Roaring Brook Press, 2018
For For the Tiger
Corey R. Tabor
Balter + Bray, 2018
For Good Night, Planet
Liniers
TOON Books, 2017
For Hello Lighthouse
Sophie Blackall
Little, Brown, 2018
For Kite Among the Stars
Roda Ahmed, illustrated by Stasija Burington
HarperCollins, 2018
For Meet Yasmin!
Saadia Faruqui, illustrated by Hatem Aly
Picture Window Books, 2018
For My Awesome Summer by P. Mattis
Paul Meisel
Holiday House, 2017
For The Silme Book: All You Need to Know to Make the Perfect Silme
Sabina Faruqui, illustrated by Hatem Aly
DK Children, 2017
For The Staff of Stars
Marvane Bauer, illustrated by Ekua Holmes
Candlewick Press, 2016
For What Do They Do with All That Poo?
Jane Kurtz, illustrated by Allison Black
Beach Lane Books, 2018
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SUMMER READING LIST

Grades 3 - 5


Ane Marie tries to carve out space in her large (and growing) family by focusing her ambitions on attending a private school.


Luna discovers the Aquicorns, magical sea-dwelling creatures who need her help to stop the overfishing that is destroying their home.


A diverse group of kids create their own world of play and safe self-expression using a little cardboard and a lot of imagination.


When his beloved grandfather, the blues man Cool Papa Byrd, dies suddenly, Clayton's anger and misplaced alliances get him into trouble. This story of family grief, reconciliation, and the power of music is set in New York City.


When lack of a shared verbal language threatens to ruin a visit between a boy and his grandfather, the power of art is just the thing to bridge their differences.


Ten authors celebrate diversity through tales of Bigfoot, basketball, girl pirates, and more in a highly readable, reliable short-story collection.


A young girl and her family manage a motel and adjust to a new life in America after emigrating from China.


Action and comedy rule when boasting sends four of King Arthur's knights back in time to battle a legion of "terrible lizards."


Lou dreams of building a tiny house on the property her father willed to her. When taxes on the land become too high for her mother to pay, Lou needs all her ingenuity to find a way to save her dream.


Shannon is keeping a notebook about the spectacular waters of childhood—handing bullies, dealing with cliques, and flying out who her true friends really are.


Shannon is keeping a notebook about the peculiar waters of childhood—handing bullies, dealing with cliques, and flying out who her true friends really are.

Rocket to the Moon Big Idea That Changed the World #1 by Don Brown Abrams, 2018, ISBN: 9781419734045

Taking readers through the history of rocket building, this title explores the people and technology that made the moon landing possible. Includes a time line of space travel.


Nan is an opinion, alone and working in a dangerous, cruel world. She discovers a friendly monster, and together, they try to start a new life.


Stella builds her confidence through the support of her family, friends, and her beloved beta fish.

National Parks of the U.S.A. by Kate Sierra, illustrated by Chris Turnham Wide Eyed, 2018, ISBN: 9781847807666

Get an advance look at your vacation destination or take an armchair tour through America's spectacular natural treasures.


Two best friends decide to engineer a three-headed kitten named Princess Sparkle, Destroyer of Worlds. It only her name didn't turn out to be a little too appropriate.


Follow the story of a family from Earth who moves to a new planet in this sci-fi adventure that explores concepts such as immigration, culture shock, and a galaxy of differences.

Sarai and the Meaning of Awesome by Monica Brown and Sarai Gonzalez, illustrated by Christine Almeda Scholastic, 2018, ISBN: 9781338236682

For Sarai, awesome means amazing, love, family, and fun—and it's going to take all that and more to help save the day.


Candace would rather be home in Atlanta with her friends this summer, instead of where she is, in her grandmother's small town of Loomis, South Carolina. But the discovery of clues to an intricate puzzle entwined in the town's complicated history could lead to a hidden fortune.


Leo is delighted to discover she is part of a long line of brujas running a magical bakery in Texas.


The lives of Virgil, Kaci, Gen, and Valencia are woven together in unexpected ways when a disaster brings them together to perform a rescue in this story of bravery and friendship.


Follow the story of a family from Earth who moves to a new planet in this sci-fi adventure that explores concepts such as immigration, culture shock, and a galaxy of differences.


Twin brothers Makoons and Chookiadeh travel across the plains in search of buffalo with their family in the 1860s.