

Future Second Grade Students!



Summer Homework
Due: September 5, 2018

Student: _____

Parent Signature: _____

Raz-Kids - Raz-Kids.com

Username _____

Password _____

Reflex Math - Reflexmath.com

Username _____

Password _____

Think Central - www.K6.thinkcentral.com/ePC/start.do

Username _____

Password: 12345

2nd Grade Summer Reading List

June 2018

Dear Caregivers and Future Second Graders,

Congratulations! You've had a great first grade year and it's summertime! Time for outdoors, time for fun, time to relax, and time to enjoy doing what we second grade teachers love best-read a book!

We want you, as second graders, to be ready to share all your wonderful reading adventures. We hope that you will read a lot and have a love of books read to you. We have put together a list of our favorites and ask that you choose 3 of these books as part of your summer reading. To make it a little easier for your child, we have chosen popular books, from which you can make your selection.

- Max and Ruby series by Rosemary Wells (levels I-K)
- Frog and Toad series by Arnold Lobel (level K)
- Clifford series by Norman Bridwell (levels J-K)
- Arthur series by Marc Brown (levels I-K)
- Puffin Easy to Read- Fox series by Edward Marshall and James Vance Marshall
- Miss Nelson by Harry Allard (level L)
- Amelia Bedelia series by Peggy Parish (levels K-M)
- Magic Treehouse series by Mary Pope Osborne (levels M-O)

Again, be sure to read 3 of these books, answer the questions, and start second grade prepared! You can borrow these books from the library; purchase them at Barnes and Nobles; or through the Internet at Amazon.com.

There is also a Read Works passage titled, voting and the Law with comprehension questions. All students are required to complete the assignment.

We are looking forward to hearing about your summer reading adventures!

Happy reading!
The Second Grade Teachers.

Second Grade Supply List 2018

8 marble notebooks (labeled with your child's first and last name)

8 two-pocket plastic folders (2 red, 2 blue, 2 green, 2 yellow)

1 box of Crayola crayons (24 pack)

2 large glue sticks

1 pair of child scissors

1 package of wide – ruled loose – leaf paper

1 package of printer paper

1 box of green pens

1 box of red pens

2 boxes of sharpened Ticonderoga pencils

2 highlighters

1 plastic 12-inch ruler with centimeters

2 packs of post-it notes

1 package of Expo dry erase markers

1 pencil box supply box (large enough to hold crayons, pencils, glue sticks, etc.)

Activity book for rainy days

1 pack of baby wipes

2 rolls of paper towels

2 boxes of tissues

1 clipboard

1 package of white out tape

Name: _____

My Book Report

Title:

Author:

Illustrator:

My favorite part was:

Name _____

Comprehension Quilt

Answer each question in the story quilt to tell about the story that you just read.

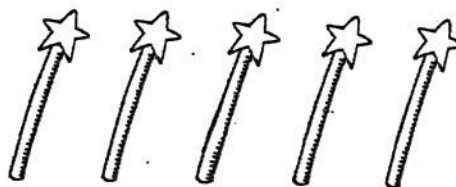
Title of Story: _____

Who were the main characters?

Where did the story take place?

How did the story make you feel?

How much did you like the story?
I give this story _____ magic wands.



Name _____

Date _____

That Reminds Me!

Title: _____

When I read this part:

I was reminded of:

When I read this part:

I was reminded of:



Voting and the Law

By Susan LaBella



Credit: Phil Roder, CC BY 2.0

When people vote, they make a choice. For example, people voting for U.S. Congress pick the men and women who pass laws that govern the country.

People who run for office are called candidates. During the weeks before an election is held, candidates describe what they plan to do if they are elected. The candidates make speeches about their ideas. They have discussions with other candidates. They may promise to work to change laws they do not like or to pass new ones.

Voters listen to these promises. Then they decide which candidates they think are the best. On Election Day, voters go to a public building, such as a school or a firehouse. They vote by filling out a paper form or, in some places, by using a computer.

Long ago, only a small number of people in the United States could vote. Some men were allowed to vote, but women, black people, poor people, and young people could not. Over the years, laws were changed. Now many more people can vote. All voters must be U.S. citizens and at least eighteen years old. They all must have registered, or signed up, to vote.

At the end of every Election Day, votes are counted. The winning candidates are announced. Soon, the winners will get their chance to do the things they promised to do.

Name: _____

Date: _____

1. What do people do when they vote?

- A) They have discussions with candidates.
- B) They run for office.
- C) They make a choice.

2. What does this article describe?

- A) the reasons that poor people were once not allowed to vote in the United States
- B) what people who are too young to vote do on Election Day
- C) what candidates do before an election

3. Read this paragraph from the article.

"At the end of every Election Day, votes are counted. The winning candidates are announced. Soon, the winners will get their chance to do the things they promised to do."

What can be concluded from this paragraph about the winning candidates?

- A) The winning candidates are the candidates who made the most promises to voters.
- B) The winning candidates are the candidates who get the most votes.
- C) The winning candidates do not do the things they promised to do.

4. Based on the information in the article, what effect might a candidate's promises have on voters?

- A) If voters listen to the promises that a candidate makes, they will probably be disappointed after Election Day.
- B) If voters like the promises that a candidate makes, they will vote for him or her.
- C) If voters do not like the promises that a candidate makes, they will not vote on Election Day.

5. What is the main idea of this article?

- A) People vote to choose the men and women who pass laws that govern the United States.
- B) Once women, black people, and poor people were not allowed to vote in the United States.
- C) Voting takes place by filling out a form or using a computer in a public building.

6. Read this paragraph from the article

"When people vote, they make a choice. For example, people voting for U.S. Congress pick the men and women who pass laws that govern the country."

Why might the author provide an example in the second sentence of the article?

- A) to help explain what the first sentence means
- B) to show readers that voting can mean two different things
- C) to help readers decide which candidate to vote for

7. Choose the answer that best completes this sentence.

Once only a small number of people in the United States could vote, _____ now more people can vote.

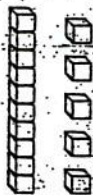
- A) so
- B) because
- C) but

8. What are people who run for office called?

9. What do people voting for U.S. Congress pick?

10. Is it important for people in the United States to vote? Support your answer with evidence from the article.

1. Look at the model of 15.



Write how many tens and ones
are in the model.

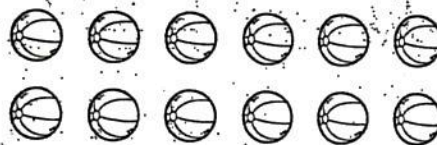
_____ ten _____ ones

2. Write how many tens and ones
-
- are in 12.

_____ ten _____ ones

3. Draw tens and ones to
-
- show 13.

4. Circle a group of ten to show
-
- 1 ten and some ones.



5. Write how many tens are the
-
- same as 10 ones.



10 ones = _____ ten

6. Compare using
- $<$
- ,
- $>$
- , or
- $=$
- .

12 \bigcirc 15

Name _____

7. Subtract.

$$15 - 8 = \underline{\hspace{2cm}}$$

8. Add.

$$8 + 2 + 6 = \underline{\hspace{2cm}}$$

9. Subtract.

$$18 - 9 = \underline{\hspace{2cm}}$$

10. Add.

$$6 + 4 + 7 = \underline{\hspace{2cm}}$$

11. If $5 + 6 = 11$, then

$$11 - \underline{\hspace{2cm}} = 6.$$

12. If $17 - 9 = 8$, then

$$\underline{\hspace{2cm}} + 9 = 17.$$

GO ON 

13.

$$8 + 7 = \underline{\quad}$$

is the same as

$$7 + \underline{\quad} + 1 = \underline{\quad}$$

14.

$$3 + 4 = \underline{\quad}$$

is the same as

$$3 + \underline{\quad} + 1 = \underline{\quad}$$

15. Add.

$$9 + 1 + 7 = \underline{\quad}$$

16. $12 - 4 = \boxed{\quad}$

is the same as

$$12 - \underline{\quad} - 2 = \boxed{\quad}$$

So, $12 - 4 = \underline{\quad}$.

17. Subtract.

$$60 - 50 = \underline{\quad}$$

18. If $3 + 4 + 6 = 13$, then

$$3 + \underline{\quad} = 13.$$

GO ON 

Name _____

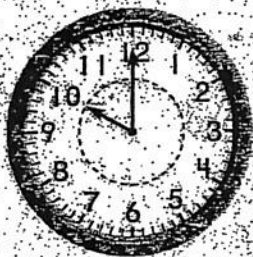
19. Add.

$$\begin{array}{r} 66 \\ + 9 \\ \hline \square \end{array}$$

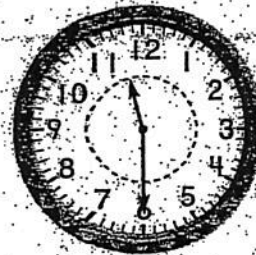
20. Add.

$$68 + 20 = \underline{\hspace{2cm}}$$

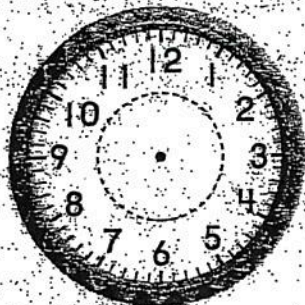
21. Write the time.



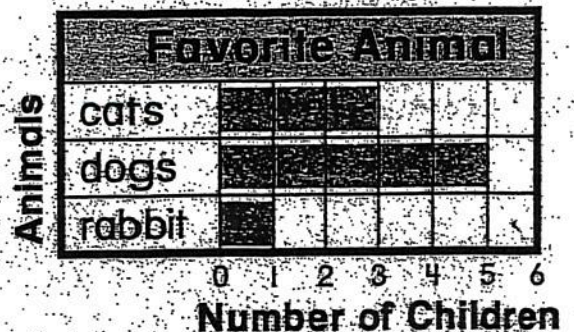
22. Write the time.



23. Draw hands to show 3:30 on the clock.



24. Use the bar graph.

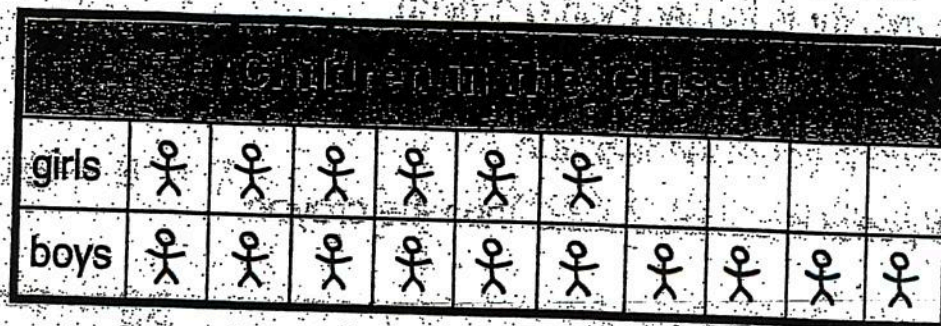


How many children chose dogs?

_____ children

GO ON

Use the picture graph for questions 25–26.




Each  stands for 1 child.

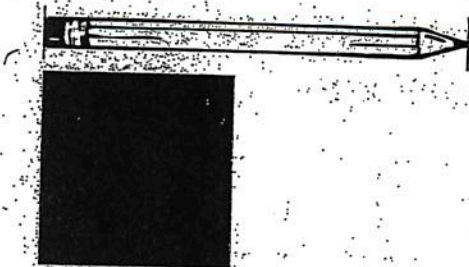
25. How many children are in the class?

_____ children



26. How many fewer girls are there than boys?

_____ fewer girls

27. Use . About how long is the pencil?



about _____  long

28. Use . Draw a line that is about 3  long.

29. Draw three lines in order from **longest** to **shortest**.

longest	
shortest	

GO ON 

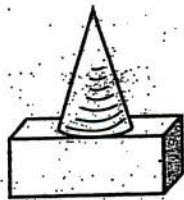
Name _____

30. A pencil is longer than a marker.
The marker is longer than a crayon.



Write **shorter** or **longer** to finish the sentence.

The pencil is _____ than the crayon.

31. Combine  and .
Circle the new shape you can make.



32. Use pattern blocks.
Draw to show the blocks.

How many  make a
 ?

_____  make a .

33. Write the number of
equal shares.



_____ equal shares

