Dear Parents,

Our mission and commitment to nurturing the whole child tasks us with offering “experiences that inspire our students to love learning. We encourage them to think critically, communicate effectively, engage creatively, and collaborate purposefully. We provide the opportunities and resources that help our students develop independence and self-direction and extend their learning beyond the walls of the classroom as they grow intellectually, emotionally, physically, aesthetically, morally, and spiritually.”

Towards this purpose, we hope that students will continue to grow these habits of mind throughout their summer. Following is a list of learning opportunities your child may want to pursue. These are not required and certainly nothing needs to be turned in; however, we wanted to provide you with some guidance and resources, so your children can continue on in their journeys of becoming lifelong learners.

1. Read
2. Tackle bigger thinking math problems that may take days and weeks to solve
3. Act in or direct a play, write a song, or choreograph a dance routine
4. Join or create a book club
5. Investigate numbers and patterns through games
6. Play outside
7. Create, tinker, and build
8. Write a short story, a poem, a how-to book, or a letter to the editor
9. Volunteer your time to help others
10. Read
11. Go to Code.org to continue to explore coding
12. Keep a journal of your summer experiences to record thoughts and wonderings
13. Create experiments to test out your ideas and questions
14. Practice an instrument
15. Use your Spanish throughout the summer to reinforce your language skills
16. Write a thank you note
17. Draw, paint, or sculpt
18. Read

Included are additional resources to help you support your children in their summer learning adventures. In addition, if you have a rising 5th grader, your child will have two additional invitations to learning (one for ISM and one for Humanities). These are not optional and will need to be turned in on the first day of school.

Have a wonderful summer!

Amy Darsey and Jen Tatasciore
LS Directors of Teaching and Learning
Dear Parents,

Below are optional problem solving opportunities for your child to practice throughout the summer. Through these shared learning experiences of playing games and problem solving, your child will build collaboration and communication skills in a fun way while also growing their mathematical understanding. Your child might want to stretch out the work across a few days or adapt the problems to relate to a family trip or experience.

Below is an example of how you may adapt one of the problems:

You take all of the money from your piggy bank on a family trip. Your parents let you spend half of the money on a few souvenirs. List below some of the things you could buy below.

<table>
<thead>
<tr>
<th>Name of Souvenir</th>
<th>Cost of Souvenir</th>
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<tbody>
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Additional Examples:
- Plan a meal/snack and take a trip to the grocery store to buy the food
- Set a goal to save money for a new item or items that you have been wanting
- Create a new problem of your own

An additional resource is Greg Tang (gregtangmath.com). His website allows your child to further build number sense through online games. Your child is also encouraged to continue to use Reflex math over the summer.

Remember that these are optional and do not need to be turned in. They are resources should your child want to do some problem solving or play games over the summer. Attached you will find directions and materials to play these games.
Spending Money

You take all of the money from your piggy bank on a family trip. Your parents let you spend half of the money on a few souvenirs. List below some of the things you could buy below.

<table>
<thead>
<tr>
<th>Name of Souvenir</th>
<th>Cost of Souvenir</th>
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What is the total of your souvenirs? __________

Do you have any money left over? ______

How much? __________

How many different ways could you pay for your souvenir items? Show below.

Way 1)

Way 2)

Way 3)

Way 4)

Way 5)
Finding Patterns

You go on a walk with your family in your neighborhood. What do you notice about the numbers on each mailbox? Do you notice a pattern? Can you name that pattern? Using numbers and words below describe the pattern you see.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Other ideas for finding patterns in the real world:

- Highway exit signs
- Seating at a stadium or theater
- Room numbers in a building

Can you find a new pattern?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Time Management

In the summer, days are much longer! How are you going to organize your day? It is important to create a schedule for yourself to practice independence and balance.

Here are a few things to consider:

- What is one independent routine you need to accomplish each day? How long will it take you to complete?
- How much time should you spend reading in a day?
- Do you have any chores? How long will your chores take?
- Do you have any camps to attend? How long is your camp?
- What about meals? Think about groceries, making your food, and eating.
- What fun activities do you want to plan for yourself?

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Activity</th>
<th>Duration (time it takes)</th>
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<tbody>
<tr>
<td></td>
<td>Wake up</td>
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<td></td>
<td>Go to Sleep</td>
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</tbody>
</table>

Variation: create your own weekly schedule on a separate sheet of paper
Name that Number

<table>
<thead>
<tr>
<th>Materials</th>
<th>number cards 0-25</th>
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</thead>
<tbody>
<tr>
<td>Players</td>
<td>2 to 4, but can be played by yourself!</td>
</tr>
<tr>
<td>Skill</td>
<td>Using addition and subtraction to name equivalent numbers</td>
</tr>
<tr>
<td>Object of the game</td>
<td>To collect the most cards</td>
</tr>
</tbody>
</table>

**Directions:**
1. Shuffle the deck and place 5 cards number-side up on the table. Leave the rest of the deck number side down.

2. Turn over the top card of the deck and lay it down next to the deck. The number on this card is the number to be named. Call this number the target number.

3. Players take turns. When it is your turn:
   - Try to name the target number by adding or subtracting the numbers on two or more of the five cards that are number-side up. A card may be used only once for each turn.
   - If you can name the target number, take the cards you used to name it. Also, take the target-number card. Then, replace all the cards you took by drawing from the top of the deck.
   - If you cannot name the target number, your turn is over. Turn over the top card of the deck and lay it down on the target-number pile. The number on this card is the new target number.

For example:

![Card images](image)

The target number is 6. The player could do any one of the following:
- $4 + 2 = 6$
- $8 - 2 = 6$
- $10 - 4 = 6$
- $12 - 8 + 2 = 6$
- $12 - 4 - 2 = 6$
- $12 + 8 - 10 - 4 = 6$

4. Play continues until all of the cards in the deck have been turned over. The player who has taken the most cards wins.
On Target Directions

Materials Needed
- 3 dice per group
- 1 deck of playing cards, with face cards removed, per group
- 1 On Target Recording Sheet per team (page A-46)
- Optional: 1 On Target Directions per group

Directions
Goal: Place digits in a number sentence to get as close as possible to a given sum.

- Mix up the cards.
- Give each team six cards.
- Roll the three dice, one at a time. The first one rolled shows hundreds, the second shows tens, and the third shows ones. This is the target sum. Write it on your recording sheets.
- Each team places its cards to form two three-digit numbers, writes the numbers on its recording sheet, and records the sum.
- Teams compare the sums. Circle the one that is closer to the target sum.
- Play five rounds. The team with more sums closer to the target numbers wins.
On Target Recording Sheet

Name(s): ______________________________ Date: ______________

The target sum for Round 1 is ______________________________

☐ ☐ ☐ ☐ + ☐ ☐ ☐ ☐ = __________

The target sum for Round 2 is ______________________________

☐ ☐ ☐ ☐ + ☐ ☐ ☐ ☐ = __________

The target sum for Round 3 is ______________________________

☐ ☐ ☐ ☐ + ☐ ☐ ☐ ☐ = __________

The target sum for Round 4 is ______________________________

☐ ☐ ☐ ☐. + ☐ ☐ ☐ ☐ = __________

The target sum for Round 5 is ______________________________

☐ ☐ ☐ ☐ + ☐ ☐ ☐ ☐ = __________
HOW TO PLAY

SALUTE: A MATH FACTS CARD GAME

Set-Up and Preparation:

Get into a group of three. Each group needs a deck of cards, with the face cards and jokers taken out (just keep the numbers 2-10).

Player #1 and Player #2 sit facing one another, with the deck of cards between them. Player #3 sits off to the side so that he/she can see both players' faces.

How To Play:

- Player #1 and #2 each pick up a card, and without looking at it, place it on their foreheads. They can see what each other has, but they do not know which card they are holding.

- Player #3 (who can see both cards) mentally adds the cards together and says the sum out loud. For example, if Player #1 is holding a 6 and Player #2 is holding a 10, Player #3 says “16.”

- Once Player #3 has said the sum out loud, Players #1 and #2 each try to figure out what card he/she is holding. So if the sum is 16, and Player #1 can see that Player #2 is holding a 10, he can perform a mental subtraction equation to figure out what he has (16-10=6). The first player to correctly state which card they are holding keeps both cards. The player with the most cards at the end of the game wins.

Differentiation Tip: This game can also be played with multiplication/division.
HOW TO PLAY
SALUTE: A MATH FACTS CARD GAME

Set-Up and Preparation:

Get into a group of three. Each group needs a deck of cards, with the face cards and jokers taken out (just keep the numbers 2-10).

Player #1 and Player #2 sit facing one another, with the deck of cards between them. Player #3 sits off to the side so that he/she can see both players' faces.

How To Play:

- Player #1 and #2 each pick up a card, and without looking at it, place it on their foreheads. They can see what each other has, but they do not know which card they are holding.

- Player #3 (who can see both cards) mentally multiplies the cards together and says the product out loud. For example, if Player #1 is holding a 6 and Player #2 is holding a 10, Player #3 says "60."

- Once Player #3 has said the product out loud, Players #1 and #2 each try to figure out what card he/she is holding. So if the product is 60, and Player #1 can see that Player #2 is holding a 10, he can perform a mental division equation to figure out what he has (60 ÷ 10 = 6). The first player to correctly state which card they are holding keeps both cards. The player with the most cards at the end of the game wins.

Differentiation Tip: This game can also be played with addition/subtraction.
Below are lists of books that fall into specific book bands. Book bands are guided reading levels that are banded together because they share similar traits or qualities in the books. Your child can and should read books in his or her just right band this summer. They of course can read books outside of their band, but practicing within their band is important, too. Reading over the summer will help further ensure that your child is off to a good start in third grade.

**K, L, M Series**
- *Houndsley and Catina* by James Howe
- *Nate the Great* by Marjorie W. Sharmat
- *Andy Shane* by Jennifer Richard Jacobson
- *Flat Stanley* by Jeff Brown
- *Ruby and the Booker Boys* by Derrick Barnes
- *Cam Jansen* by David A. Adler
- *Zapato Power* by Jacqueline Jules
- *Sofia Martinez* by Jacqueline Jules
- *Horrible Harry* by Suzy Klein
- *Piper Green and the Fairy Tree* by Ellen Potter
- *Roscoe Riley* by Katherine Applegate
- *Ruby and the Booker Boys* by Derrick Barnes
- *Ballpark Mysteries* by David A. Kelly
- *Magic Treehouse* by Mary Pope Osborne
- *Violet Mackerel* by Anna Branford
- *Judy Moody and Stink* by Megan McDonald
- *Bailey School Kids* by Debbie Dadey
- *Critter Club* by Callie Barkley
- *Lola Levine* by Monica Brown
- *Heidi Heckelbeck* by Wanda Coven
- *Dynamonde Daniel* by Nikki Grimes
- *Owl Diaries* by Rebecca Elliott

**K, L, M Books**
- *I Like Myself* by Karen Beaumont
- *Luke on the Loose* by Harry Bliss
- *One Green Apple* by Eve Bunting
- *So Far From the Sea* by Eve Bunting
- *Hairs/Pelitos* by Sandra Cisneros
- *The Name Jar* by Yangsook Choi
- *Last Stop on Market Street* by Matt de la Pena
Granddaddy’s Street Songs by Monalisa DeGross
Everybody Cooks Rice by Norah Dooley
Boundless Grace by Mary Hoffman
Two Mrs. Gibsons by Toyomi Igus

N. O Series
A to Z Mysteries by Ron Roy
Dragon Slayers’ Academy by Kate McMullan
Secrets of Droon by Tony Abbott
The Puppy Place by Ellen Miles
Boxcar Children by Gertrude Warner
Third Grade Detectives by George E. Stanley
Amber Brown by Paula Danziger
Miss Piggle Wiggle by Betty MacDonald
Frankly, Frannie by AJ Stern
Puppy Pirates by Erin Soderberg
Lighthouse Family by Cynthia Rylant
Little House on the Prairie by Laura Ingalls Wilder
My Weird School by Dan Gutman

N. O Books
Ruby’s Wish by Shirin Bridges
Looking After Louis by Lesley Ely
Nadia’s Hands by Karen English
Amazing Grace by Mary Hoffman
Can You Say Peace? by Karen Katz
King for a Day by Rukhsana Khan
Patricia Polacco’s books
Storm in the Night by Mary Stolz

Have a great summer and happy reading and problem solving!

The Second Grade Team
Below are questions to ask your child when reading fictional stories together. You may also reference the bookmark included in this packet to further discuss characters, patterns, and events in a series.

<table>
<thead>
<tr>
<th>Literal Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Can you make a prediction of what will happen next? (draw on earlier parts in the story)</td>
</tr>
<tr>
<td>● Tell me about the setting. Where is the story taking place?</td>
</tr>
<tr>
<td>● Can you retell the main events in the story?</td>
</tr>
<tr>
<td>● Who are the characters?</td>
</tr>
<tr>
<td>● Can you keep track of who is speaking when? (point of view)</td>
</tr>
<tr>
<td>● Did you notice big things the character said or did? What might this show you about the character's feelings?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inferential Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children should support thinking with examples from the story</em></td>
</tr>
<tr>
<td>● Can you name traits to describe the character(s)?</td>
</tr>
<tr>
<td>● Who is the narrator? Who is telling the story? Who is the &quot;I&quot; voice? (point of view)</td>
</tr>
<tr>
<td>● How does the character respond to problems?</td>
</tr>
<tr>
<td>● How has the character changed and why?</td>
</tr>
<tr>
<td>● What was the lesson learned in the story?</td>
</tr>
<tr>
<td>● Are you noticing any patterns across this series? How do the books go together?</td>
</tr>
</tbody>
</table>
Things to think and jot about as you read:

- Have the character’s feelings changed?
- How does the character handle problems?
- Is the character having a BIG feeling?
- How does the character change from one setting to another?
- How does the character interact with other characters?
- Are you noticing any patterns across the series?
- What lessons can be learned from the character or series?