

Mhaf You Meed



IMAD BRO GRADE



Summer Math Booklet

HANG 10!

Write addition and subtraction expressions that equal 10.



Find as many ways as you can to make 10. See if you can fill up the boxes.

By adding numbers		
Examples: 1+5+3+1 YOUR TURN!	4 + 6	

By subtracting numbers		
Examples: $20 - 10$	12-1-1	
YOUR TURN!		

DOUBLE UP!

Practice the doubles combinations.

The box doubles whatever goes into it. Write the number that comes out – or the number that is put in.



Make up your own in the row below. Make them CHALLENGING!





SHAPES SEARCH

Identify shapes at home, draw them, and record their names.

Draw pictures of at least 5 shapes that you find at home. Write the name of each object and what shape it is.

Example:	
My TV is shaped like a rectangle.	
-	

ADDING WITH THREE

Use 3 different numbers from the number box below in each problem.



ROLLING AND DOUBLING

Practice adding two numbers and then doubling the sum.

You need two dice for this page.



- 1. Roll the two dice.
- 2. Draw what you see on the dice below.
- 3. Find the total of each roll.
- 4. Then find the <u>double</u> of that total.
- 5. Write an equation.



Page 5

FEET AND MORE FEET

Practice counting by groups.

Aritra and his friends decided to make some money by holding a "Neighborhood Dog Wash."

1. At one point in the day, Aritra counted 40 dog feet in his backyard. How many <u>dogs</u> were in his backyard?



2. Later on, Aritra counted 28 dogs. How many feet were there?



3. Eventually, all of the dogs went home, nice and clean. Only Aritra and his friends were left in the backyard. He counted 22 feet. How many children were there?



COIN PROBLEMS

Practice working in groups of fives and tens with nickels and dimes.

Solve each problem. Show your work.



- 1. How many dimes are in 60¢?
- 2. How many nickels are in 45¢?

3. Alyssa has 6 dimes and 12 nickels. How much money does she have?

4. Liam has 55¢, and he only has dimes and nickels. Show 2 different combinations he could have.

Page 8

SHOWING DATA

Organize and represent the results of a survey.

Here are the results of a survey.

Eight 2nd graders answered the question, "How many pairs of shoes do you own?"

Teri	6	Camryn	8
William	3	Lucas	3
Wil	4	Patrick	2
Michelle	10	Erin	8

Choose a way to show these data.

PATTERNS



Make up a pattern with three colors. Show that pattern in the cube train below.

Use your pattern to answer the questions below.

- 1. What color is the 4th cube?
- 2. What color is the 7th cube? ______
- 3. What color is the 10th cube? _____
- 4. What color is the 15th cube? _____
- 5. What color is the 20th cube? ______
- 6. What color is the 30th cube? ______

Make up a pattern using <u>numbers</u>.

Describe your pattern.

USING A 100 CHART

Find the difference between a number and a multiple of 10.

Figure out how far it is from one number to another, using the 100 chart to help you.

How far is it . . .

					-	100 0	hart				
1.	From 35 to 60?	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
2.	From 43 to 50?	21	22	23	24	25	26	27	28	29	30
2	5 00 × 700	31	32	33	34	35	36	37	38	39	40
3.	From 32 to 70?	41	42	43	44	45	46	47	48	49	50
4.	From 51 to 70?	51	52	53	54	55	56	57	58	59	60
		61	62	63	64	65	66	67	68	69	70
5.	From 47 to 90?	71	72	73	74	75	76	77	78	79	80
6	From 58 to 80?	81	82	83	84	85	86	87	88	89	90
0.		91	92	93	94	95	96	97	98	99	100
7.	From 35 to 100?	http://mail	n.about.com								

8. From 77 to 100? _____

9. From 3 to 90? _____



MAKING IT TO 100

Practice adding numbers with a sum of 100.

Add the numbers to see whether they add up to 100 or not. Circle "yes" if they add to 100, circle "no" if they don't equal 100.

20 + 25 + 15 + 5 + 5 + 10 + 10 YES NO

If you circled "no," how much more do you need to get to 100? _____

15 + 30 + 5 + 10 + 10 + 15 + 15 YES NO

If you circled "no," how much more do you need to get to 100? _____

Make up you own list of numbers that adds up to 100. Use at least 8 numbers in your equation.

INCREDIBLE EQUATIONS

Practice writing equations to reach a target number.

Write at least <u>three</u> "incredible equations" for each number.

24	18
Example:	
5+5+10+5-1=24	
	<u> </u>
50	29

Write as many "incredible equations" for **25** as you can.

HOW MANY ...? (page 1 of 2)



Solve each problem. Write an equation to show your work.

1. a. How many dimes are in 40 cents?

Example: 10 + 10 + 10 + 10 = 40

There are 4 dimes.

- b. How many nickels are in 70 cents?
- 2. a. How many dimes are in 70 cents?
 - b. How many nickels are in 70 cents?
- 3. a. How many dimes are in 90 cents?
 - b. How many nickels are in 90 cents?

What You Need to Know

HOW MANY ...? (page 1 of 2)

- 4. a. How many dimes are in 50 cents?
 - b. How many nickels are in 50 cents?
- 5. a. How many dimes are in 30 cents?
 - b. How many nickels are in 30 cents?

Do you see any patterns? Write about the pattern you see below.



SKIPPING AROUND



Write the missing numbers in the columns on the skip-counting strips.

10	15	40	52
12	20	50	54
14	25	60	56

BAKE SALE

Solve real-world problems.

Mike, Heather, and Sam made cookies to sell. Here is their price list.

	Gingerbread	15¢
A A A	Chocolate chip	10¢
	Brownie	25¢

Solve each problem.

1. In the first hour of their sale, the children sold 4 gingerbread cookies, 5 chocolate chip cookies, and 2 brownies. How much money did they make?

2. In the second hour of the sale, they made 80¢. Which cookies could they have sold?

3. In the last hour, the group made 65¢. Which cookies could they have sold?

Nick and Adam collect marbles and keep them in a cloth bag. Every once in awhile, they like to empty the bag, count their marbles, and figure out how to share them equally. Then they put them back in the bag.

SHARING MARBLES

1. In June, the boys counted 22 marbles.

Can each boy get the same number of marbles?

If so, how many does Nick get? _____

If so, how many does Adam get? _____

2. In July, Adam got 15 marbles for his birthday, and he added them to the bag. The boys counted all of the marbles in the bag.

Can each boy get the same number of marbles?

If so, how many does Nick get? _____

If so, how many does Adam get? _____

3. In August, Nick found 5 marbles in a stream. He put them in the marble bag. They counted all of the marbles in the bag.

Can each boy get the same number of marbles?

If so, how many does Nick get? _____

If so, how many does Adam get? _____

4. How many marbles do they have by August? _____

CUT IT IN HALF

Solve each problem. Show your work.

1. There are 20 apples in a box. One half of them are green. How many apples are green?

2. Kaitlyn had 28 bracelets. She gave half of them to her twin sister, Kristin. How many bracelets does she have left?

3. Melissa had a swim party and invited 14 friends. Only half of her guests used the diving board. How many friends didn't use the diving board?

4. Logan earned \$30 mowing grass. He put half of the money into his savings. How much did he save?

5. Derek picked some flowers. He gave half of what he picked to his mother. She put her 18 flowers in a vase. How many flowers did Derek pick?







EVEN OR ODD?

Will the sum be even or odd? Circle one word.

Solve the problem to check your answer.

	Will the sum be		What is the sum?
	even or	odd?	
4 + 6	EVEN	ODD	
8 + 5	EVEN	ODD	
10 + 9	EVEN	ODD	
11 + 4	EVEN	ODD	
8 + 8	EVEN	ODD	

What happens when you add two odd numbers? Is the sum even or odd?

• Give two examples that show this.

What happens when you add two even numbers? Is the sum even or odd?

• Give two examples that show this.



NAME THE FRACTION

Determine how much of a towel is shaded a certain color.

What fraction of the beach towel is gray? Black? White?



FAMILY CONNECTION Building Your Child's Math Skills Together



Please sign each activity that you and your child complete.

COMPLETE THE FACT FAMILY

Adult: Write one addition or subtraction fact from a fact family.

Child: Say or write the other facts.

For example:

The adult writes, "3 + 6 = 9." The child writes, "6 + 3 = 9, 9 - 3 = 6, 9 - 6 = 3."



Repeat with at least 2 other fact families.

NUMBER CHALLENGE

Materials: paper and pencil, number cards

Step 1: Make a set of number cards by writing a number, 0 through 9, on each card. Place the cards face down on the table

Step 2: Both Player 1 & Player 2 turn over 3 cards. Both players arrange the 3 digits to make the *least* 3-digit number possible.

Step 3: The player with the smallest 3-digit number wins that round.

Step 4: Replace number cards face down on the table. Repeat the game several times.

Step 5: Start over and play by trying to make the *greatest* possible 3-digit numbers. The player with the greatest number wins each round.

Variations: Try playing either version of the game using 4 cards, 5 cards, or 6 cards to make larger numbers.





WHAT TIME IS IT? (PART ONE)



Ask your child what time it is right now. Repeat throughout the day. Vary the question by asking what time it *will* be in:

- 30 minutes
- 45 minutes
- 1 hour

We completed this family activity. Adult signature _____

WHAT TIME IS IT? (PART TWO)

Help your child write and follow a schedule for eating dinner, doing chores, and getting ready for bed. Discuss the length of each activity.



KITCHEN GRAPH



Step 1: Work with your child to survey the kinds of silverware in your kitchen.

Step 2: Record the data you collect in a chart like the one below. Make a tally mark for each item. Count the marks. (This is called a "frequency table.")

Type of Silverware	Tally	Number
spoons	<u>++++</u>	8
forks	<u> </u>	11
knives		9

Step 3: Make a bar graph on the graph paper below to show the results of your count. Color one grid square for each item. Have your child give the graph a title and label it to show how many.



MATCHING MULTIPLICATION

Materials: cards on which are written selected multiplication facts to 10 x 10; separate cards with the products for each chosen fact

*Use any facts you would like your child to practice. Select 10-15 facts for any one game.

Turn the cards face down on a table. Each player turns over two cards to find a match. If the cards match, the player keeps the cards and takes another turn. If not, the next person tries to find a match. Continue until all index cards have been correctly matched.

*We completed this family activity.*Adult signature _____

MAKE IT CONGRUENT

Materials: grid paper, pencil

On grid paper, draw a series of different shaped polygons. Have your child use the grid to draw polygons that are congruent to the polygons you drew.

Polygon: a closed shape with straight sides *Congruent*: the same size and shape



HOW MUCH WATER DOES IT HOLD?

Materials: water; cup, pint, and quart containers; other empty containers

Step 1: Fill the cup, pint, and quart containers with water.

Step 2: Ask your child to compare the filled containers to the empty containers and estimate how many cups, pints, or quarts of water each empty container can hold. Then have your child measure by pouring water from the cup, pint, or quart containers into the empty containers.

We completed this family activity. Adult signature

FIND THE MISSING NUMBER

Step 1: Write out a division sentence using a number from 1 to 10 as the divisor. Leave out one of the numbers.

umbers.		divisor
For example:	÷2¯=3	

Step 2: Ask your child to fill in the missing number. Encourage your child to tell you how he or she solves the problem. Repeat several times.

We completed this family activity.	
Adult signature	

WHAT ARE THE CHANCES?

Materials: small paper bag, 9 pennies, 1 nickel

Step 1: Put 1 nickel in the bag with 9 pennies. Ask your child to predict the chance of choosing a nickel from the bag with his or her eyes closed. (1 out of 10)

Step 2: Have your child remove 1 coin at random. Tally the result, and then replace the coin in the bag. Repeat 10 times.



Penny	Nickel

Step 3: Compare the outcome to the prediction.