

SUMMER PRACTICE PACKET

From 2nd to 3rd

Math

Reading

Writing

REVIEW



Name: _____

Add.

$\begin{array}{r} 34 \\ + 4 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p>	$\begin{array}{r} 16 \\ + 10 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p>
$\begin{array}{r} 52 \\ + 7 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p>	$\begin{array}{r} 28 \\ + 12 \\ \hline \end{array}$ <p>Write a matching SUBTRACTION problem.</p>

This worksheet is for **EASY** **JUST RIGHT** **HARD** students.

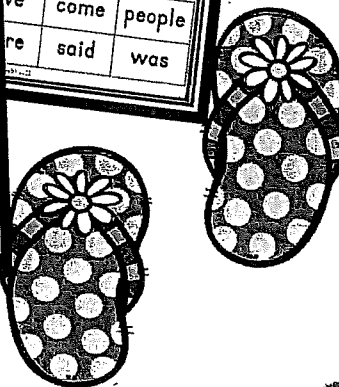
Sight Words SMASH

Cut out the sight words and before, sort them on the floor or table, and when the word is called out, smash it with your hand or feet. Write the word in the space below.

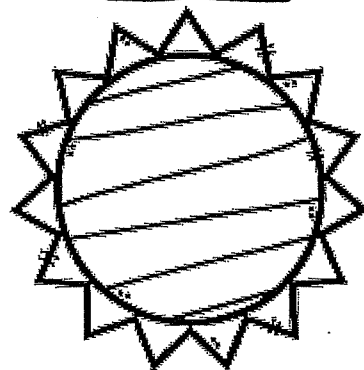
Name: _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

ve	come	people
re	said	was



SUMMER



Name _____

How to use this packet...

Each one of these activities in this packet is designed to prepare and review skills your child should know to enter 3rd grade. They relate to the Common Core Standards. On several pages, you can find the standard number, (e.g. "2.OA.4") to help you find more online support for the standard.

The activities can be explained by the adult, but most pages it should not be necessary since it is a review. Children should be able to complete most activities independently. If you are using this packet for a first grader, be prepared to spend a lot of one on one time with your child helping them with the concepts.

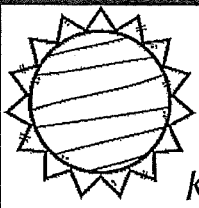
I recommend setting a 20 to 30-minute block of time for your child daily to work on these activities. They should enhance their vacation!

Reprint the Weekly Summer Journal, if you want your child to journal daily (Pg.49-58)



HOT Parent TIPS...

- ➡ **The best way to keep your child prepared for the next year of school is to have them actively engaged in educational activities all summer.**
- ➡ **Use oral and physical activities in conjunction with this packet. Kids this age need to move and be verbal!**
- ➡ **Encourage your child to use the sight words in their writing and oral language. Get excited when they recognize a word that is from the list!**
- ➡ **Print out the summer journal each week. Use it to have your child describe their summer days. It makes for a great keepsake! Use suggested writing prompts, if they get "writer's block" and encourage using the sight word list.**
- ➡ **READ DAILY with your child! This is the most important educational support you can give your child. Even if it is a short 5-minute reading of a cereal box. It shows you value reading, and models daily use for your child to follow.**

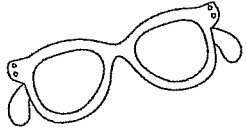


Summer Reading Log

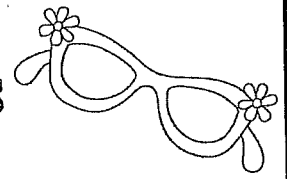
Keep a record of all the great books you read over the summer.
Share it with your teacher when you return!

Date	Title	RATE IT	Parent signature
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	
		★ ★ ★ ★	

Name _____



2nd -3rd Grade Sight Words



Automatic words to know prior to 3rd grade.

Say each word and highlight the words you know.

the go in is me to can it you see my said have get not we and like did run for was on at as of if are after all am animal as be about best big	boy but can't car come day do down eat friend from fun girl give good had has before her here him his house how little look made make new now no off old out over play ran	saw school she some tell that them there they thing this would them us up want when why where what went who will with your were or one girl use each their which these two been word	many into number people brother toward hundred first water question problem work any does because only very great beautiful large move again point father sentence through follow even different picture find answer study learn world add city	don't open through four high between under story present watch leave favorite every earth eye always both paper often until children night carry once later without almost being example together group important second idea enough really sometimes	could young family talk across next also sign color early put listen jump ride write draw subtract our read ate time laugh favorite found rain black know most mother drink done grow teacher outside people soon equal
--	--	--	---	---	---

Sort the Words

DIRECTIONS: Underline the scr, shr, str, and thr in each word. Then, sort the words.

Word BANK

- | | |
|-----------|------------|
| 1. scrap | 7. throat |
| 2. shred | 8. stripe |
| 3. strip | 9. strain |
| 4. threat | 10. scream |
| 5. shrimp | 11. strap |
| 6. throw | 12. scam |



scr-

shr-

thr-

str-

Name _____

Sort the Words

DIRECTIONS: Underline the ea, ou, y, and aw in the middle of each word. Then, sort the words.

Word BANK

- | | |
|------------|-------------|
| 1. bread | 7. hawk |
| 2. myth | 8. thread |
| 3. trouble | 9. double |
| 4. head | 10. squawk |
| 5. cousin | 11. yawn |
| 6. gym | 12. crystal |



-ea-

-ou-

-y-

-aw-

Name _____

-ed -s -ing

Name _____

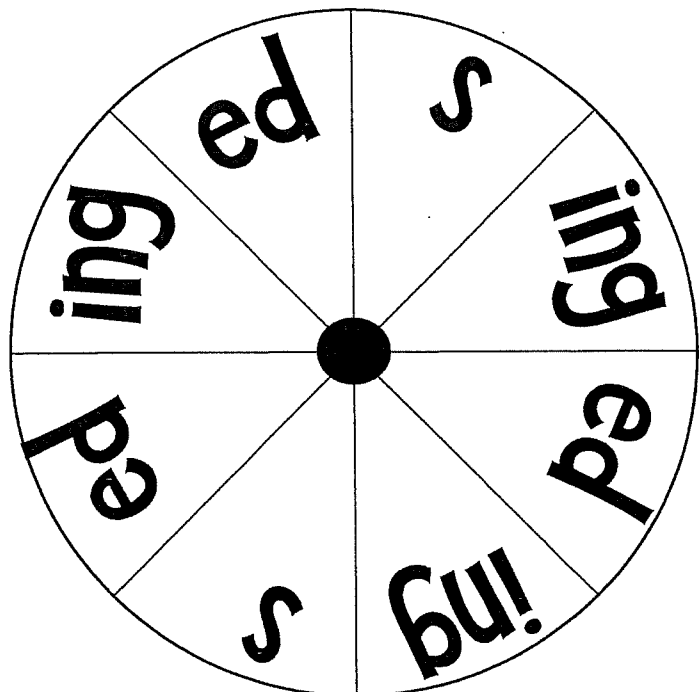
Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- | | | | | |
|----------|---|-------|---|-------|
| 1. walk | + | _____ | = | _____ |
| 2. jump | + | _____ | = | _____ |
| 3. play | + | _____ | = | _____ |
| 4. help | + | _____ | = | _____ |
| 5. skip | + | _____ | = | _____ |
| 6. blink | + | _____ | = | _____ |
| 7. pack | + | _____ | = | _____ |
| 8. turn | + | _____ | = | _____ |

Spin a Suffix

A suffix is a letter or group of letters that is added to the end of a word.

bump + ed = bumped



plural

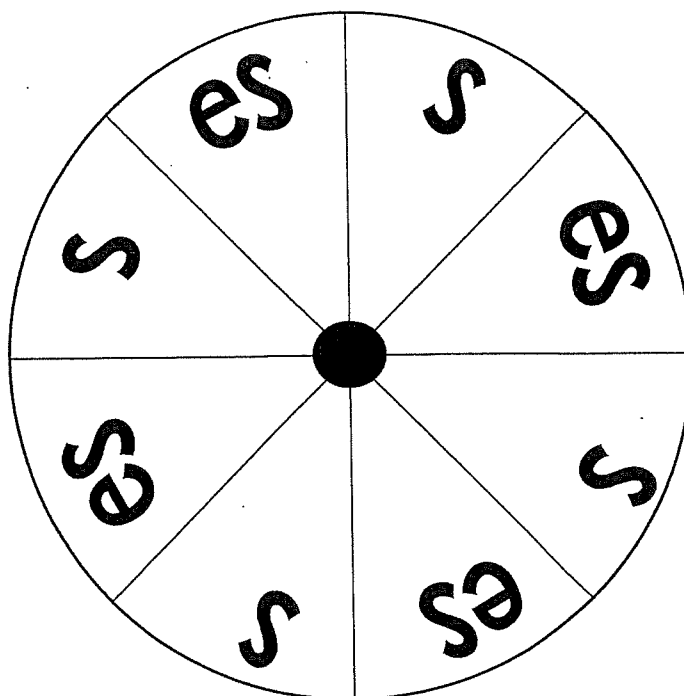
Name _____

Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- | | | | | |
|----------|---|-------|---|-------|
| 1. miss | + | _____ | = | _____ |
| 2. watch | + | _____ | = | _____ |
| 3. play | + | _____ | = | _____ |
| 4. boy | + | _____ | = | _____ |
| 5. mix | + | _____ | = | _____ |
| 6. bird | + | _____ | = | _____ |
| 7. fox | + | _____ | = | _____ |
| 8. weed | + | _____ | = | _____ |

Spin a Suffix

If the word ends with ch, sh, s, x or z, use es to make it plural.



-er -est

Name _____

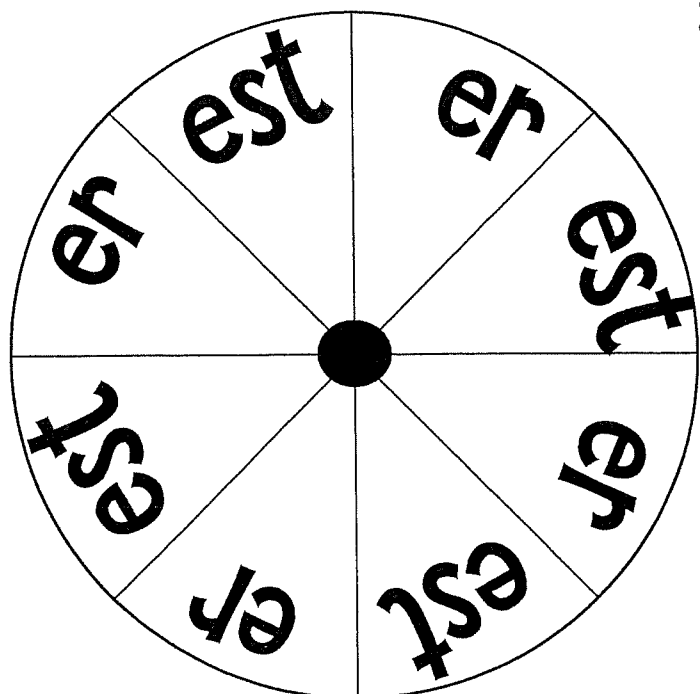
Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- | | | | | |
|-----------|---|-------|---|-------|
| 1. high | + | _____ | = | _____ |
| 2. long | + | _____ | = | _____ |
| 3. fast | + | _____ | = | _____ |
| 4. tall | + | _____ | = | _____ |
| 5. small | + | _____ | = | _____ |
| 6. bright | + | _____ | = | _____ |
| 7. strong | + | _____ | = | _____ |
| 8. weak | + | _____ | = | _____ |

Spin a Suffix

When we add a suffix to the end of a word, we can change the intensity.

high +er =higher



Name _____

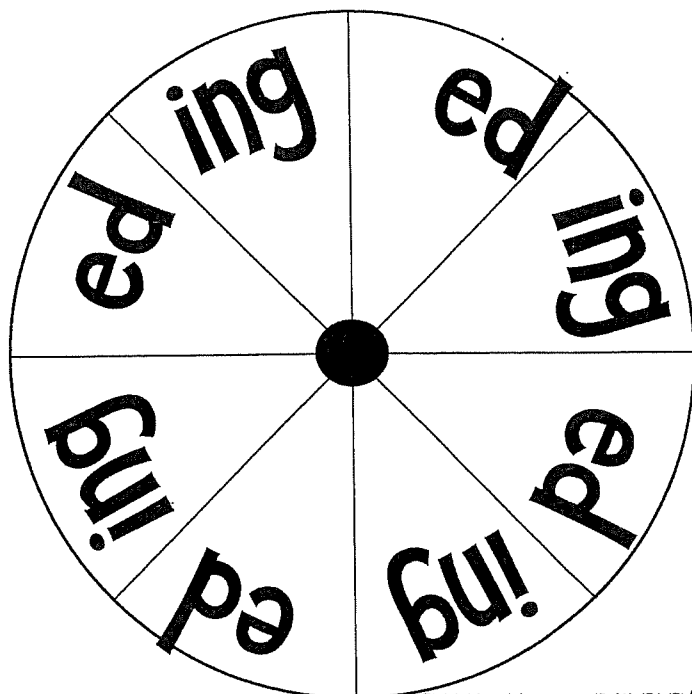
Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- | | | | | |
|---------|---|-------|---|-------|
| 1. walk | + | _____ | = | _____ |
| 2. say | + | _____ | = | _____ |
| 3. look | + | _____ | = | _____ |
| 4. kick | + | _____ | = | _____ |
| 5. lick | + | _____ | = | _____ |
| 6. sip | + | _____ | = | _____ |
| 7. call | + | _____ | = | _____ |
| 8. jump | + | _____ | = | _____ |

Spin a Suffix

When adding a suffix to a root word, we can change the tense of the word to past or present.

wish +ing =wishing



-ful -less -ish

Name _____

Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. Keep spinning until all the words have a suffix.

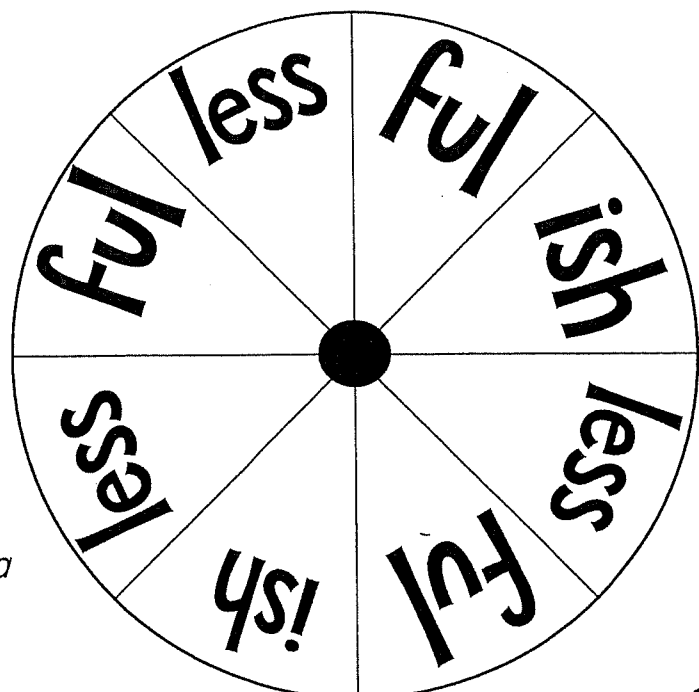
- | | | | | |
|-----------|---|-------|---|-------|
| 1. child | + | _____ | = | _____ |
| 2. hope | + | _____ | = | _____ |
| 3. green | + | _____ | = | _____ |
| 4. harm | + | _____ | = | _____ |
| 5. friend | + | _____ | = | _____ |
| 6. taste | + | _____ | = | _____ |
| 7. forget | + | _____ | = | _____ |
| 8. home | + | _____ | = | _____ |

Spin a Suffix

ful = full of

less = without

A suffix is added to the end of a word to make a new word.



-er -est

Name _____

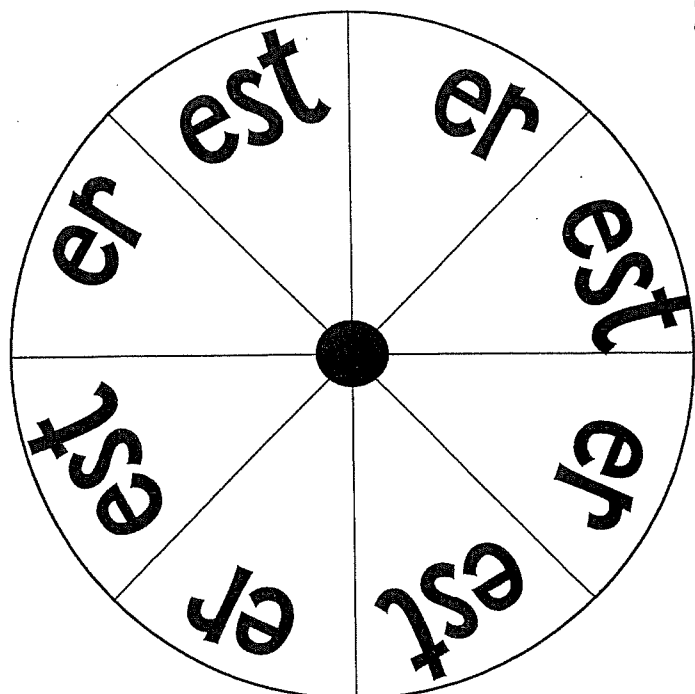
Use a paperclip to spin a suffix. Add the suffix to a base word that makes sense. If you spin and don't have another word for the suffix, spin again until all the words have a suffix.

- | | | | | |
|----------|---|-------|---|-------|
| 1. tall | + | _____ | = | _____ |
| 2. cold | + | _____ | = | _____ |
| 3. bold | + | _____ | = | _____ |
| 4. old | + | _____ | = | _____ |
| 5. quick | + | _____ | = | _____ |
| 6. warm | + | _____ | = | _____ |
| 7. sick | + | _____ | = | _____ |
| 8. soft | + | _____ | = | _____ |

Spin a Suffix

A suffix is a letter or group of letters that is added to the end of a word.

play + **er** = player





ABC ORDER

using
1st letter

a b c d e f g h i j k l m n o p q r s t u v w x y z

Name _____

1.

6.

2.

7.

3.

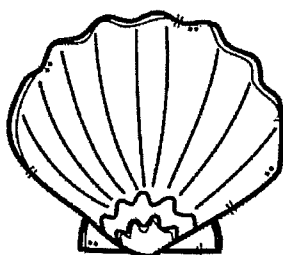
8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

car	apes	family	read	too
wall	map	dog	zebra	pig



ABC ORDER



using
1st letter

a b c d e f g h i j k l m n o p q r s t u v w x y z

Name _____

1.

6.

2.

7.

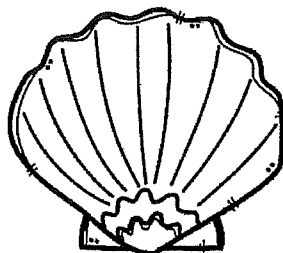
3.

8.

4.

9.

5.



10.



Cut out the words below and glue them in ABC order.

hair

goat

insects

rose

old

jam

like

good

yellow

pie



ABC ORDER

a b c d e f g h i j k l m n o p q r s t u v w x y z

using
2nd & 3rd
letter

Name _____

1.

6.

2.

7.

3.

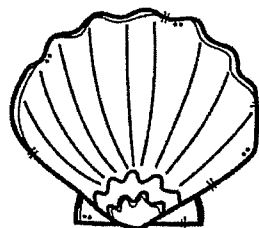
8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

crack

clear

cook

cake

cider

chair

curb

cent

city

corn

ABC ORDER

a b c d e f g h i j k l m n o p q r s t u v w x y z

using
2nd & 3rd
letter

Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



Cut out the words below and glue them in ABC order.

crash

clear

cookies

cake

crisp

chick

curb

cent

chip

corn

ABC ORDER

using
1st
letter

a b c d e f g h i j k l m n o p q r s t u v w x y z

Read the words in each group.

Number the words 1, 2, and 3 to put them in ABC order.

Name _____

1.

____honey
____blue
____pink

5.

____lazy
____apple
____math

2.

____ship
____turkey
____brown

6.

____would
____could
____should

3.

____bouncy
____man
____double

7.

____sky
____puppy
____octopus

4.

____there
____here
____where

8.

____jacks
____car
____train



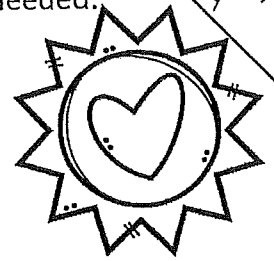


Rewrite the Sentence

Rewrite each sentence, adding capitalizing, punctuation and spelling where needed.

Capitalization
and punctuation
L.2.1.L.2.2A

Name _____



1. is you name paul

2. i like to play outside at the park in the sun

3. how do i catch a german sheperd

4. that is my black cat named fred

5. where are we going today

6. It looks like it is going to rain on monday



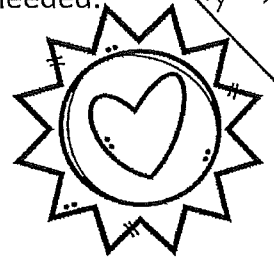


Rewrite the Sentence

Rewrite each sentence, adding capitalizing, punctuation and spelling where needed.

Capitalization
and punctuation
L.2.1.L. 2.2A

Name _____



1. what are you going to do this saturday

2. i ran to my friend's house

3. have you ever tried ben and jerry's ice cream

4. those are the funnies birds ive ever seen

5. why are we going to the store

6. the ladybugs are red and friendly



Salt Life

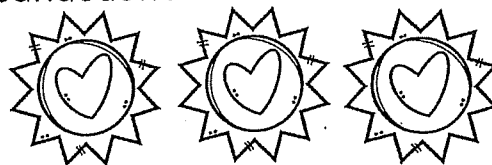
Comprehension
Pg.1

Name _____

Read the passage 3 times. Color one sun each time you finish reading .

Answer the questions with words and pictures.

Sam and I took our dog to the beach. It was a hot day. We ate chips. Our dog took the bag of chips and ran into the water. When we got the chips back, they were wet! We made a sandcastle. It was a fun Sunday. I can't wait to go back!



1. Who went to the beach?

2. When did they go?

3. Where did they go?

4. What did they do at the beach?

5. Why were the chips wet?

Name _____

Sequencing **SALT LIFE**

Draw a 3 events that happened in order from the passage.

Mini-Movie

Write a sentence describing each drawing.

Drawing 1:

Drawing 2:

Drawing 3:

This passage : **told a story** **gave information**
(circle one)

Dinosaurs

Comprehension
Pg.1

Name _____

Read the passage 3 times. Color one sun each time you finish reading it.
Then answer the questions with words and pictures.

Dinosaurs lived a long time ago. They are not here anymore. Some ate meat. Some ate plants. Some had spikes. Some had long necks. Dinosaur eggs were all shapes and sizes. A person who studies dinosaurs is called a paleontologist. We know dinosaurs lived because we study their bones.



1.

What was this passage mostly about?

2.

When did they live?

3.

What did they eat?

4.

What do you call someone who studies dinosaurs?

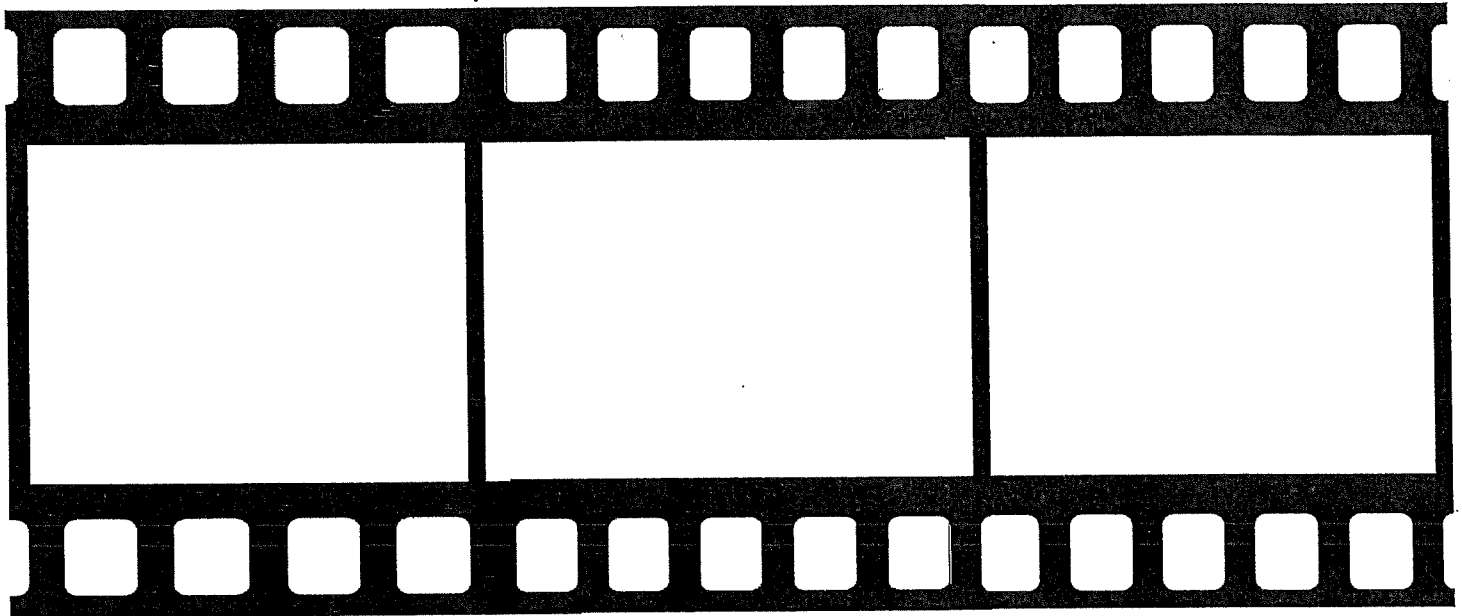
5.

How do we know they lived a long time ago?

Name _____

Sequencing **Dinosaurs**

Draw a 3 points in order from the passage.



Mini-Movie

Write a sentence describing each drawing.

Drawing 1:

Drawing 2:

Drawing 3:

This passage : **told a story** **gave information**
(circle one)

TREEHOUSE

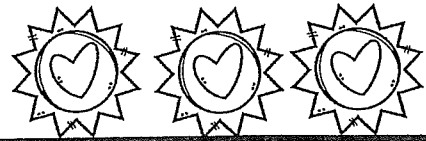
Comprehension

Name _____

Read the passage 3 times. Color one sun each time you finish reading it.

Then answer the questions with words and pictures.

My dad made a treehouse in a tall tree. It had a rope ladder to climb. It was made from wood. I loved to hide in my treehouse with my friends. We would eat snacks my mom made us from the kitchen. Sometimes we would tell each other scary stories. I love playing with my friends in my treehouse.



1. What was this passage mostly about?

2. Who made the treehouse?

3. How did they get in the treehouse?

4. Where was the treehouse?

5. What activities did they do in the treehouse?

Name _____

Sequencing **TREEHOUSE**

Draw a 3 events that happened in order from the passage.

Mini-Movie

Write a sentence describing each drawing.

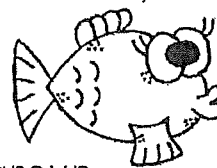
Drawing 1:

Drawing 2:

Drawing 3:

This passage : **told a story** **gave information**
(circle one)

Name _____



Collective NOUNS

Look at the words below. Find the correct word for each group.

A mob of...

A pack of...

A den of...

A pod of...

A flock of...

A gaggle of...

A swarm of...



Read the words, cut and glue them in the correct area.

wolves

birds

snakes

geese

bees

whales

people

A collective noun is
a noun used to
group people, things
or places.

Name _____

ELA-Literacy L.1.1.A



Common Noun or Proper Noun?

Common Nouns

Common Names

Proper Nouns

Special Names



Read the words, cut, and glue them in the correct area.

Fido

dog

girl

Max

candy

Snickers

toy

Barbie

car

Name _____



LONG & SHORT VOWEL Words

Directions: Write the words from the word bank in the correct column to match the long or short vowel sound.

pig zip hog sun cake
time cup rope kite mat
ram hop hope cute cat
bed make page dot

Long

Short

Name _____



Adjectives & Nouns

Directions: Write the words from the word bank in the correct column to separate adjectives and nouns.

Bottle fast dog red big
tall cow rock kite tree
yellow fat cute car toy
mall tiny cool frog wise

Adjectives

Nouns

Name _____



Singular & Plural Nouns

Directions: Write the words from the word bank in the correct column to separate singular and plural nouns.

ball	balls	dog	dogs
rope	ropes	kite	kites
tree	trees	car	cars
toy	toys	frogs	frog

Singular

Plural

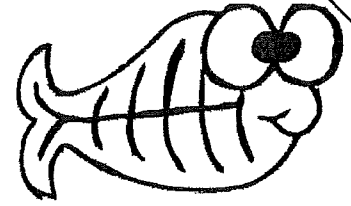


Name _____

Singular &
Plural Nouns

Singular & Plural Nouns

Circle the right verb to match the noun in each sentence.
Rewrite the sentence.



1. He (**hop, hops**) to the garden.

2. We (**like, likes**) to play outside.

3. They (**jump, jumps**) up high.

4. Two dogs (**beg, begs**) for food.

5. The girl (**ride, rides**) to the library.

6. It (**rain, rains**) almost every day.

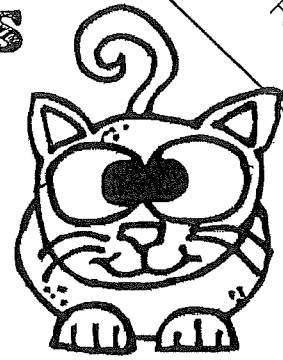




VERB Past Tenses

Past Tense

Circle the right past tense verb in each sentence.
Rewrite the sentence.



Name _____

1. She (**walk, walked**) to the park.

2. We (**like, liked**) the movie last week.

3. Monkeys (**jump, jumped**) up in the tree.

4. The cat (**beg, begged**) for food last night.

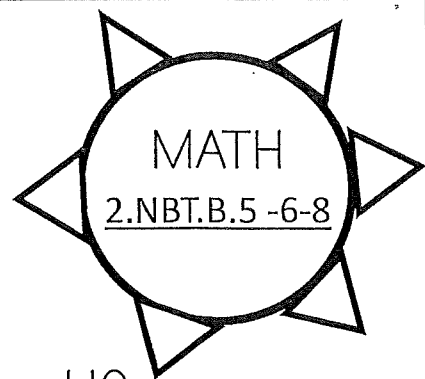
5. The man (**work, worked**) yesterday.

6. It (**rain, rained**) almost every day.



NAME _____

10 More 10 Less



Write what is 10 less before the number and 10
more after the number.

①. _____ 13 _____

⑩①. _____ 19 _____

②. _____ 11 _____

⑩②. _____ 14 _____

③. _____ 55 _____

⑩③. _____ 65 _____

④. _____ 72 _____

⑩④. _____ 62 _____

⑤. _____ 25 _____

⑩⑤. _____ 85 _____

⑥. _____ 49 _____

⑩⑥. _____ 73 _____

⑦. _____ 28 _____

⑩⑦. _____ 22 _____

⑧. _____ 21 _____

⑩⑧. _____ 59 _____

⑨. _____ 37 _____

⑩⑨. _____ 40 _____

⑩⑩. _____ 51 _____

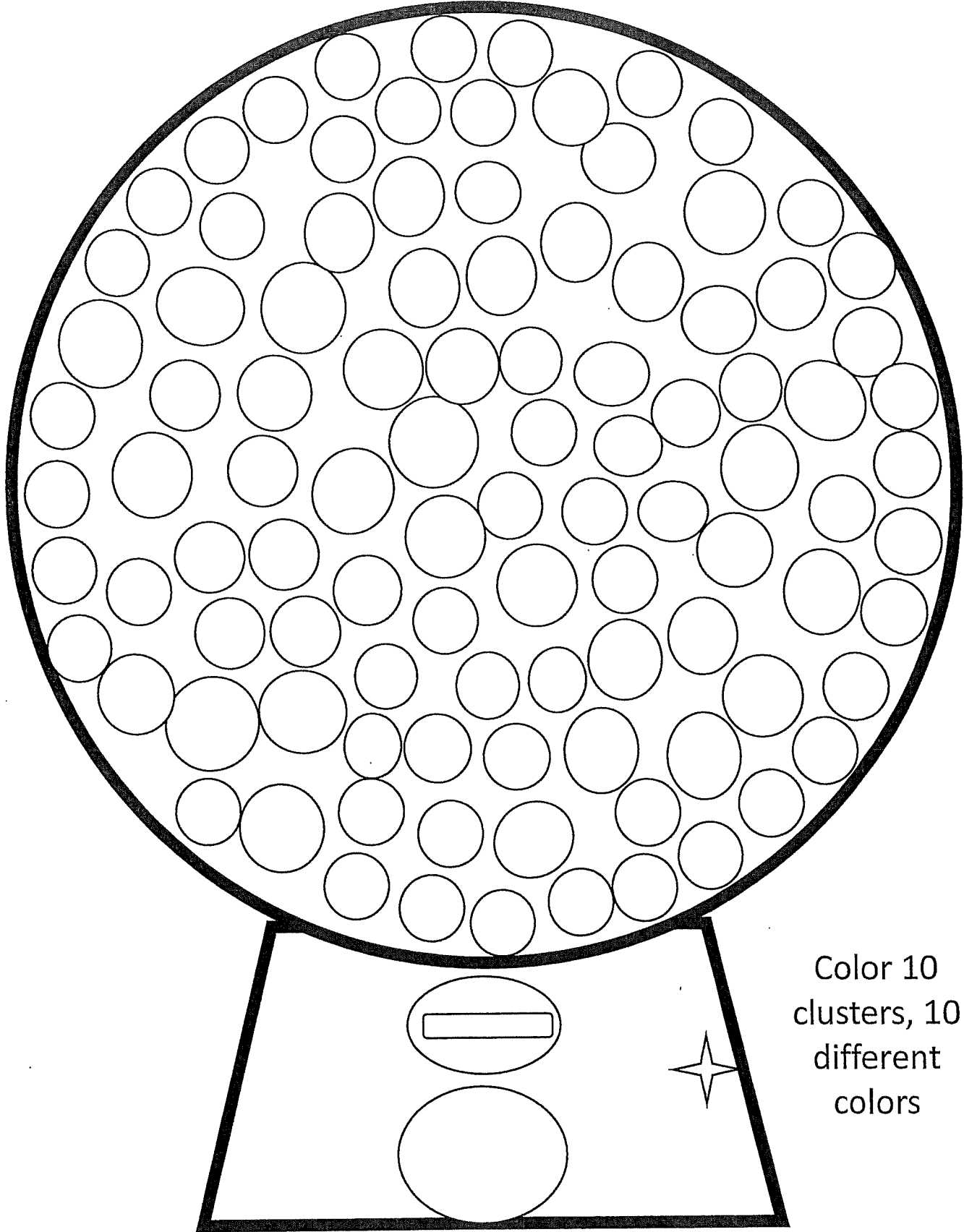
②⑩. _____ 28 _____

This was:: **EASY** **JUST RIGHT** **HARD**
(circle one)

100 Gumballs

MATH
2.NBT.B.5

Name: _____



Color 10
clusters, 10
different
colors

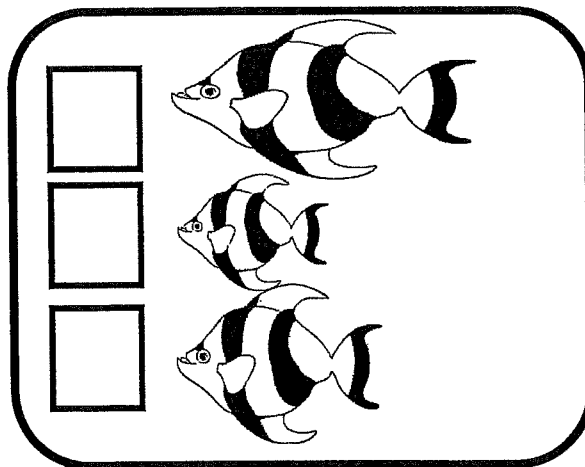
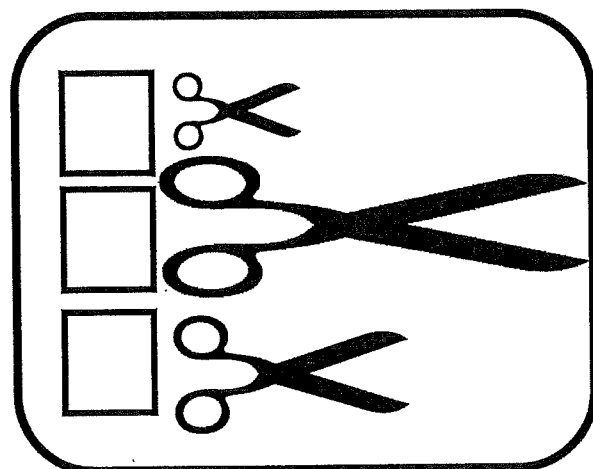
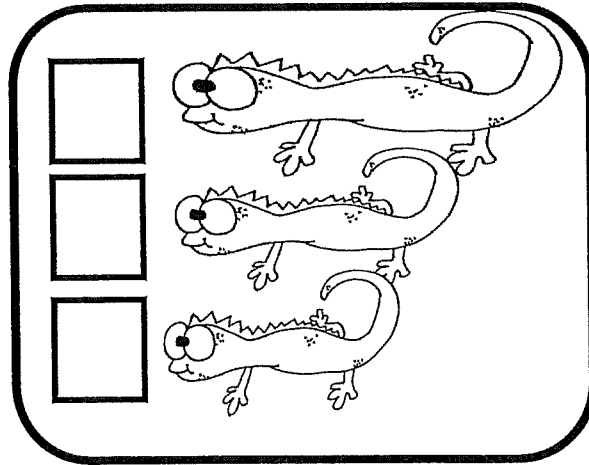
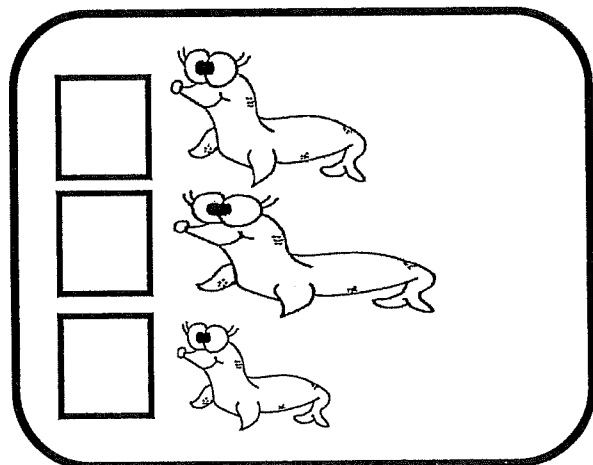
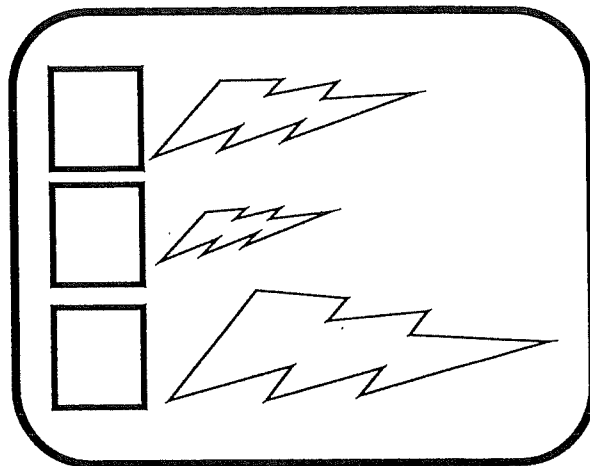
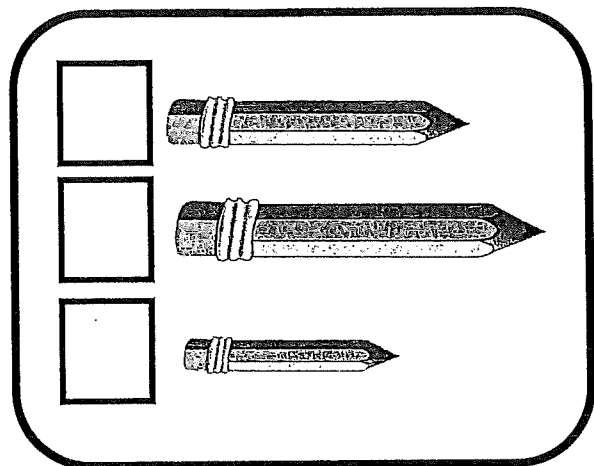
This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____

Comparing Lengths

CCSS.Math.CONTENT. 2.MD.A.4

Write 1, 2, or 3 in each box to order the objects by length.



This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____

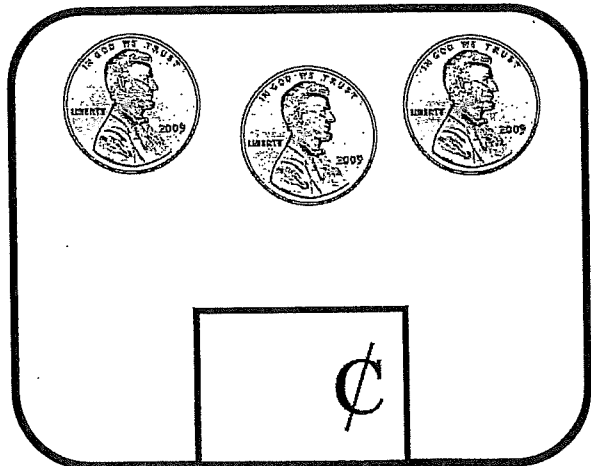
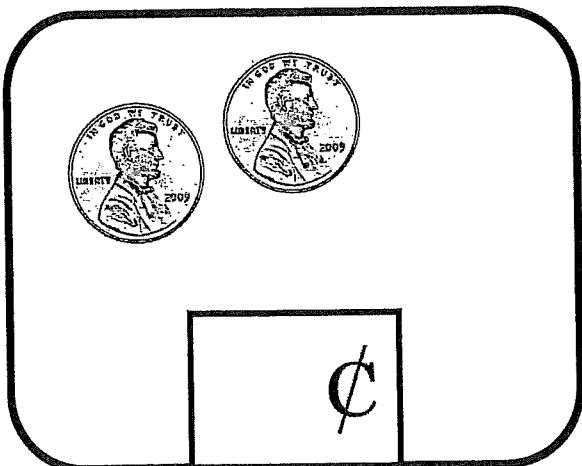
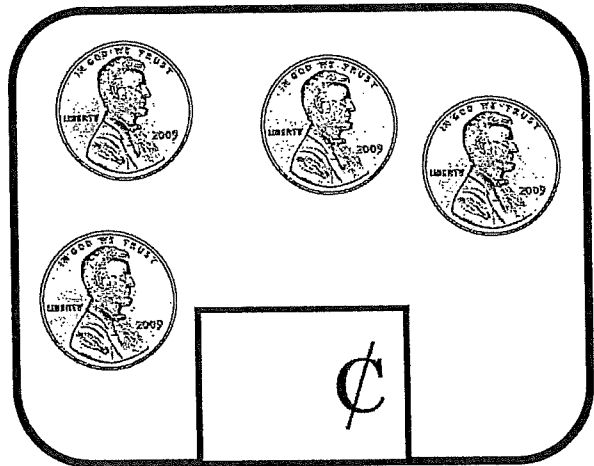
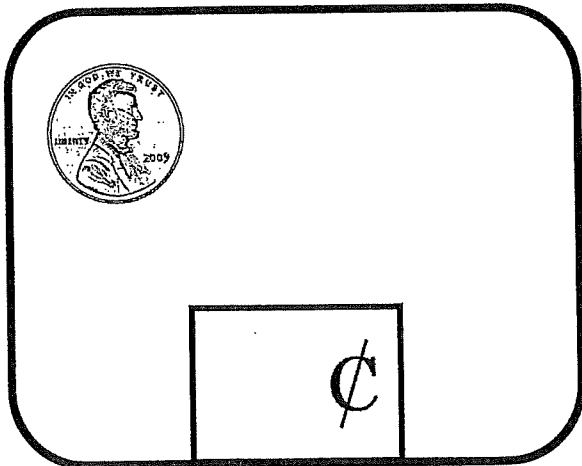
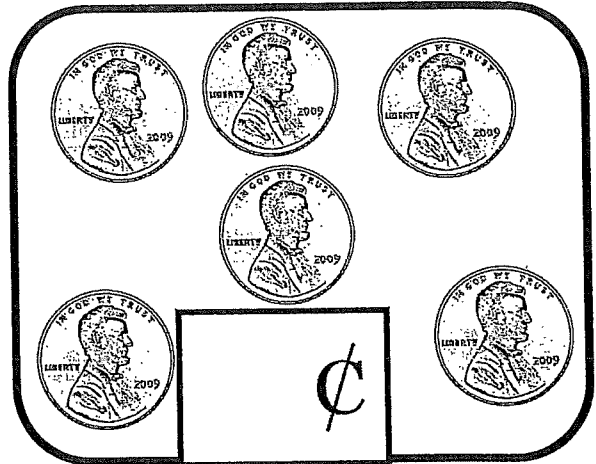
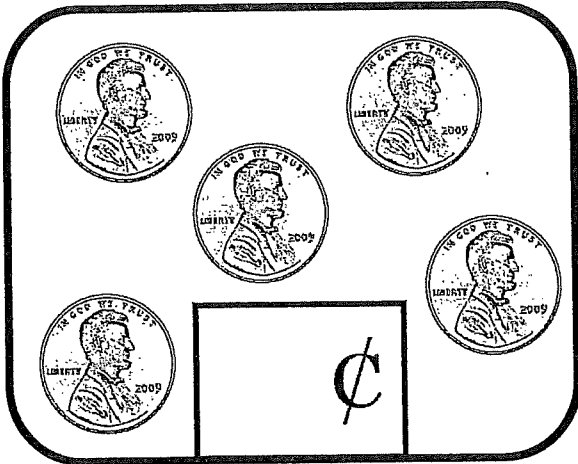


= 1 cent

pennies
2.MD.C.8

Counting Coins

Count each group of coins and write the total in the box.



This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____



= 1 cent




= 5 cents

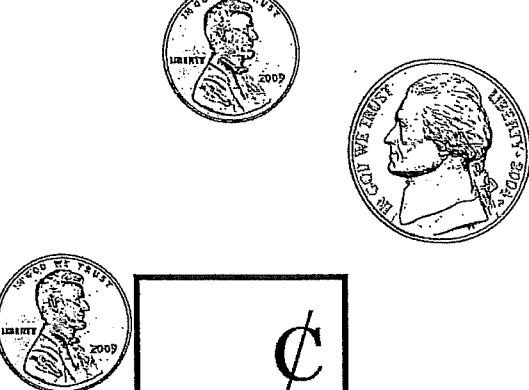
Pennies
& Nickels
2.MD.C.8

Counting Coins


Count each group of coins and write the total in the box.



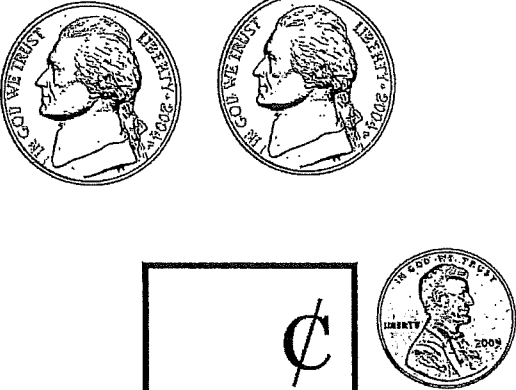
¢



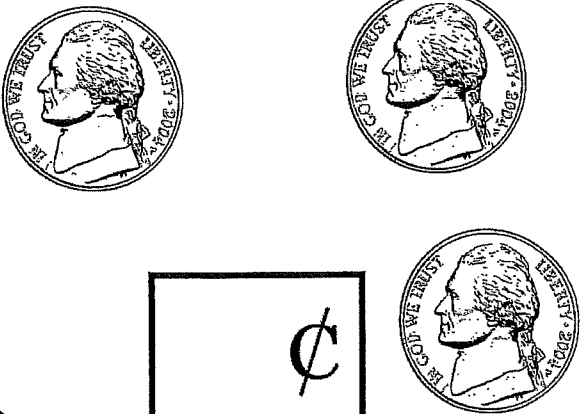
¢




¢



¢



¢



¢

This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____



= 1 cent



= 5 cents

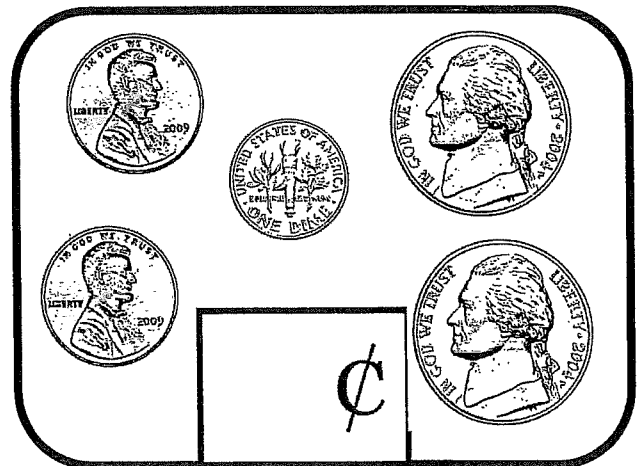
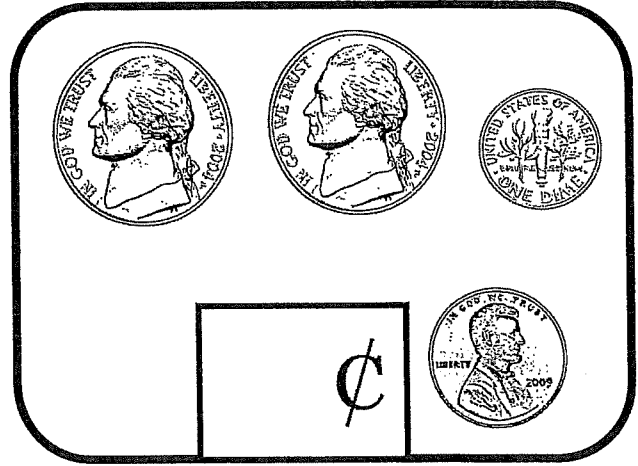
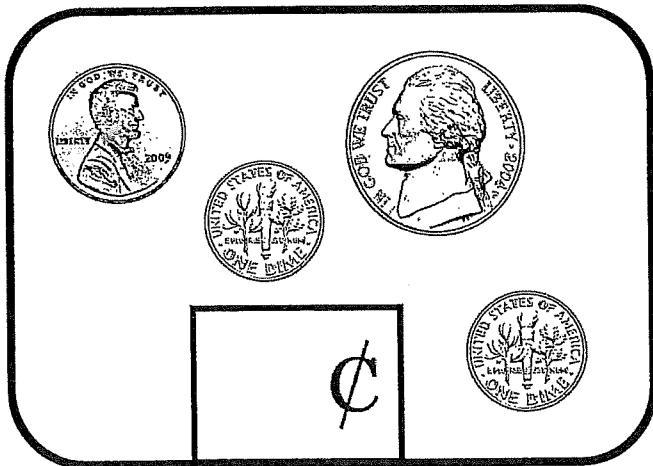
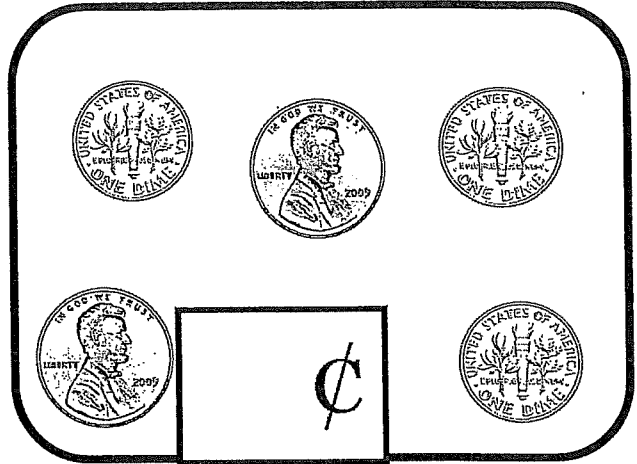
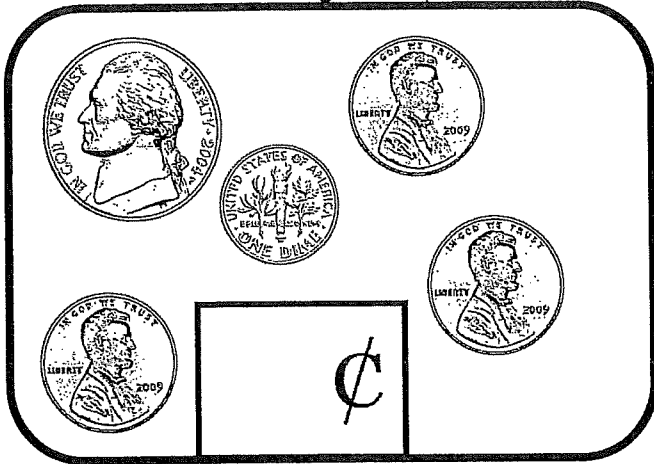


= 10 cents

Pennies,
Nickels &
dimes

Counting Coins

Count each group of coins and write the total in the box.



This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____



= 25 cents


Quarters
& dimes





= 10 cents

Counting Coins


Count each group of coins and write the total in the box.








¢







¢










¢



¢



¢



¢

Bonus:: How many quarters make a dollar ? _____

Name: _____



= 25 cents

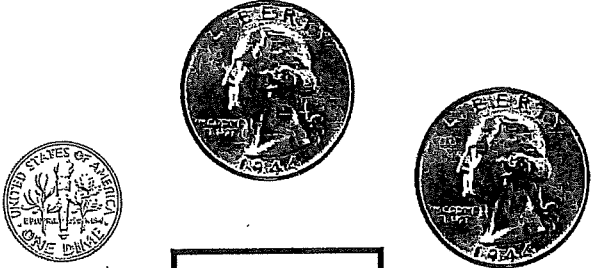
Quarters
& dimes




= 10 cents

Counting Coins

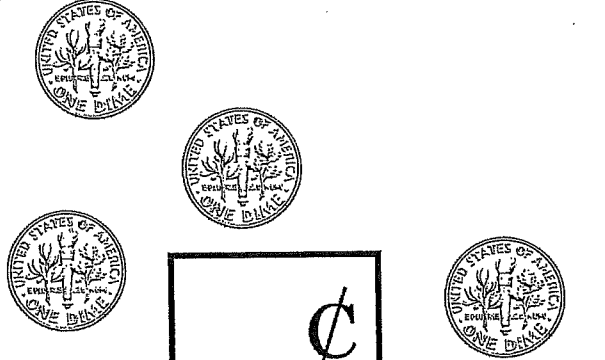
Count each group of coins and write the total in the box.



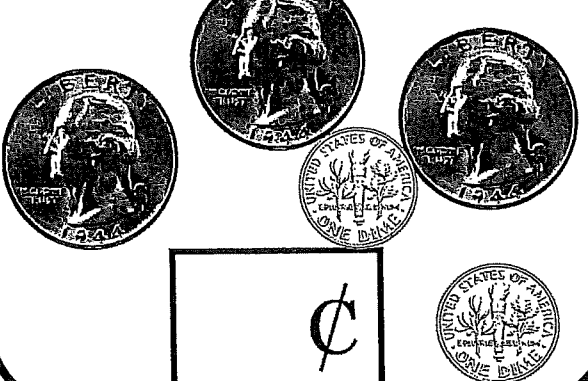
¢




¢



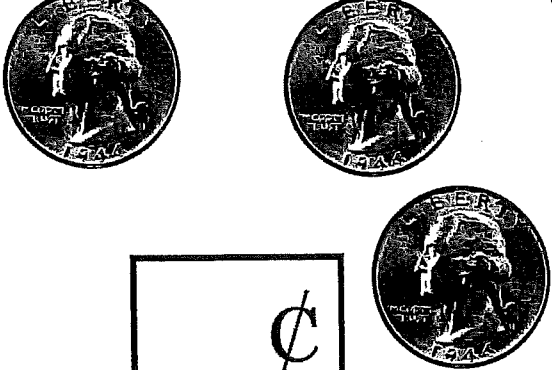
¢



¢



¢

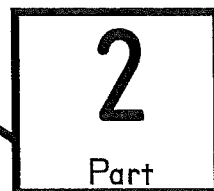
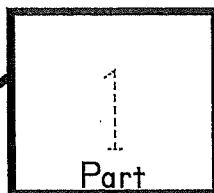
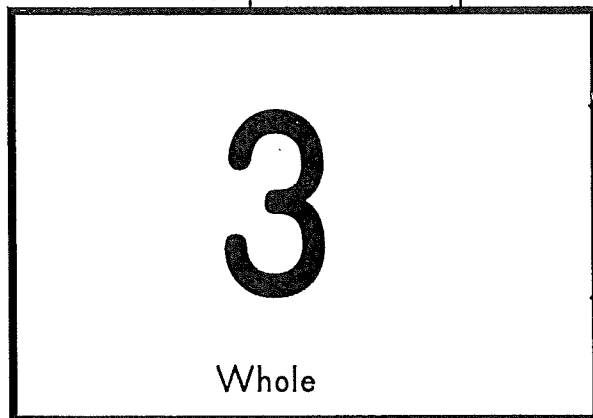


¢

Bonus: How many quarters make a dollar ? _____

Name: _____

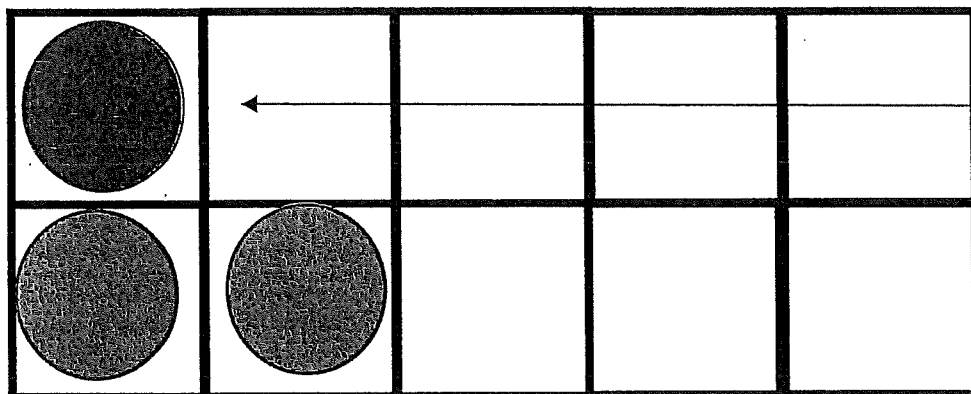
What part is missing?



EXAMPLE

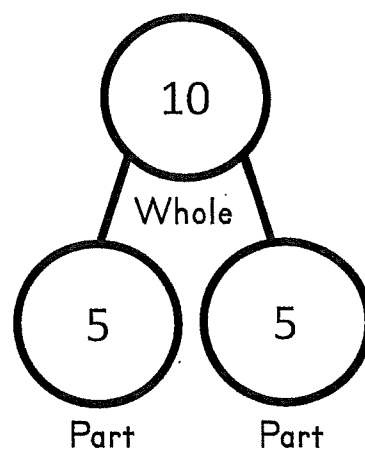
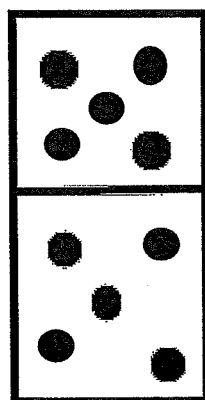
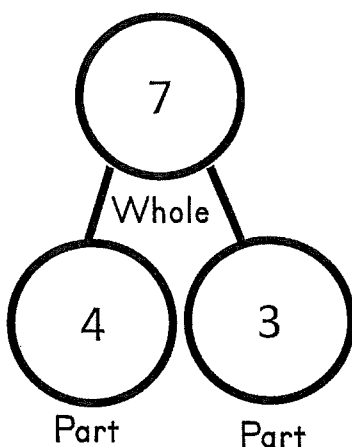
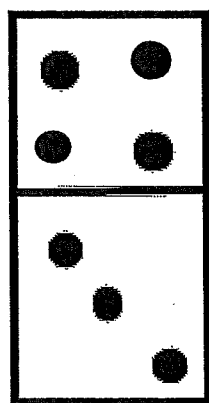
Hint
Show your work

Show Your Parts



Color 1 square red
Color 2 squares blue
This shows two parts equaling a whole number.

Domino Number Bonds



Make a math sentence using the dominos.

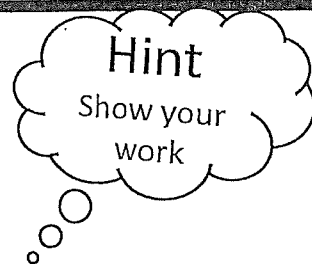
 3 + 4 = 7

 5 + 5 = 10

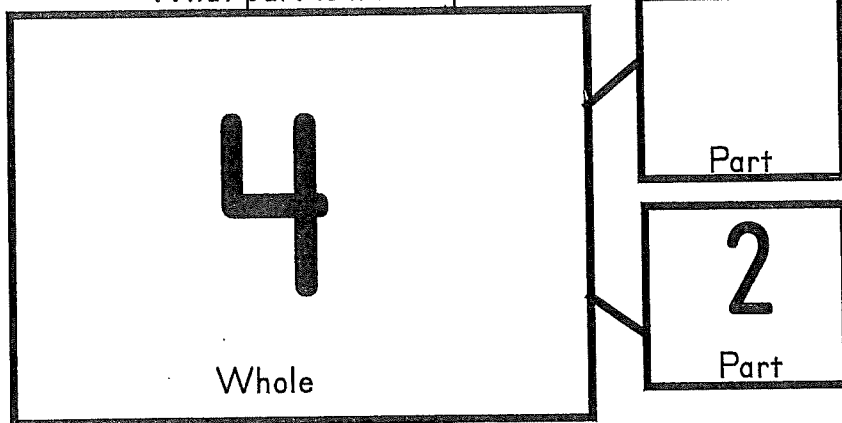
 - =

 - =

Name: _____

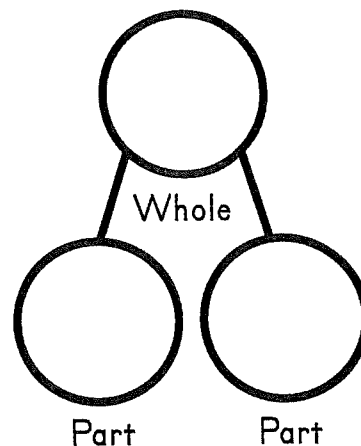
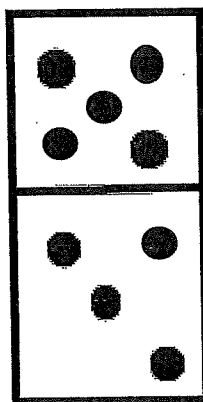
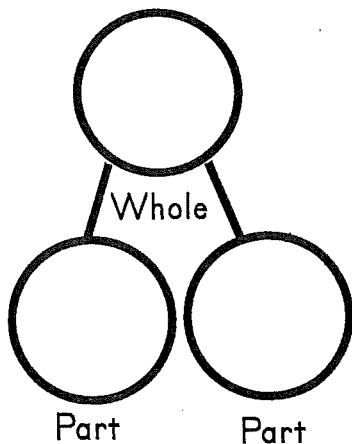
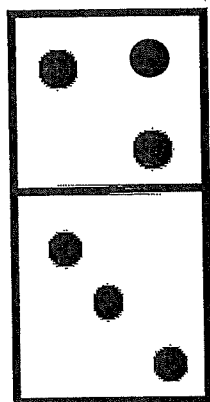


What part is missing?



Show Your Parts

Domino Number Bonds



Make a math sentence using the dominos.

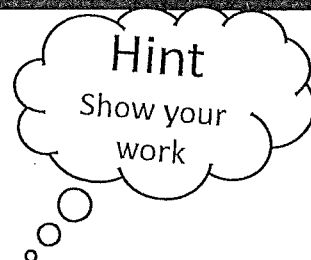
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

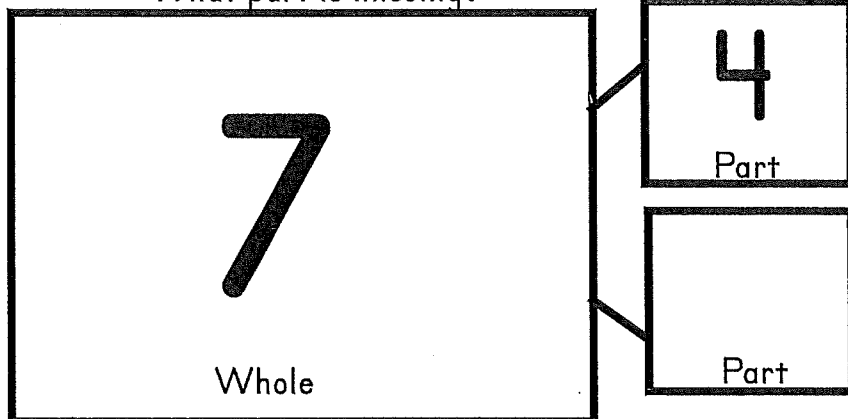
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

Name: _____

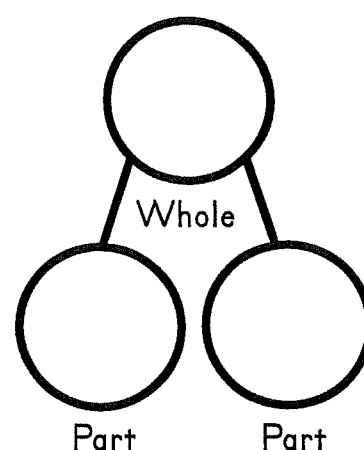
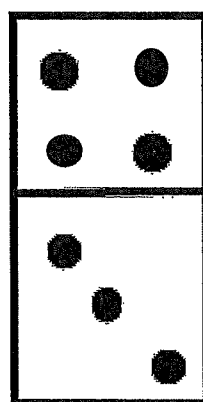
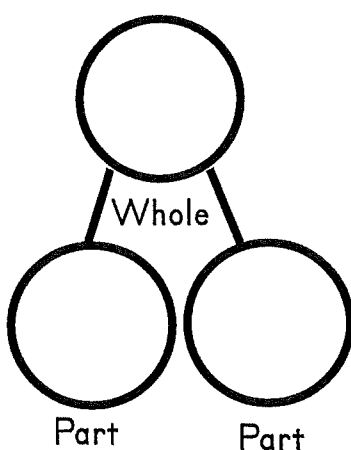
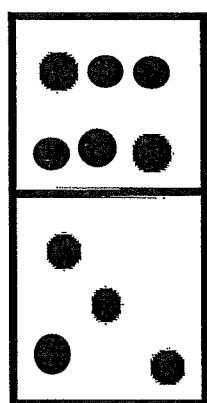


What part is missing?



Show Your Parts

Domino Number Bonds



Make a math sentence using the dominos.

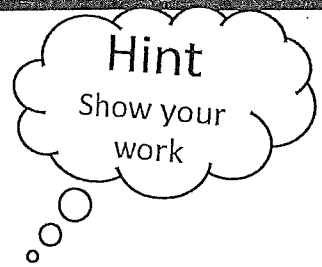
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

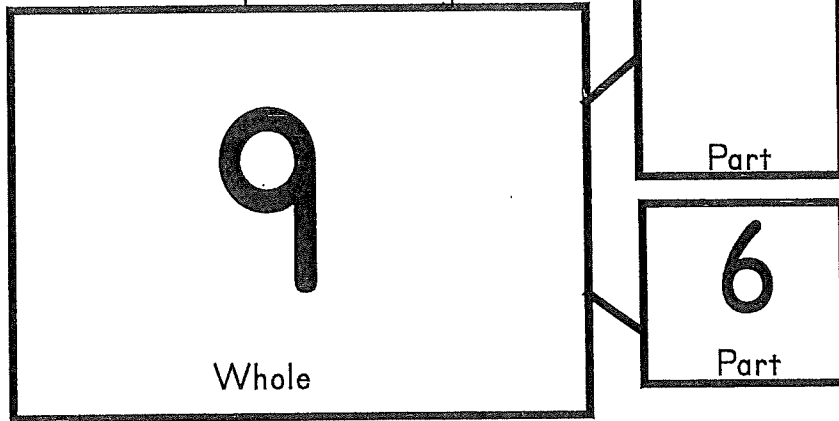
$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

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

Name: _____

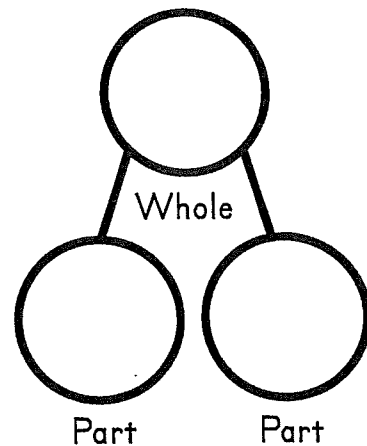
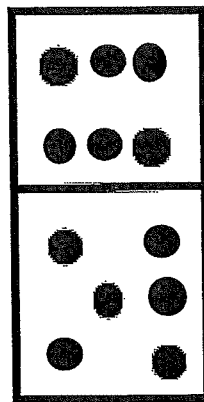
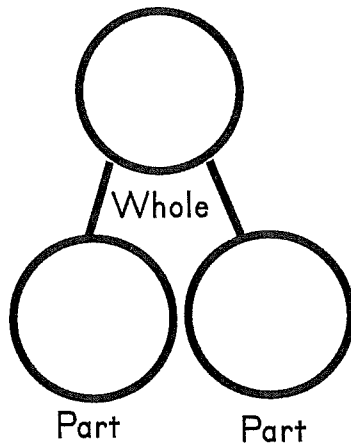
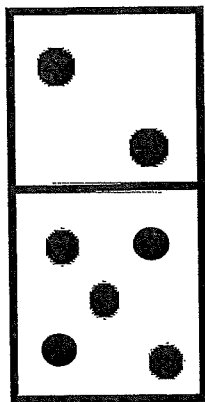


What part is missing?



Show Your Parts

Domino Number Bonds



Make a math sentence using the dominos.

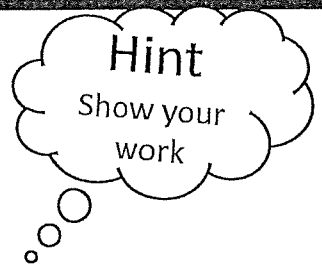
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

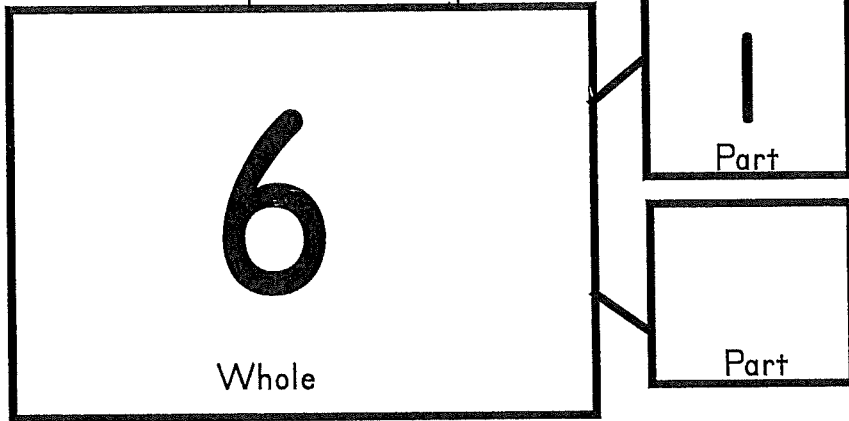
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

Name: _____

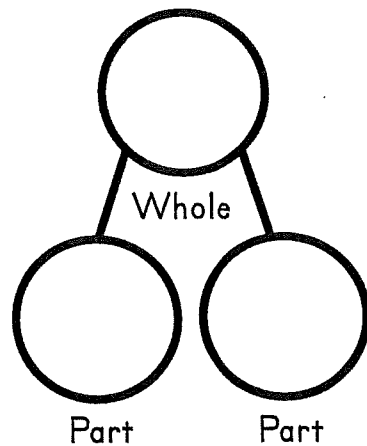
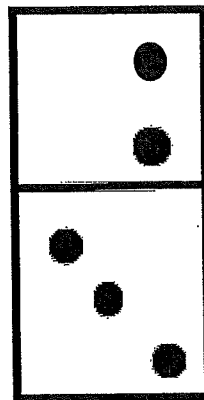
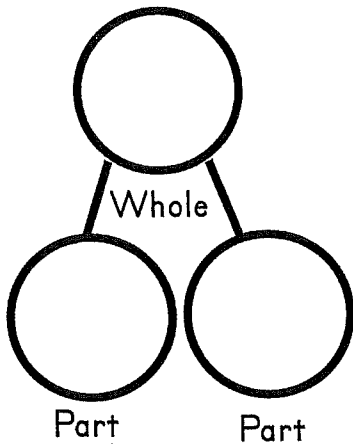
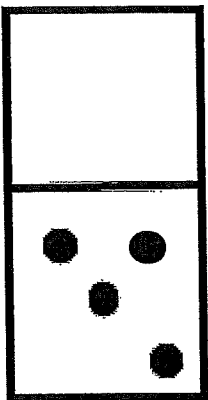


What part is missing?



Show Your Parts

Domino Number Bonds



Make a math sentence using the dominos.

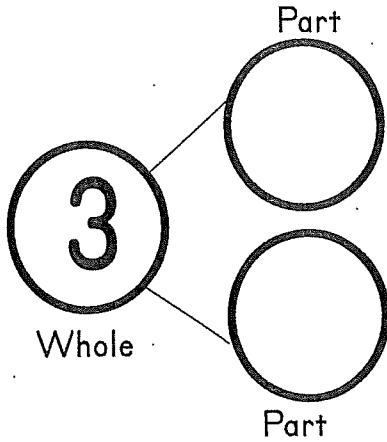
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

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

Number Bonds 1-9



$$\begin{array}{r} 3 = \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} = 3 \end{array}$$

Write the math sentence.

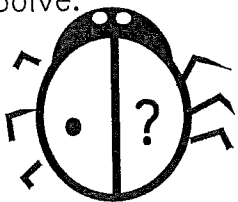


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

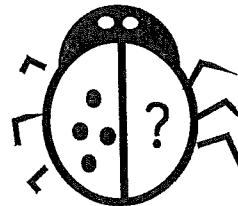


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Solve.

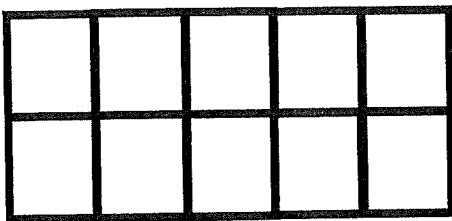


$$4 = 1 + \underline{\quad}$$

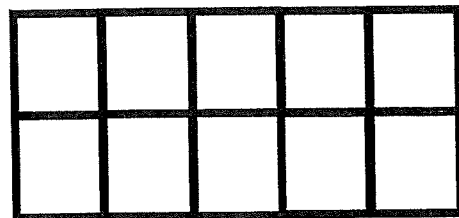


$$4 + \underline{\quad} = 7$$

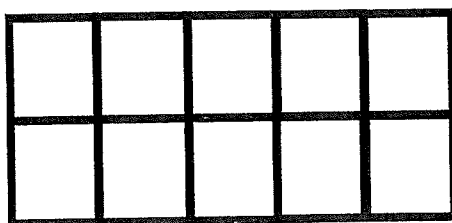
Show the number by coloring circles in the ten frame.



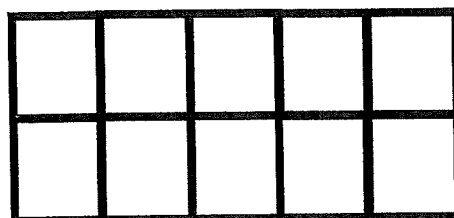
2



6

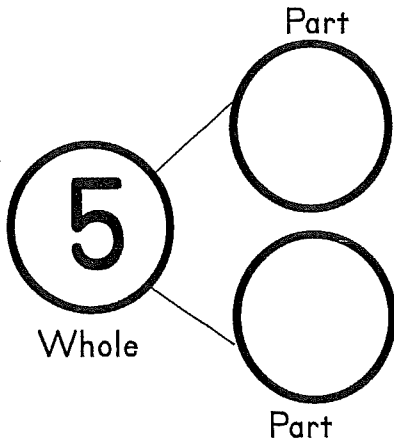


3



8

Number Bonds 1-9



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

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

Write the math sentence.

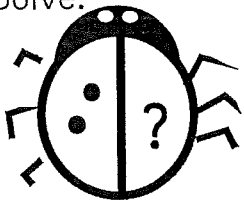


$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

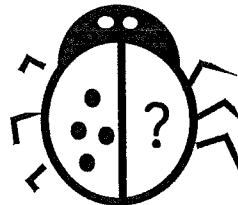


$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

Solve.

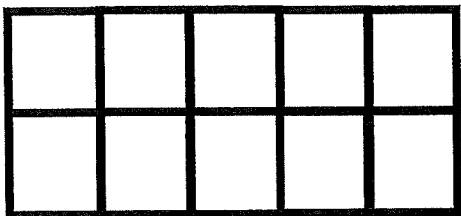


$$7 = 2 + \begin{array}{r} \\ \hline \end{array}$$

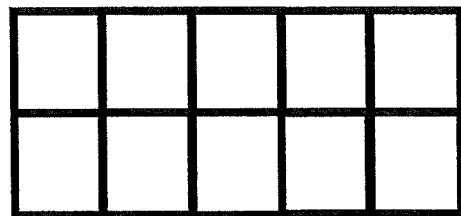


$$4 + \begin{array}{r} \\ \hline \end{array} = 9$$

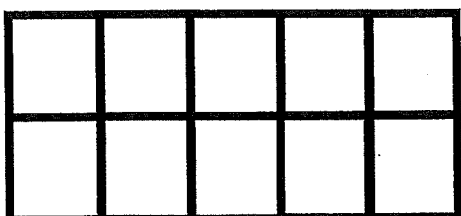
Show the number by coloring circles in the ten frame.



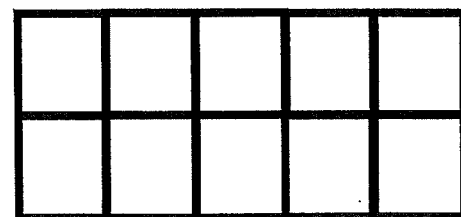
9



4

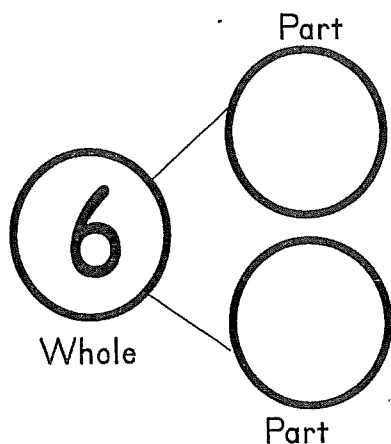


6



2

Number Bonds 1-9



$$\begin{array}{c} 6 \\ \hline \end{array} = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \begin{array}{c} 6 \\ \hline \end{array}$$

Write the math sentence.

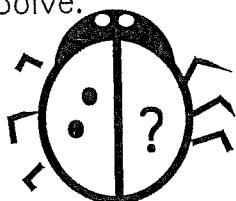


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

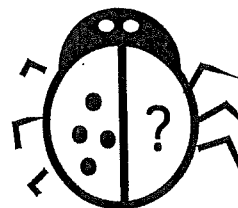


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Solve.

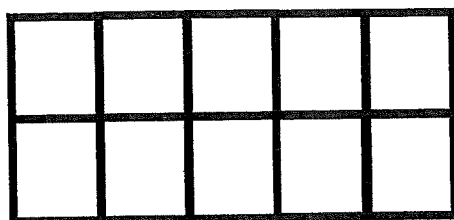


$$8 = 2 + \underline{\quad}$$

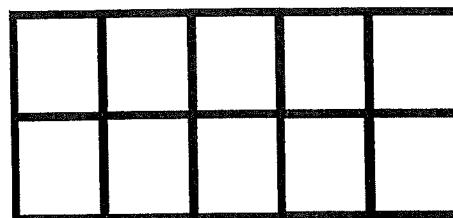


$$4 + \underline{\quad} = 9$$

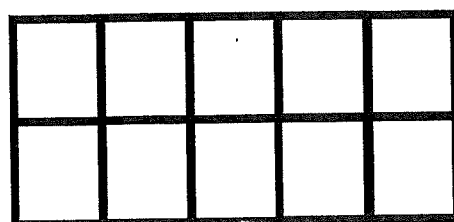
Show the number by coloring circles in the ten frame.



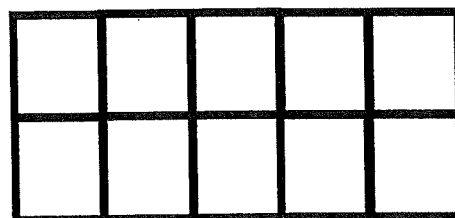
9



6

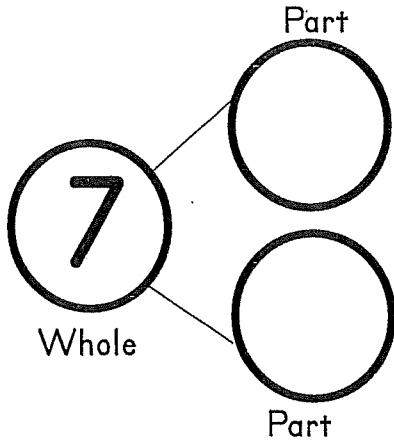


8



4

Number Bonds 1-9



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

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

Write the math sentence.

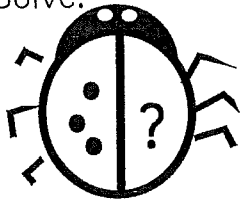


$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

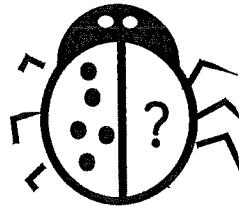


$$\begin{array}{r} \\ \hline \end{array} + \begin{array}{r} \\ \hline \end{array} = \begin{array}{r} \\ \hline \end{array}$$

Solve.

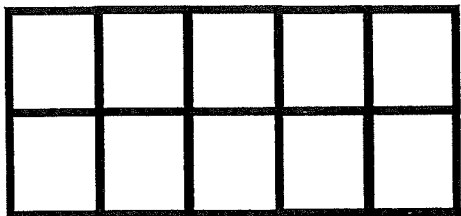


$$6 = 3 + \begin{array}{r} \\ \hline \end{array}$$

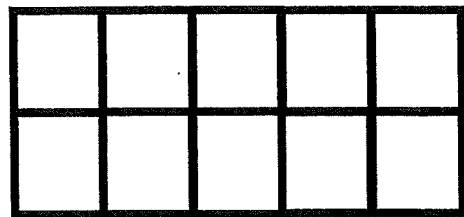


$$5 + \begin{array}{r} \\ \hline \end{array} = 5$$

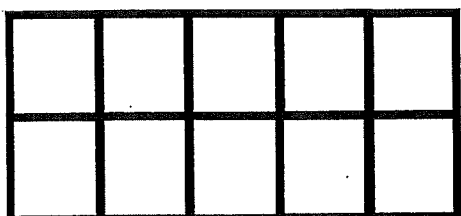
Show the number by coloring circles in the ten frame.



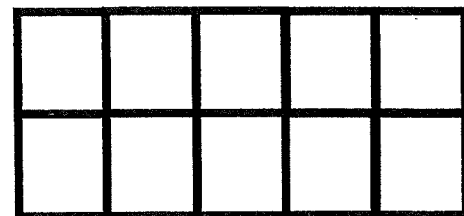
1



8

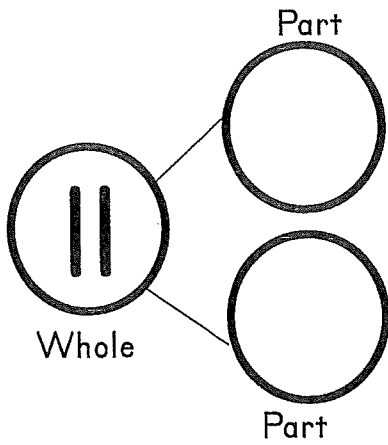


7



5

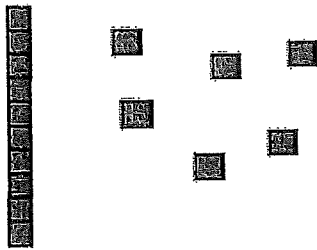
Number Bonds 10-20



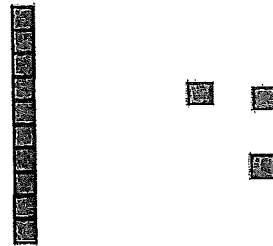
11 is made up of
 _____ ten and
 _____ ones.

_____ + _____ = _____

Write the number of the tens and ones.

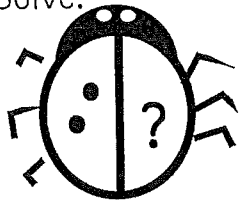


_____ ten + _____ ones = _____

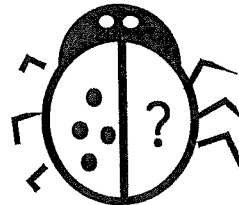


_____ ten + _____ ones = _____

Solve.

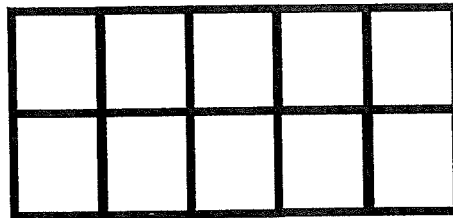
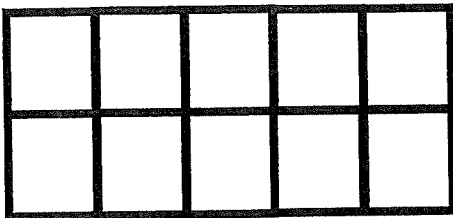


$$18 = 2 + \underline{\quad}$$

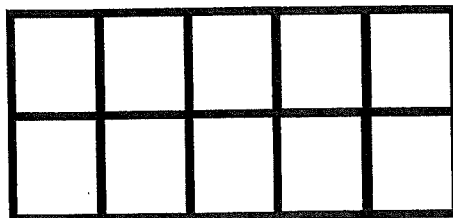
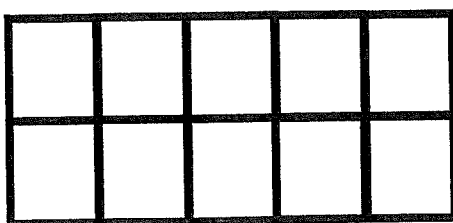


$$4 + \underline{\quad} = 12$$

Show the number by coloring circles in the ten frame.

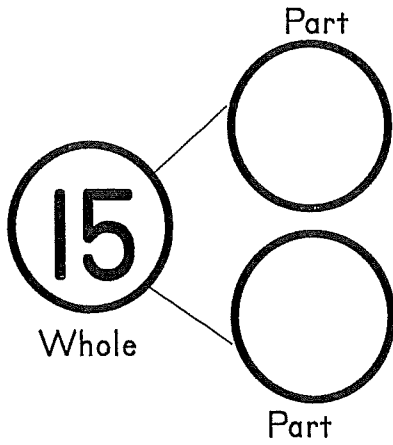


11



15

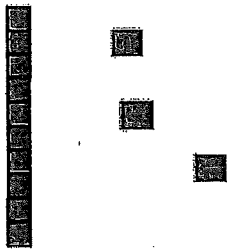
Number Bonds 10-20



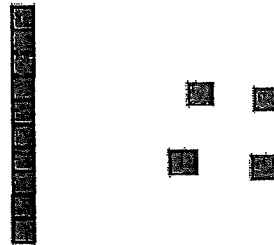
15 is made up of
 ten and
 ones.

 + =

Write the number of the tens and ones.

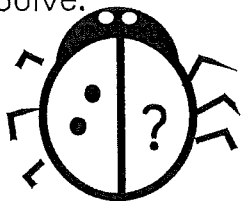


 ten + ones =

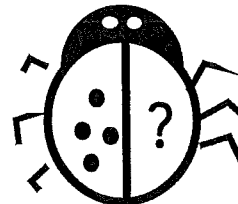


 ten + ones =

Solve.

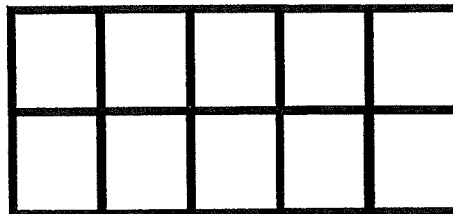
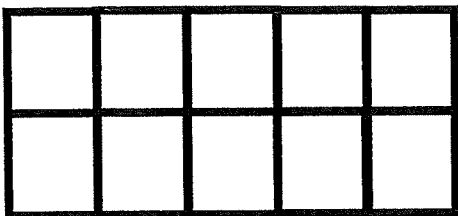


$$15 = 2 + \underline{\quad}$$

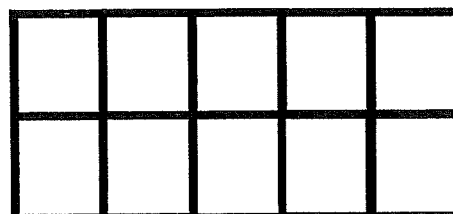
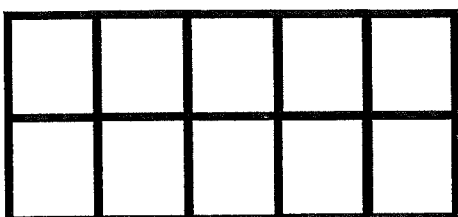


$$4 + \underline{\quad} = 15$$

Show the number by coloring circles in the ten frame.

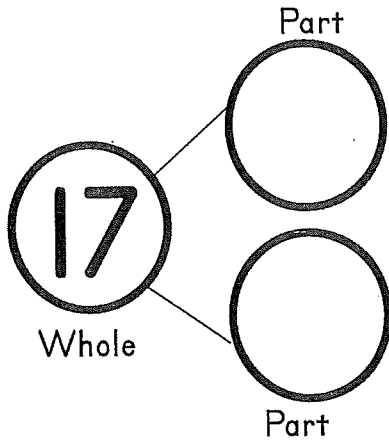


11



14

Number Bonds 10-20



17 is made up of
 ten and
 ones.

 + =

Write the number of the tens and ones.

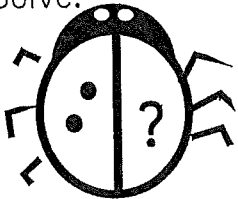


 ten + ones =

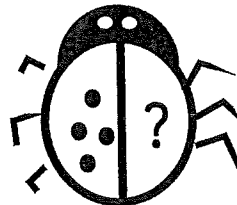


 ten + ones =

Solve.

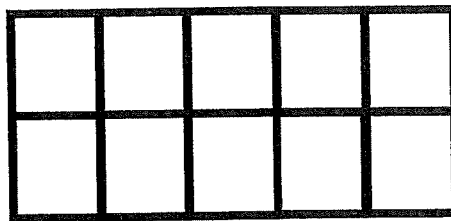
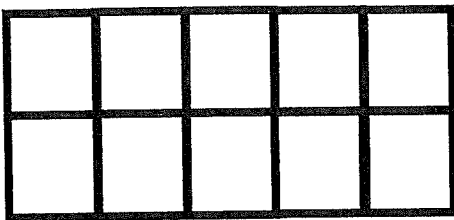


$17 = 2 + \underline{\quad}$

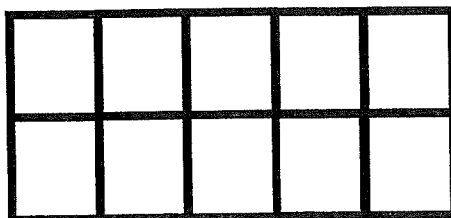
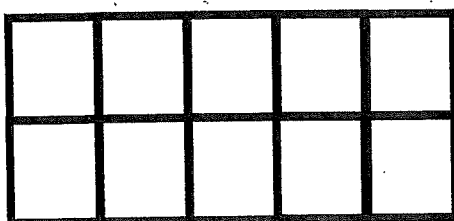


$4 + \underline{\quad} = 17$

Show the number by coloring circles in the ten frame.



17



12

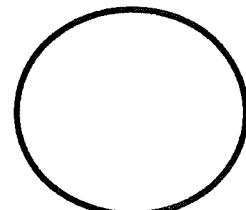
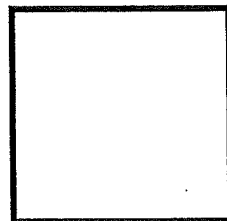
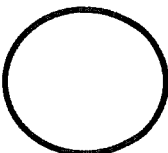
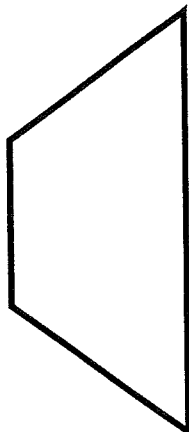
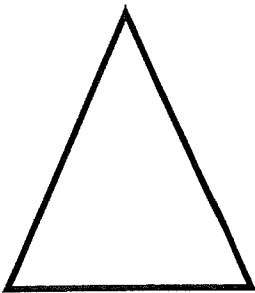
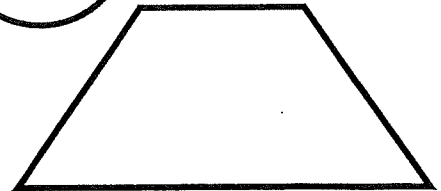
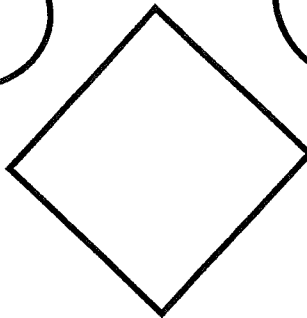
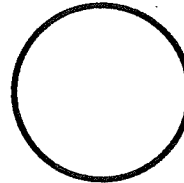
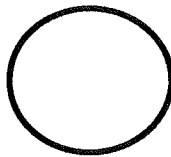
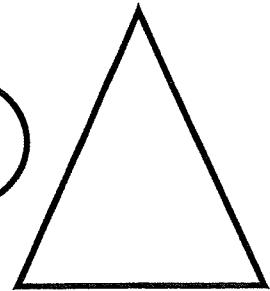
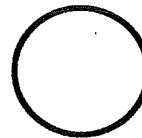
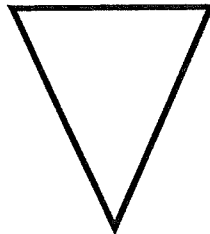
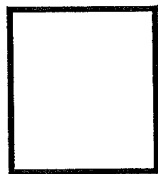
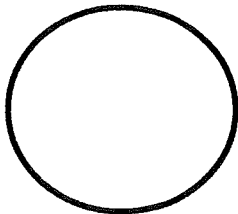
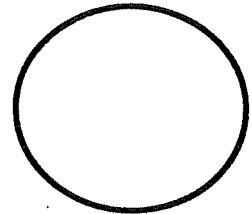
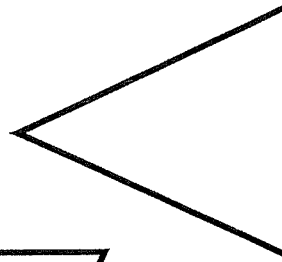
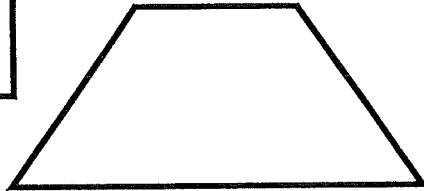
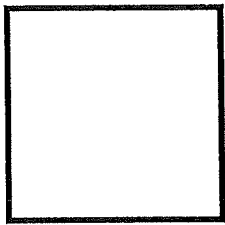
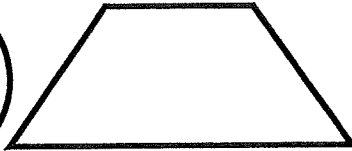
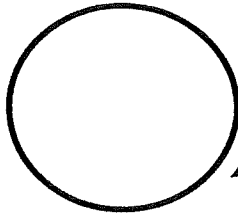
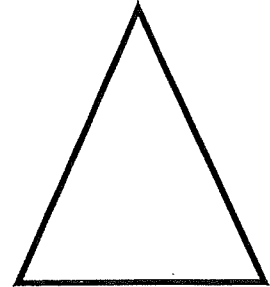
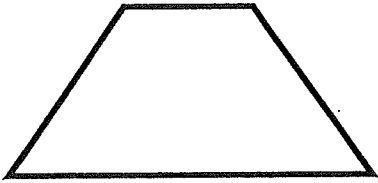
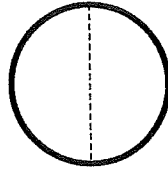
Shapes

MATH.CONTENT.2G.A.3

Name: _____

Draw a line to show each shape cut in half showing equal parts.

Example



Adding 3 Numbers

MATH.CONTENT.2.OA.2 Fluency

Name: _____

Directions: Look for sums of ten or doubles to help you add. If there are none, pick two numbers to add first. Then, add the third number.

$$\begin{array}{r} 5 \\ 0 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 0 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 0 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ 9 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 9 \\ +1 \\ \hline \end{array}$$

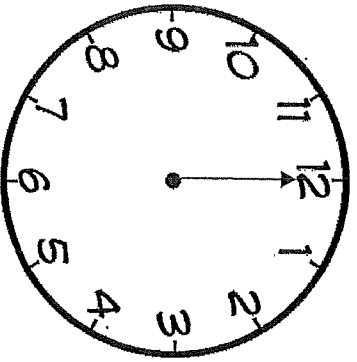
$$\begin{array}{r} 8 \\ 2 \\ +2 \\ \hline \end{array}$$

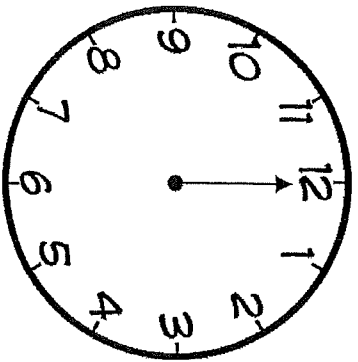
$$\begin{array}{r} 3 \\ 7 \\ +6 \\ \hline \end{array}$$

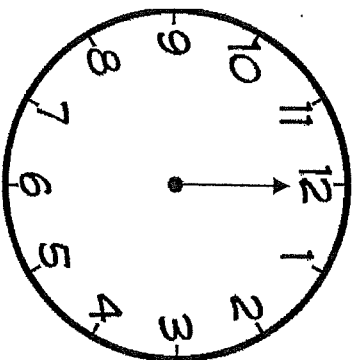
Telling Time

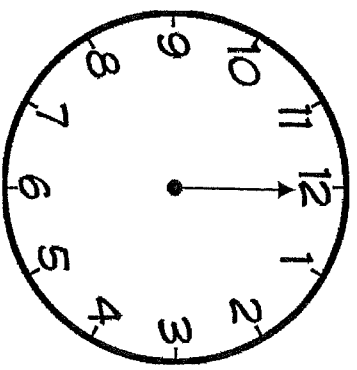
O'clock
2.MD.C.7

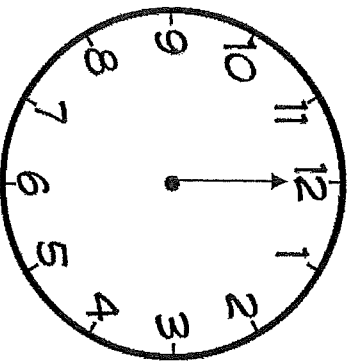
Name: _____

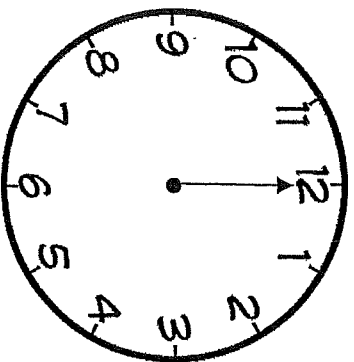


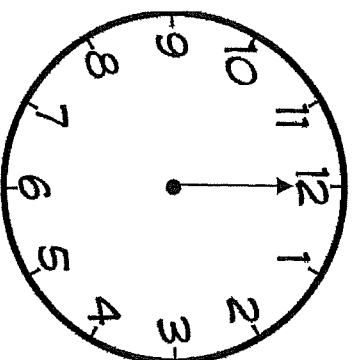


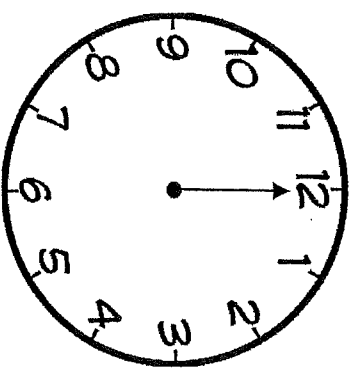










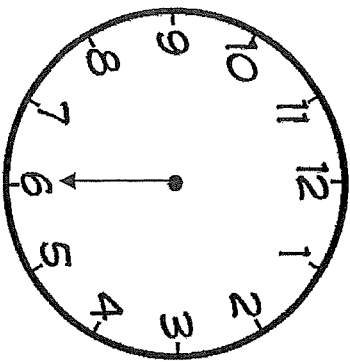


Directions: Draw in the hour hands and write the digital time.

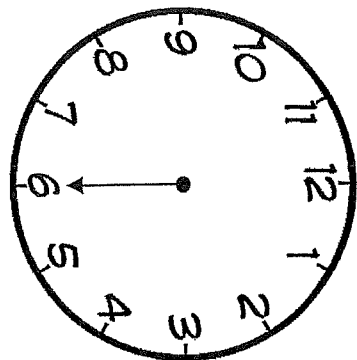
Telling Time

Half-Hour
2.MD.C.7

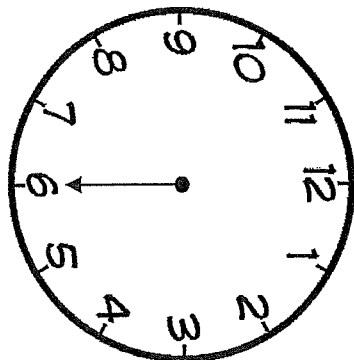
Name: _____



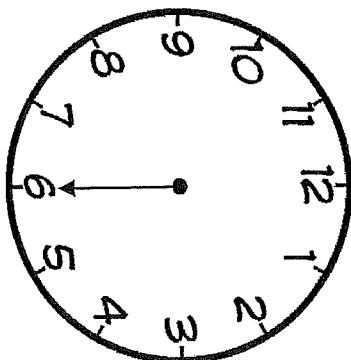
:



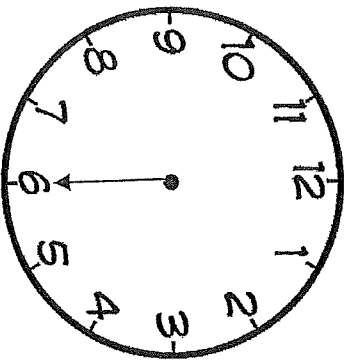
:



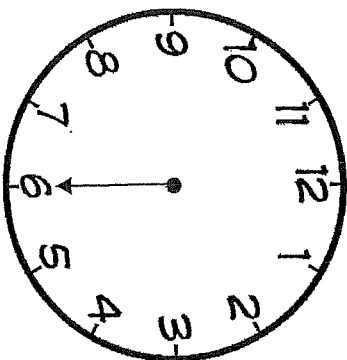
:



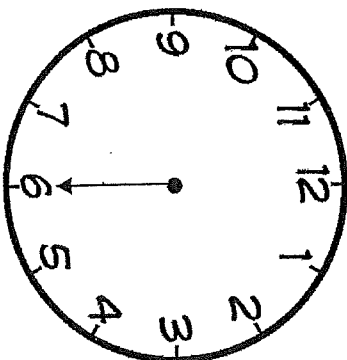
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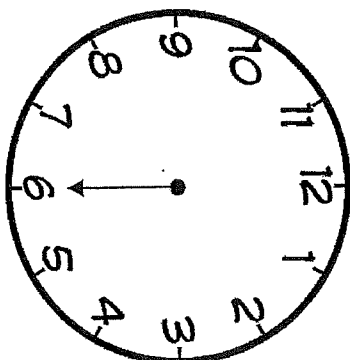
:



:



:



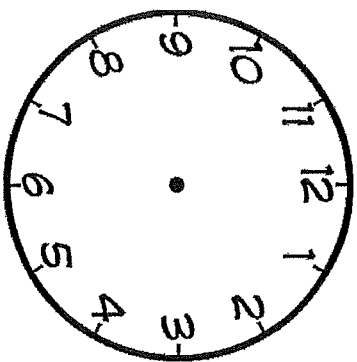
:

Directions: Draw in the hour hands and write the digital time.

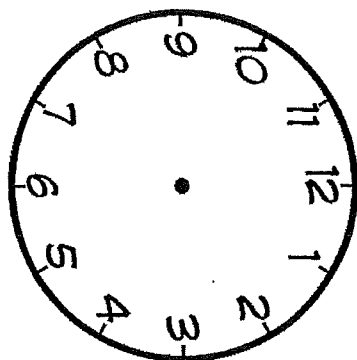
Telling Time

Name: _____

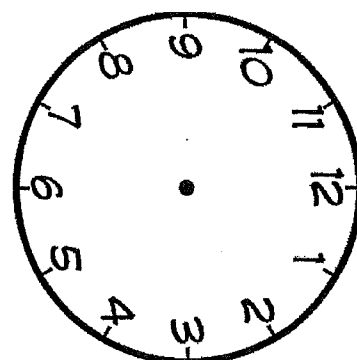
Blank
2.MD.C.7



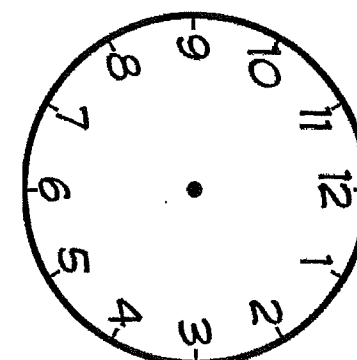
:



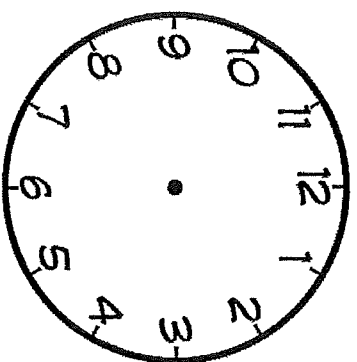
:



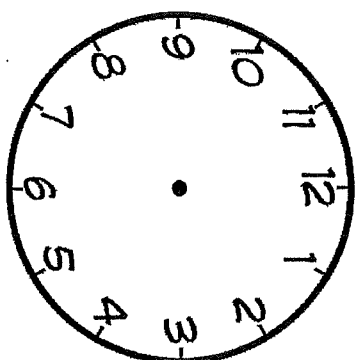
:



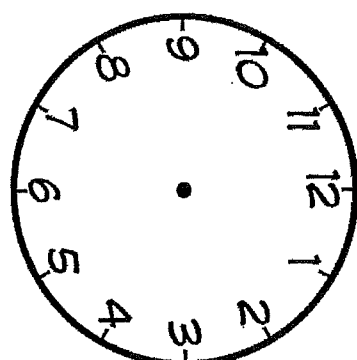
:



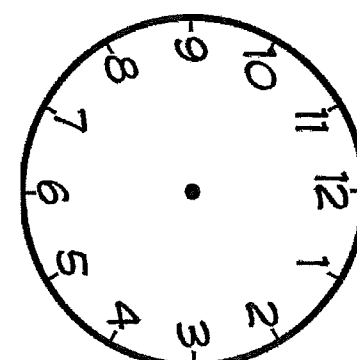
:



:



:



:

Directions: Draw in the hour and minute hands. Then, write the digital time.

Place Value Bracelets

Example

Draw it

Hundreds

Tens

Ones

Write your number

234

By Teacher's Brain

Draw it

Hundreds

Tens

Ones

Write your number

By Teacher's Brain

Draw it

Hundreds

Tens

Ones

Write your number

By Teacher's Brain

Draw it

Hundreds

Tens

Ones

Write your number

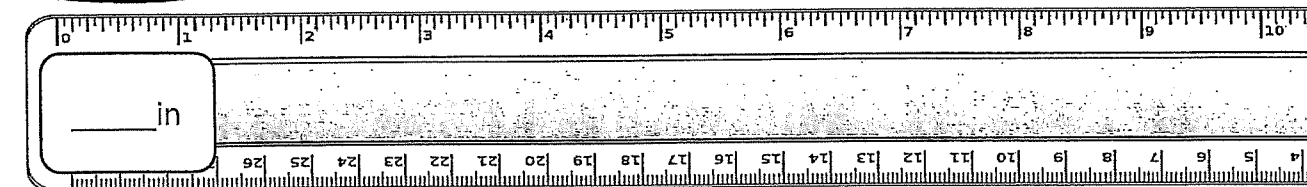
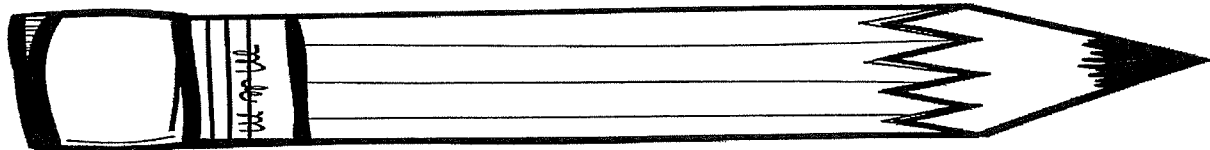
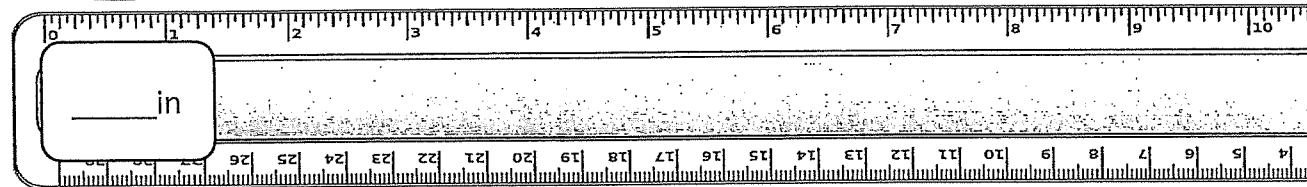
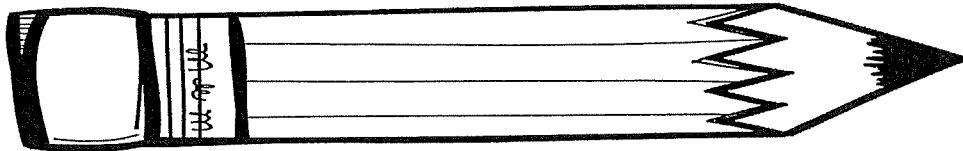
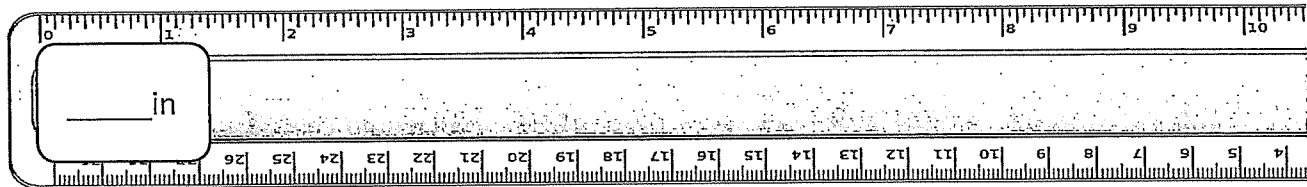
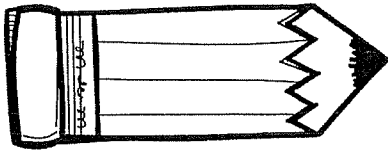
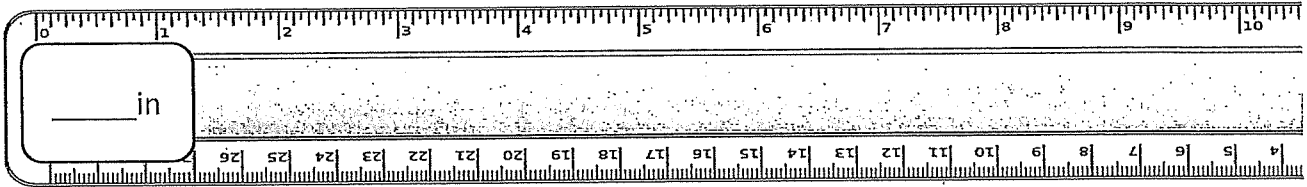
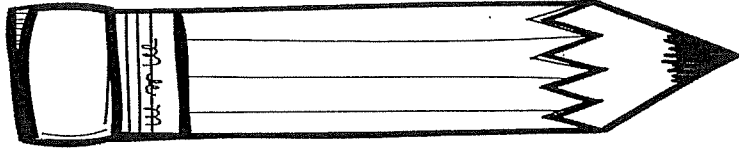
By Teacher's Brain

Measurement

MATH.CONTENT.2MD.1

Name: _____

Directions: How many inches long is each pencil?

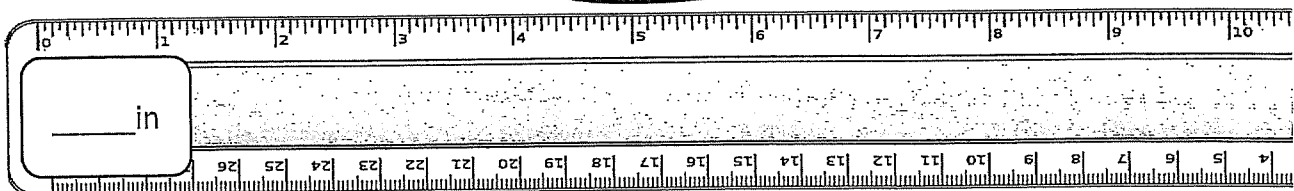
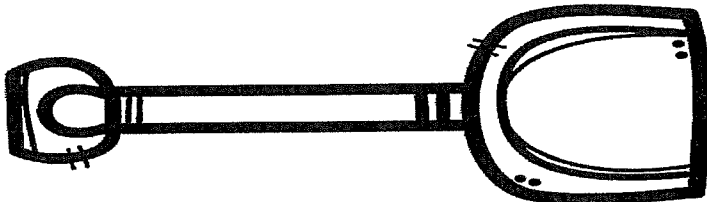
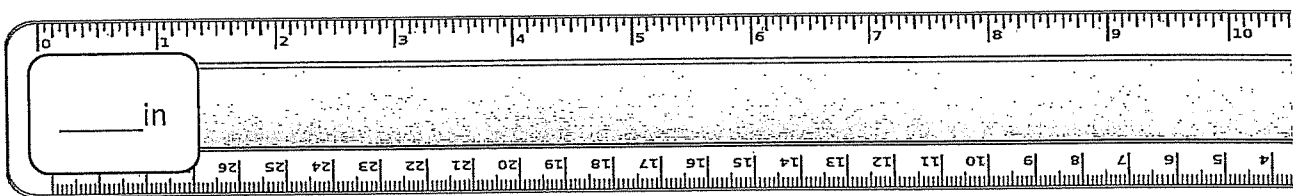
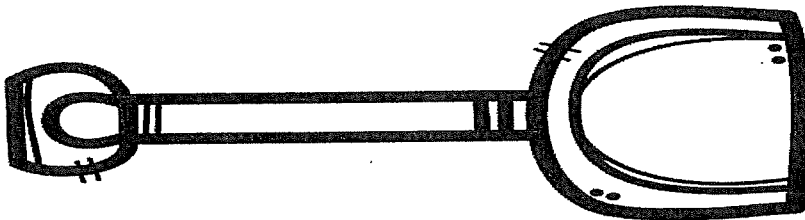
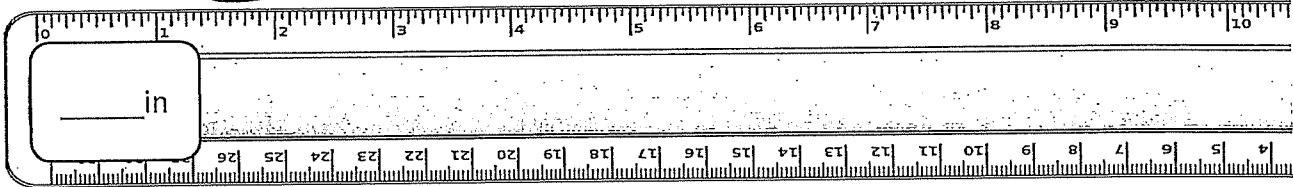
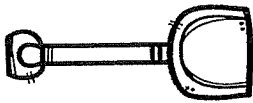
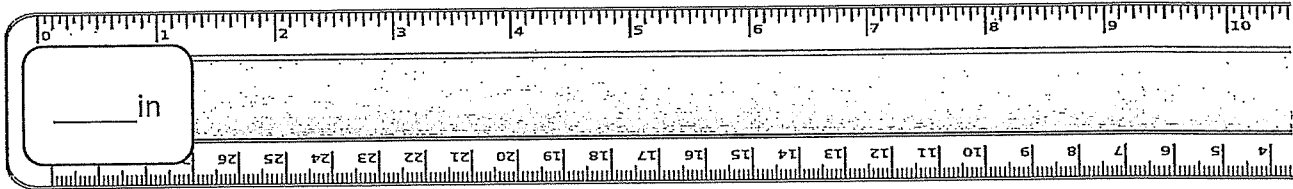
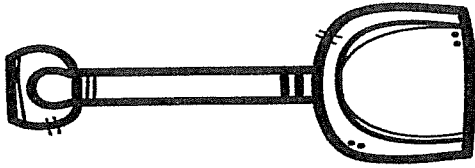


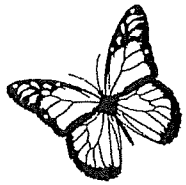
Measurement

MATH.CONTENT.2MD.1

Name: _____

Directions: How many inches long is each shovel?





Mental Math

Solve

Name: _____

Directions: Fill out the missing numbers on the chart.

Number	10 MORE	10 LESS	100 MORE	100 LESS
122				
265				
676				
932				1
800				
734				
598				
164				



Mental Math

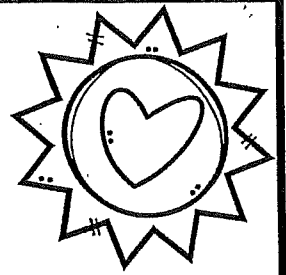
Solve

Name: _____

Directions: Fill out the missing numbers on the chart.

Number	10 MORE	10 LESS	100 MORE	100 LESS
544				
745				
377				
931				1
300				
634				
595				
267				

Addition



Name: _____

Solve.

$$\begin{array}{r} 15 \\ +13 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 55 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +12 \\ \hline \end{array}$$

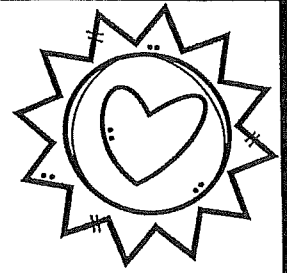
$$\begin{array}{r} 26 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +23 \\ \hline \end{array}$$

Subtraction



Name: _____

Solve.

$$\begin{array}{r} 15 \\ -13 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 55 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ -21 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 20 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -23 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -12 \\ \hline \end{array}$$

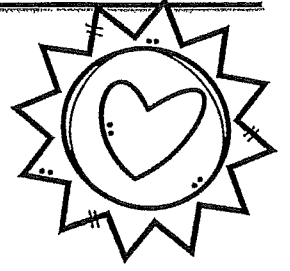
$$\begin{array}{r} 26 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ -23 \\ \hline \end{array}$$

Expanded Form Addition



Name: _____

Solve.

$$\begin{array}{r} 15 \\ +13 \\ \hline \end{array}$$
$$\begin{array}{r} 10+5 \\ 10+3 \\ \hline 20+8 = 28 \end{array}$$

$$\begin{array}{r} 55 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +31 \\ \hline \end{array}$$

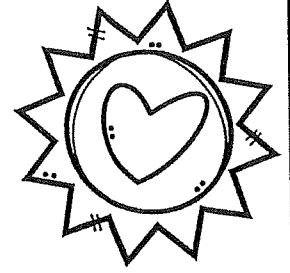
$$\begin{array}{r} 17 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +45 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +12 \\ \hline \end{array}$$

Expanded Form Addition

Name: _____



Solve.

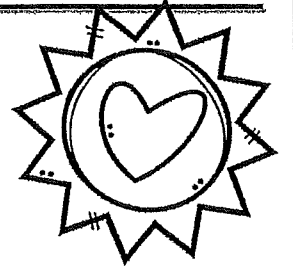
$$\begin{array}{r} 150 \\ +131 \\ \hline \end{array} \quad \begin{array}{r} 100+50+0 \\ 100+30+1 \\ 200+80+1-281 \end{array} \quad \begin{array}{r} 552 \\ +112 \\ \hline \end{array}$$

$$\begin{array}{r} 150 \\ +213 \\ \hline \end{array} \quad \begin{array}{r} 502 \\ +124 \\ \hline \end{array}$$

$$\begin{array}{r} 165 \\ +351 \\ \hline \end{array} \quad \begin{array}{r} 427 \\ +151 \\ \hline \end{array}$$

$$\begin{array}{r} 185 \\ +435 \\ \hline \end{array} \quad \begin{array}{r} 614 \\ +142 \\ \hline \end{array}$$

Expanded Form Addition



Name: _____

Solve.

$$\begin{array}{r} 250 \\ +131 \\ \hline \end{array} \quad \begin{array}{l} 200+50+0 \\ 100+30+1 \\ 300+80+1=381 \end{array} \quad \begin{array}{r} 452 \\ +142 \\ \hline \end{array}$$

$$\begin{array}{r} 850 \\ +273 \\ \hline \end{array} \quad \begin{array}{r} 532 \\ +624 \\ \hline \end{array}$$

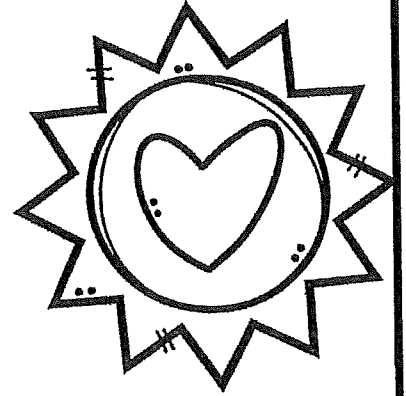
$$\begin{array}{r} 145 \\ +352 \\ \hline \end{array} \quad \begin{array}{r} 327 \\ +152 \\ \hline \end{array}$$

$$\begin{array}{r} 412 \\ +435 \\ \hline \end{array} \quad \begin{array}{r} 624 \\ +132 \\ \hline \end{array}$$

Expanded Form Addition

Name: _____

Solve.



$$\begin{array}{r} 350 \\ +131 \\ \hline \end{array} \quad \begin{array}{l} 300+50+0 \\ 100+30+1 \\ \hline 400+80+1=481 \end{array} \quad \begin{array}{r} 622 \\ +141 \\ \hline \end{array}$$

$$\begin{array}{r} 656 \\ +223 \\ \hline \end{array} \quad \begin{array}{r} 532 \\ +324 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ +351 \\ \hline \end{array} \quad \begin{array}{r} 127 \\ +152 \\ \hline \end{array}$$

$$\begin{array}{r} 512 \\ +435 \\ \hline \end{array} \quad \begin{array}{r} 624 \\ +431 \\ \hline \end{array}$$

Name: _____

MATH
2.NBT.5&6

Break apart the addends to find the sum.

$$\begin{array}{r} 31 \rightarrow 30 + 1 \\ + 17 \rightarrow 10 + 7 \end{array}$$

$$40 + 8 = 48$$

Add the tens and ones.

$$\begin{array}{r} 42 \quad \text{TENS ONES} \\ + 27 \quad 40 + 2 \\ \quad \quad 20 + 7 \end{array}$$

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

Add the tens and ones.

$$\begin{array}{r} 34 \quad \text{TENS ONES} \\ + 33 \quad 30 + 4 \\ \quad \quad 30 + 3 \end{array}$$

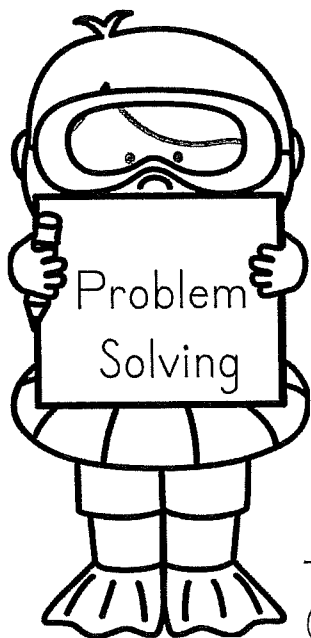
$$\begin{array}{r} + \\ \hline \end{array}$$

Add the tens and ones.

$$\begin{array}{r} 12 \quad \text{TENS ONES} \\ + 15 \quad 10 + 2 \\ \quad \quad 10 + 5 \end{array}$$

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

Add the tens and ones.



This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____

MATH
2.NBT.5&6

Break apart the addends to find the sum.

$$\begin{array}{r} 31 \rightarrow 30 + 1 \\ + 17 \rightarrow 10 + 7 \end{array}$$

$$40 + 8 = 48$$

Add the tens and ones.

$$\begin{array}{r} 52 \quad \text{TENS ONES} \\ + 37 \quad 50 + 2 \\ \quad \quad 30 + 7 \end{array}$$

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

Add the tens and ones.

$$\begin{array}{r} 23 \quad \text{TENS ONES} \\ + 14 \quad 20 + 3 \\ \quad \quad 10 + 4 \end{array}$$

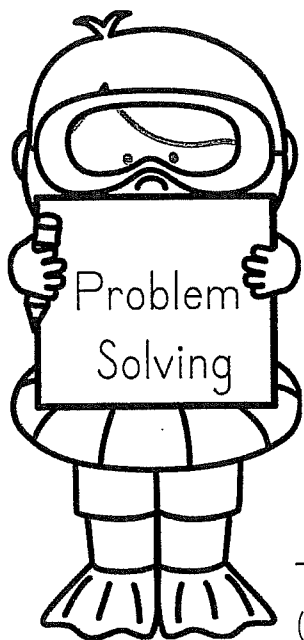
$$\begin{array}{r} + \\ \hline \end{array}$$

Add the tens and ones.

$$\begin{array}{r} 22 \quad \text{TENS ONES} \\ + 15 \quad 20 + 2 \\ \quad \quad 10 + 4 \end{array}$$

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

Add the tens and ones.



This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____

MATH
2.0A.A1

Subtract.

$$\begin{array}{r} 65 \\ - 31 \\ \hline \end{array}$$

34

Write a matching
ADDITION problem.

$$34 + 31 = 65$$

$$\begin{array}{r} 50 \\ - 10 \\ \hline \end{array}$$

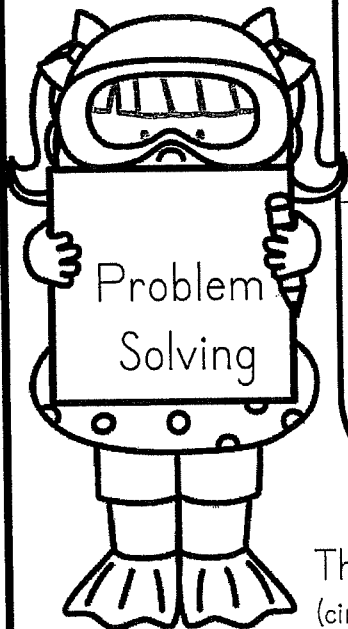
Write a matching
ADDITION problem.

$$\begin{array}{r} 25 \\ - 14 \\ \hline \end{array}$$

Write a matching
ADDITION problem.

$$\begin{array}{r} 56 \\ - 10 \\ \hline \end{array}$$

Write a matching
ADDITION problem.



This was:: **EASY** **JUST RIGHT** **HARD**
(circle one)

Name: _____

MATH
2.0A.A1

Subtract.

$$\begin{array}{r} 33 \\ - 3 \\ \hline \end{array}$$

30

Write a matching
ADDITION problem.

$$30 + 3 = 33$$

$$\begin{array}{r} 62 \\ - 20 \\ \hline \end{array}$$

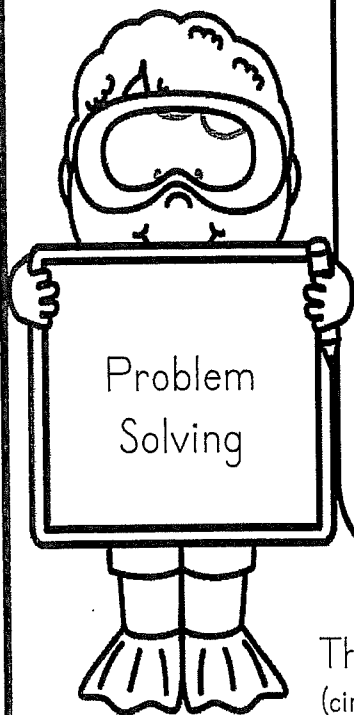
Write a matching
ADDITION problem.

$$\begin{array}{r} 28 \\ - 22 \\ \hline \end{array}$$

Write a matching
ADDITION problem.

$$\begin{array}{r} 59 \\ - 10 \\ \hline \end{array}$$

Write a matching
ADDITION problem.



This was:
(circle one)

EASY

JUST RIGHT

HARD

NAME _____

10 More 10 Less & 1 More 1 Less

Place a number more than 9 in the center square. Use the number chart to help you find 10 less, 10 more, 1 less, 1 more to fill in the blank squares.

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

①

	10 Less	
1 Less	45	1 More
	10 More	

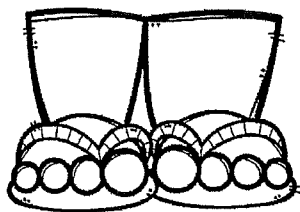
③

②

④

⑤

⑥



NAME _____

10 More 10 Less & 1 More 1 Less

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

①

10 Less

1 Less

1 More

10 More

②

10 Less

1 Less

1 More

10 More

③

10 Less

1 Less

1 More

10 More

④

10 Less

1 Less

1 More

10 More

⑤

10 Less

1 Less

1 More

10 More

⑥

10 Less

1 Less

1 More

10 More

⑦

10 Less

1 Less

1 More

10 More

⑧

10 Less

1 Less

1 More

10 More

⑨

10 Less

1 Less

1 More

10 More

This was: **EASY** **JUST RIGHT** **HARD**
(circle one)

MATH 2.NBT.B.5

NAME _____

10 More 10 Less & 1 More 1 Less

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

①

	-10	
-1	68	+1
77	78	79
	+10	
	88	

②

	-10	
-1		+1
	+10	

③

	-10	
-1		+1
	+10	

④

	-10	
-1		+1
	+10	

⑤

	-10	
-1		+1
	+10	

⑥

	-10	
-1		+1
	+10	

⑦

	-10	
-1		+1
	+10	

⑧

	-10	
-1		+1
	+10	

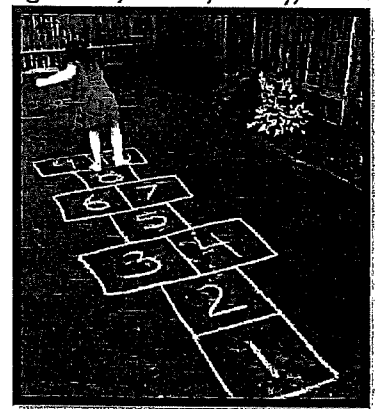
⑨

	-10	
-1		+1
	+10	

ORAL AND PHYSICAL ACTIVITIES

THESE ARE SUGGESTIONS OF WAYS TO MAKE LEARNING FUN THIS SUMMER WITH YOUR CHILD.

1. Pudding Painting is one of my favorites for children to use to learn sight words. Spread pudding on the bottom of a cooking sheet pan. Call out a sight word and have them write it in the pudding. If they get it right, they get to lick their finger.
2. Have your child sort laundry by color or size before you wash them. Let them pour in the soap with your supervision as a reward.
3. Ask your child to skip count to 100. Then count by 5's to 100. Tell them this joke they can use with friends. "I bet you I can count to 100 in 10 seconds or less." When someone accepts the challenge, they can count by 10s to 100.
4. Teach your child to set the table. Have them count all the silverware. Reinforce the "game" by offering desert for the right answer. Continue with counting other objects, like plates, cups or placemats.
5. Children love to paint! Give them watercolors and paper outside. Let them go crazy with splattering/flicking paint on the paper. This gets their creative juices flowing! I used to let my kids pain their playhouse with watercolors. When it rains, it come right off.
6. Encourage your child to tell you the months of the year, and the days of the week in order. High five them for reinforcement.
7. Tell your child they can only watch TV or play a video game if they can tell you the time on the clock. (not digital ☺)
8. What kid doesn't like to make things with dried pasta. Take a cup full of various pasta and first have them sort them into piles by shape. (You can use food coloring to make them different colors, if you are that kind of special parent.) Then have them glue the pasta on construction paper to create artwork.
9. Father's Day is often overlooked during the school year, so let your child use your iPad or phone to record their voice and send a special message to dad.
10. Encourage your child to produce words that rhyme with ones you say (e.g. cake, make, rake), then have them use the words to make a funny poem or song.
11. At bedtime, ask your child to sequence the events of their day.
12. Create a new dance move or handshake with your child.
13. Play a board game like Candy Land with your child.
14. Ask your child to show you a Jumping Jack, Push Up or Skipping.
You would be surprised how many kids can't do these tasks.
15. Use chalk outside to make Hopscotch. Teach them how to play.



LEARNING SHOULD BE FUN!

When it's fun, they are engaged.

When they are engaged, they can master any rigor thrown at them!

