

# Collins-Rhodes Elementary



Summer Math Packets

Going to Third Grade

Name \_\_\_\_\_

## Collins-Rhodes Elementary Summer Math Packet

Dear Parents or Guardians,

We are providing a summer math packet to assist students in maintaining their math skills over the summer and increasing preparedness for a successful August.

We ask that you work with your child to complete this packet during the summer break. Teachers will collect the packets the first day of school. Teachers will review the packets, and the level of completion will assist teachers in planning their initial classes.

These packets are posted on our website, the first tab under “Parents and Students”. Please access the packet for your child’s 2017-2018 grade level.

Thank you for your help and cooperation and should you have any questions, please do not hesitate to call us.

Collins-Rhodes Elementary School

Math Coach

### Fact Fluency

Research has shown that long-term success in mathematics is closely tied to strong number sense, including fluency with basic facts. The sooner your child becomes fluent with facts, the better!

We are asking that you spend 5-10 minutes each date practicing math facts with your child. Below is a list of websites to help your child practice his or her facts.

<https://www.factmonster.com/math/flashcards>

[www.funbrain.com/tictactoe/index.html](http://www.funbrain.com/tictactoe/index.html)

[www.playkidsgames.com/games/mathfact/](http://www.playkidsgames.com/games/mathfact/)

[http://www.abcya.com/math\\_facts\\_game.htm](http://www.abcya.com/math_facts_game.htm)

<https://www.splashmath.com/math-skills/math-facts>

**2.OA.1 Represent and solve problems involving addition and subtraction.**

**2.OA.2\* Add and subtract within 20. Required Fluency**

[Printable Flashcards for fluency practice 2.OA.2](#)

1. There are 15 stickers on the page. Brittany put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?

$$15 + \underline{\quad} = 22$$

$$22 - 15 = \underline{\quad}$$

2. There are 9 blue marbles and 6 red marbles in the bag. Maria put in 8 more marbles. How many marbles are in the bag now?

$$9 + 6 + 8 = \underline{\quad}$$

3. There are 9 peas on the plate. Carlos ate 5 peas. Mother put 7 more peas on the plate. How many peas are on the plate now?

$$9 - 5 + 7 = \underline{\quad}$$

**2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4 Understand place value.**

4. Write a number with:

8 tens, 1 one, 7 hundreds \_\_\_\_\_

2 tens, 8 ones, 9 hundreds \_\_\_\_\_

5. What are the next 3 numbers after 498? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. When you count back from 201, what are the first 3 numbers that you say?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. Complete the pattern 5, 10, 15, 20, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Will the number 58 be part of this pattern? How do you know?

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8. Write the numbers represented below:

800 + 7 \_\_\_\_\_

Three hundred fifty-two

\_\_\_\_\_ (expanded form)

9. Use  $<$ ,  $>$ , or  $=$  to fill in the blank.

a. 732 \_\_\_\_\_ 861

b.  $500 + 40 + 2$  \_\_\_\_\_ 421

c. 912 \_\_\_\_\_  $900 + 10 + 2$

d. 204 \_\_\_\_\_ 420

**2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8 ,2.NBT.9 Use place value understanding and properties of operations to add and subtract.**

10. Explain how you would solve this equation.  $43 + 34 + 57 + 24 =$

\_\_\_\_\_

Show your work.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What number is 10 more than 37? \_\_\_\_\_ What number is 10 fewer than 37? \_\_\_\_\_

12. What number is 100 more than 352? \_\_\_\_\_ What number is 100 fewer than 352? \_\_\_\_\_

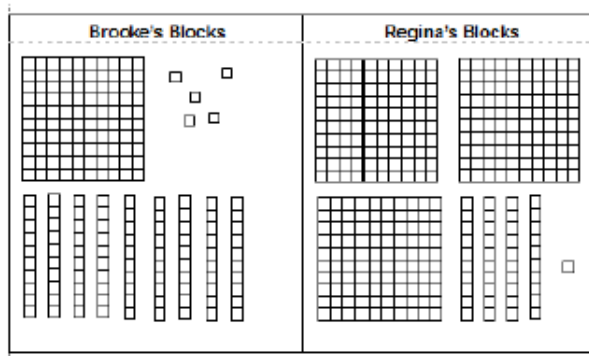
13. Add or subtract.

a.  $875 - 100 =$

b.  $199 + 10 =$

c.  $600 - 10 =$

14. Brooke and Regina both have some base ten blocks.



If they combine their blocks, how much do they have altogether?

\_\_\_\_\_

Explain your reasoning with drawings, words, and /or numbers.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When Mary adds her blocks to Brooke's and Regina's blocks they have 700 blocks.

How many blocks did Mary have?

\_\_\_\_\_

Explain your reasoning with drawings, words, and /or numbers.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.MD.3, 2.MD.4 Measure and estimate lengths in standard units.**

15. A student measured the length of a desk in both feet and centimeters. She found that the desk was 3 feet long. She also found out that it was 36 inches long.

Why do you think you have two different measurements for the same desk?

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16. This is the length Caleb the Caterpillar crawled.



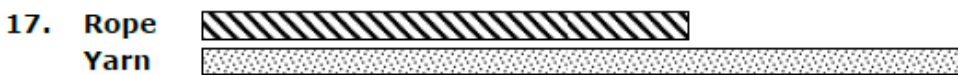
My Estimate: \_\_\_\_\_ I measured: \_\_\_\_\_

About how many more inches did Caleb the Caterpillar crawl than Anthony the Ant?

Use numbers, pictures, or words to show your thinking.

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The rope is about 7 centimeters long. Choose the best estimate for the length of the yarn.

- a. 5 centimeters
- b. 6 centimeters
- c. 10 centimeters
- d. 14 centimeters

**2.MD.5, 2.MD.6** Relate addition and subtraction to length.

18. In gym class Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? Write an equation and then solve the problem.

19. There were 27 students on the bus. 19 got off the bus. How many students are on the bus?

Write an equation and then solve the problem using a number line.



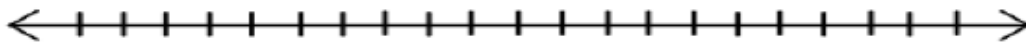
20. One day, Frog and Toad were sitting together on a lily pad. Some lily pads were in a line across the p



In the morning, Frog hopped three lily pads away. In the afternoon, he hopped two more away. In the evening, he hopped another two more. Toad hopped four lily pads away in the morning. He rested in the afternoon and continued three further in the evening. Frog said,

*Toad, we ended up at the same place!*

Show each of their journeys on a number line, starting at 0. Use different colors for the morning, afternoon, and evening hops. Write a number sentence (equation) that reflects that they ended up at the same place.



Write a number sentence that shows Toad's journey.

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Can your child...?

1. Skip count by 5s, starting at 25.
2. Skip count by 10s, starting at 100.
3. Start at 100 and skip count by 100s to 1,000.
4. Count from 890 to 910 by 1s.
5. Say the numbers that go in the blanks when skip counting by 10s, ending with 700.

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 700

Recording Table

	1	2	3	4	5
# Correct					
# Errors					

**Fluency Check.** 2.OA.2

Second Grade: Students should be proficient in solving:  
15 addition facts (to 18) in one minute

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

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

3.  $\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$

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

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

6.  $\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$

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

8.  $\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$

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

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

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

12.  $\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$

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

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

15.  $\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$

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

17.  $\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$

18.  $\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$

19.  $\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$

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

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

22.  $\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$

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

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

25.  $\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$

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

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

28.  $\begin{array}{r} 13 \\ + 5 \\ \hline \end{array}$

29.  $\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$

30.  $\begin{array}{r} 18 \\ + 0 \\ \hline \end{array}$

Fluency Check. 2.OA.2

Second Grade: Students should be proficient in solving:  
15 subtraction facts (to 18) in one minute

$$\begin{array}{r} 1. \quad 18 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 2. \quad 9 \\ \quad - 6 \\ \hline \end{array} \quad \begin{array}{r} 3. \quad 10 \\ \quad - 4 \\ \hline \end{array} \quad \begin{array}{r} 4. \quad 20 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 5. \quad 9 \\ \quad - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 13 \\ \quad - 4 \\ \hline \end{array} \quad \begin{array}{r} 7. \quad 12 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 8. \quad 10 \\ \quad - 5 \\ \hline \end{array} \quad \begin{array}{r} 9. \quad 15 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 10. \quad 16 \\ \quad - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 14 \\ \quad - 4 \\ \hline \end{array} \quad \begin{array}{r} 12. \quad 9 \\ \quad - 7 \\ \hline \end{array} \quad \begin{array}{r} 13. \quad 11 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 14. \quad 13 \\ \quad - 5 \\ \hline \end{array} \quad \begin{array}{r} 15. \quad 14 \\ \quad - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 11 \\ \quad - 7 \\ \hline \end{array} \quad \begin{array}{r} 17. \quad 16 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 18. \quad 12 \\ \quad - 9 \\ \hline \end{array} \quad \begin{array}{r} 19. \quad 19 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 20. \quad 14 \\ \quad - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 10 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 22. \quad 17 \\ \quad - 8 \\ \hline \end{array} \quad \begin{array}{r} 23. \quad 13 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 24. \quad 11 \\ \quad - 8 \\ \hline \end{array} \quad \begin{array}{r} 25. \quad 17 \\ \quad - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 16 \\ \quad - 4 \\ \hline \end{array} \quad \begin{array}{r} 27. \quad 12 \\ \quad - 12 \\ \hline \end{array} \quad \begin{array}{r} 28. \quad 10 \\ \quad - 7 \\ \hline \end{array} \quad \begin{array}{r} 29. \quad 18 \\ \quad - 10 \\ \hline \end{array} \quad \begin{array}{r} 30. \quad 16 \\ \quad - 7 \\ \hline \end{array}$$