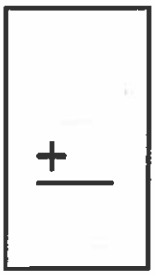
Second Grade
Summer Math Packet
2018-2019

Name_____

1.OA.1, 1.OA.2

Solve each problem. Write the equation across or in a column.

1. Lily ate 3 carrots on Friday, 4 carrots on Saturday, and 5 carrots on Sunday. How many carrots did she eat in all?



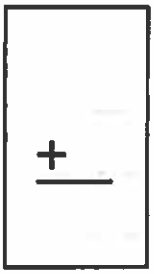
2. Jayla has 6 pencils. Her brother has 7 pencils. How many pencils do they have altogether?

_____ + _____ = _____

3. Robert has 5 fish. His friend Alex has 9 fish. How many total fish do they have?

_____ + _____ = _____

4. Lori used 2 cans of paint on the doghouse, 8 cans of paint on the fence, and 3 cans of paint on the playhouse. How many cans of paint did Lori use altogether?



5. Abbie walked 5 miles on Monday, 4 miles on Tuesday, and 8 miles on Wednesday. How many miles did she walk in all?

6. Eight butterflies are on a bush. Seven more butterflies land on the bush. How many total butterflies are on the bush?

_____ + _____ = _____

- ☐ I can solve addition word problems within 20.
- ☐ I can solve word problems by adding 3 numbers whose sum is less than or equal to 20.

Name_____

1.OA.1

Some words in a word problem can tell you whether to add or subtract. These key words tell you to subtract: *have left*, *how many more*, and *difference*. After you solve a problem, label the answer with the correct unit.

Claire has 7 carrots. She gave 3 carrots to her brother. How many carrots does Claire have left?

7 – 3 = 4 carrots

Circle the key words in each word problem. Write an equation to find the answer. Label the answer with the correct units.

1. Corinna earned 10 airplane stickers and 5 animal stickers. How many more airplane stickers than animal stickers did she earn? _____	2. Chase earned 9 truck stickers and 2 dinosaur stickers. How many more truck stickers than dinosaur stickers does Chase have? _____
3. Reid earned 18 sports stickers and 7 airplane stickers. What is the difference between his sports and airplane stickers? _____	4. Kayla has 12 airplane stickers. She will give 9 of them away. How many airplane stickers will she have left? _____
5. Sierra earned 12 plant stickers. She used 8 of the stickers. How many plant stickers does she have left? _____	6. Heather earned 10 animal stickers and 6 dinosaur stickers. What is the difference between her animal and dinosaur stickers? _____

☐ I can solve subtraction word problems within 20.

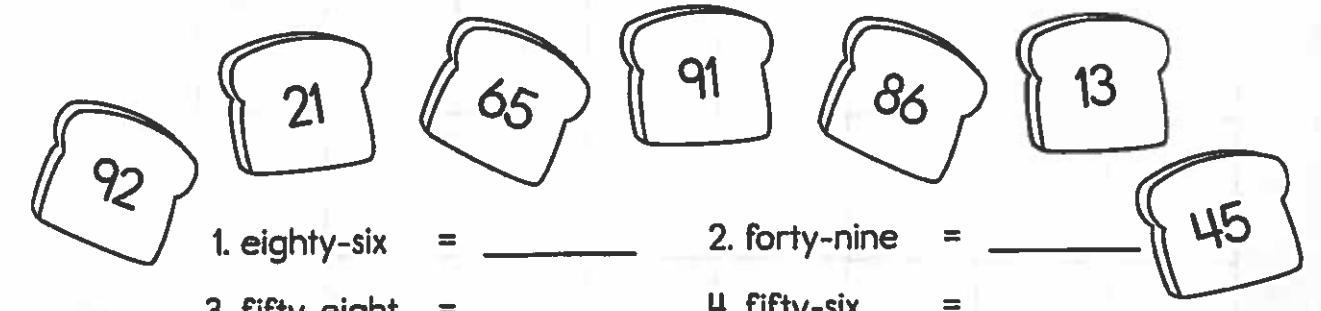
Name _____

1.NBT.1. 1.NBT.2

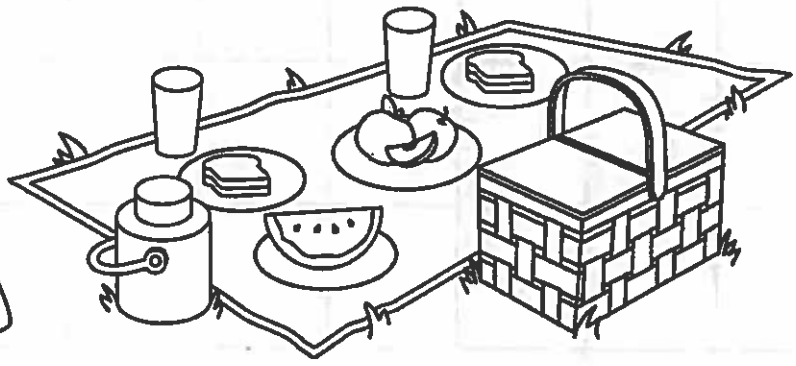
A **hyphen** (-) is used between number words with a tens name and a ones name.

Examples: forty-four = 44, sixty-four = 64

Write the number for each number word below. Cross out each slice of bread as the number written on it is used.



1. eighty-six = _____
2. forty-nine = _____
3. fifty-eight = _____
4. fifty-six = _____
5. forty-five = _____
6. ninety-one = _____
7. ninety-two = _____
8. sixty-five = _____
9. thirty-four = _____
10. sixty-two = _____
11. sixty-seven = _____
12. eighty-four = _____
13. thirteen = _____
14. twenty-one = _____
15. thirty = _____
16. seventy-six = _____
17. one hundred three = _____



- ☐ I can read and write numbers up to 120.
- ☐ I understand that two-digit numbers contain tens and ones.

Name_____

1.NBT.1

Write the number that comes before, between, or after each number listed.

Before		Between			After	
___	10	0	___	2	90	___
___	6	25	___	27	17	___
___	12	71	___	73	29	___
___	21	19	___	21	80	___
___	38	85	___	87	18	___
___	14	49	___	51	109	___
___	3	93	___	95	39	___
___	67	99	___	101	93	___
___	49	13	___	15	21	___
___	8	58	___	60	66	___
___	100	10	___	12	15	___

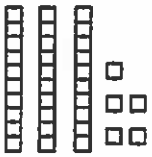
- ☐ I can count from any number to 120.
- ☐ I can read and write numbers up to 120.

Name_____

1.NBT.2, 1.NBT.2a, 1.NBT.2b

Two-digit numbers have two parts: the tens column (place) and the ones column (place). The columns determine a digit's place value. Numbers can also be shown using tens rod and ones blocks.

Example:



=

Tens	Ones
3	5

= 35

Use base ten blocks to model the tens and ones. Then, draw a picture of the model and write the number.

1. =

Tens	Ones
6	3

= _____

2. =

Tens	Ones
7	8

= _____

3. =

Tens	Ones
5	1

= _____

4. =

Tens	Ones
0	2

= _____

5. =

Tens	Ones
0	9

= _____

6. =

Tens	Ones
1	9

= _____

- ☐ I understand that two-digit numbers contain tens and ones.
- ☐ I understand that a 10 is 10 ones, or a ten, and that the numbers 11–19 have a ten and some ones.
- ☐ I can tell how many tens and ones are in the multiples of 10.

Name _____

1.MD.3

Time can be named in many ways.

8:30, or
half past 8:00

8:00, or
8 o'clock

Circle the correct time below each clock.

1.

A. 10 o'clock
B. 9 o'clock
C. 11 o'clock

2.

A. 11 o'clock
B. 12 o'clock
C. 1 o'clock

3.

A. half past 9:00
B. half past 8:00
C. half past 10:00

4.

A. half past 2:00
B. half past 3:00
C. half past 4:00

5.

A. half past 6:00
B. half past 9:00
C. half past 10:00

6.

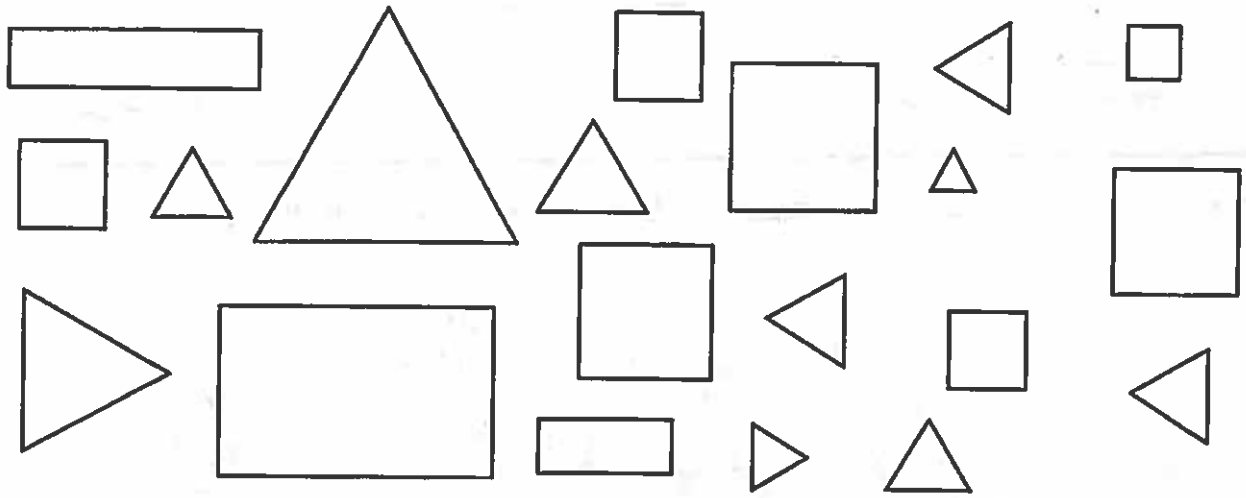
A. 6 o'clock
B. 2 o'clock
C. half past 12:00

- ☐ I can tell and write time to the hour and half hour.
- ☐ I can tell and write time using analog clocks.

Name _____

1.MD.4

Color all of the triangles orange. Color all of the rectangles red. Color all of the squares brown. Then, answer the questions below.



1. Write how many there are of each shape.

   _____ squares _____ triangles _____ rectangles

2. How many shapes are there in all? _____

3. How many more triangles than rectangles are there? _____

4. How many fewer rectangles are there than squares? _____

5. Squares are a type of rectangle. If you counted all of the squares as rectangles, would there be more rectangles or triangles? Explain.

   _____

6. Write a question you could ask about the data.

   _____

   _____

- ☐ I can organize data within three categories.
- ☐ I can ask and answer questions about data.