

June 2017

Dear Second Grade Students and Parents,

Wow! You did so well in first grade that you are moving up to SECOND grade, the best grade of all. Although I know most of you, I am looking forward to knowing you better and being your teacher. I am going to ask a big favor. I want to ask you to please read every day and practice your math facts. To help with math, I am including a Eureka Math activities packet. These activities will make using math fun for you. Color in the activity boxes as you complete them. You can skip the Friday activities because four days of math should be enough.

ELA/Reading should be done five days a week. I would like you to keep a reading notebook of the books you read. Please see the attached sample of what to include. Some books are short and you might finish them in one or two days. Other books are longer and may take one or two weeks. As long as you spend at least 15 minutes a day, you're doing a good job. You should have about 2 short books logged in your notebook every week, unless you are reading a very long book. There is also a list of 100 first grade sight words you should readily know. There is another listing with 300 second grade words that you will want to start recognizing. For parents, attached is a list of "suggested" books that students might enjoy and a handout on the "importance of summer reading."

The math activities packet and reading notebook are due the first day of school. Your summer practice will really pay off when we start classes in September.

Also attached is a list of supplies needed by the end of the first week. Have a wonderful summer, and I am looking forward to getting to know you all.

Cordially yours,



Mrs. Regina Hall

/cc: ✓Mr. Vicario

Attachments: sample reading log, 2-page supply list, math packet, 1st grade word list, 2nd grade word list, "suggested" book list, "importance of summer reading"

Put your **name on the front cover** of your notebook. Start each book on a new page.

Sample of information to include. You can always include extra information. You could also just copy this page & staple it in a notebook, if that is more convenient.

Title: _____ **Date started:** _____

_____ **Finished:** _____

Author: _____ **# of pages:** _____

Write two (2) good sentences about the book.

Draw a picture of your favorite part.

2nd Grade Supply List

I would like to collect **\$30 cash** from each student to go toward his/her assignment pad, magazine subscriptions, and miscellaneous supplies.

Desk supplies:

For all notebooks and folders, clearly label the front cover with student's name and subject.

- 6 2-pocket (horizontal pockets) sturdy folders for math, ELA/reading, science, social religion and Homework/Notices.
- 5 Composition/marble type notebooks (math, ELA/reading, science, social, religion).
- 2 boxes of #2 pencils, with erasers - Please sharpen all the pencils at home.
- 1 12" ruler with inches & centimeter marked. (Label the ruler.)
- 1 zipper pencil case of strong nylon. (Plastic art box is not permitted)
- 2 erasers
- 1 pencil sharpener (in a pencil sharpener case).
- 1 small box (6 - 12) of crayons (to keep in the desk) (label box)
- 2 1 small stapler (w/ extra staples)

Optional desk items:

Personal-size dry erase board w/ markers

A few colored pencils.

(over)

(2nd grade supply list – page 2)

Art Supplies: (The art supplies are keep separate and students need a separate pencil case to hold the supplies.)

- 1 box (8 to 12) Crayola thick washable markers.
- 1 box (8 to 12) Crayola thin washable markers.
- 1 box (24) Crayola crayons.
- 2 glue sticks.
- 1 “pointy” scissors.
- Nylon pencil case or strong zip lock bag for art supplies. (Label your case/bag.)

Classroom supplies:

- 1 rolls of paper towels
- 2 boxes of tissues
- 1 containers of baby wipes (for hands/face)
- 1 containers of disinfecting wipes (for desk tops)
- 1 medium-size bottle of hand sanitizer
- 1 pack of white copy paper
- 1 pack of lined paper

For home:

- Clear contact paper to cover workbooks
- 4 medium sized book sox (for textbooks)

Name _____

Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 1-5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Count from 87 to 120 and back.	Play Addition with Cards.	Use your tangram pieces to make a Fourth of July picture.	Use quick tens and ones to draw 76.	Complete a Sprint.
Week 2	Do counting squats. Count from 45 to 60 and back the Say Ten Way.	Play Subtraction with Cards.	Make a graph of the types of fruits in your kitchen. What did you find out from your graph?	Solve $36 + 57$. Draw a picture to show your thinking.	Complete a Sprint.
Week 3	Write numbers from 37 to as high as you can in one minute, while whisper-counting the Say Ten Way.	Play Target Practice or Shake Those Disks for 9 and 10.	Measure a table with spoons and then with forks. Which did you need more of? Why?	Use real coins or draw coins to show as many ways to make 25 cents as you can.	Complete a Sprint.
Week 4	Do jumping jacks as you count up by tens to 120 and back down to 0.	Play Race and Roll Addition or Addition with Cards.	Go on a shape scavenger hunt. Find as many rectangles or rectangular prisms as you can.	Use quick tens and ones to draw 45 and 54. Circle the greater number.	Complete a Sprint.
Week 5	Write the numbers from 75 to 120.	Play Race and Roll Subtraction or Subtraction with Cards.	Measure the route from your bathroom to your bedroom. Walk heel to toe, and count your steps.	Add 5 tens to 23. Add 2. What number did you find?	Complete a Sprint.

Name _____

Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 6-10

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	Count by ones from 112 to 82. Then, count from 82 to 112.	Play Missing Part for 7.	Write a story problem for $9 + 4$.	Solve $64 + 38$. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.
Week 7	Do counting squats. Count down from 99 to 75 and back up the Say Ten Way.	Play Race and Roll Addition or Addition with Cards.	Graph the colors of all your pants. What did you find out from your graph?	Draw 14 cents with dimes and pennies. Draw 10 more cents. What coins did you use?	Complete a Core Fluency Practice Set.
Week 8	Write the numbers from 116 to as low as you can in one minute.	Play Missing Part for 8.	Write a story problem for $7 + \underline{\quad} = 12$.	Use quick tens and ones to draw 76. Draw dimes and pennies to show 59 cents.	Complete a Core Fluency Practice Set.
Week 9	Do jumping jacks as you count up by tens from 9 to 119 and back down to 9.	Play Race and Roll Subtraction or Subtraction with Cards.	Go on a shape scavenger hunt. Find as many circles or spheres as you can.	Use quick tens and ones to draw 89 and 84. Circle the number that is less.	Complete a Core Fluency Practice Set.
Week 10	Write numbers from 82 to as high as you can in one minute, while whisper counting the Say Ten Way.	Play Target Practice or Shake Those Disks for 6 and 7.	Measure the steps from your bedroom to the kitchen, walking heel to toe, and then have a family member do the same thing. Compare.	Solve $47 + 24$. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.

Addition (or Subtraction) with Cards

Materials: 2 sets of numeral cards 0–10

- Shuffle the cards, and place them face down between the two players.
- Each partner flips over two cards and adds them together or subtracts the smaller number from the larger one.
- The partner with the largest sum or smallest difference keeps the cards played by both players in that round.
- If the sums or differences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds.
- When all the cards have been used, the player with the most cards wins.

Sprint

Materials: Sprint (Sides A and B)

- Do as many problems on Side A as you can in one minute. Then, try to see if you can improve your score by answering even more of the problems on Side B in a minute.

Target Practice

Materials: 1 die

- Choose a target number to practice (e.g., 10).
- Roll the die, and say the other number needed to hit the target. For example, if you roll 6, say 4, because 6 and 4 make ten.

Shake Those Disks

Materials: Pennies

The amount of pennies needed depends on the number being practiced. For example, if students are practicing sums for 10, they need 10 pennies.

- Shake your pennies, and drop them on the table.
- Say two addition sentences that add together the heads and tails. (For example, if they see 7 heads and 3 tails, they would say $7 + 3 = 10$ and $3 + 7 = 10$.)
- Challenge: Say four addition sentences instead of two. (For example, $10 = 7 + 3$, $10 = 3 + 7$, $7 + 3 = 10$, and $3 + 7 = 10$.)

Race and Roll Addition (or Subtraction)

Materials: 1 die

Addition

- Both players start at 0.
- They each roll a die and then say a number sentence adding the number rolled to their total. (For example, if a player's first roll is 5, the player says $0 + 5 = 5$.)
- They continue rapidly rolling and saying number sentences until someone gets to 20 without going over. (For example, if a player is at 18 and rolls 5, the player would continue rolling until she gets a 2.)
- The first player to 20 wins.

Subtraction

- Both players start at 20.
- They each roll a die and then say a number sentence subtracting the number rolled from their total. (For example, if a player's first roll is 5, the player says $20 - 5 = 15$.)
- They continue rapidly rolling and saying number sentences until someone gets to 0 without going over. (For example, if a player is at 5 and rolls 6, the player would continue rolling until she gets a 5.)
- The first player to 0 wins.

Missing Part: Make 7 or 8

Materials: 5-Group Cards

- Each partner holds a card up to his or her forehead.
- One partner tells how many more are needed to make 7 (or 8).
- The other partner must guess the cards on his or her forehead.
- Partners can play simultaneously, each putting a card to his or her forehead.

High Frequency Word List – First Grade

By the end of First Grade students should be able to: 2

ELA.1.3H: Identify and read at least 100 high frequency words from a commonly used list.

- | | | |
|------------|------------|------------|
| 1. about | 38. from | 75. old |
| 2. after | 39. get | 76. once |
| 3. again | 40. give | 77. one |
| 4. all | 41. go | 78. open |
| 5. also | 42. got | 79. or |
| 6. an | 43. had | 80. other |
| 7. any | 44. has | 81. over |
| 8. are | 45. have | 82. our |
| 9. as | 46. he | 83. out |
| 10. ask | 47. her | 84. put |
| 11. ate | 48. here | 85. round |
| 12. be | 49. him | 86. said |
| 13. been | 50. his | 87. sat |
| 14. before | 51. hot | 88. saw |
| 15. best | 52. how | 89. see |
| 16. big | 53. if | 90. she |
| 17. book | 54. is | 91. shut |
| 18. boy | 55. just | 92. some |
| 19. box | 56. know | 93. stop |
| 20. but | 57. let | 94. take |
| 21. by | 58. like | 95. than |
| 22. can | 59. little | 96. thank |
| 23. car | 60. live | 97. that |
| 24. come | 61. long | 98. the |
| 25. cut | 62. make | 99. their |
| 26. day | 63. man | 100. them |
| 27. did | 64. many | 101. then |
| 28. do | 65. may | 102. there |
| 29. dog | 66. more | 103. they |
| 30. down | 67. most | 104. this |
| 31. eat | 68. much | 105. think |
| 32. end | 69. name | 106. three |
| 33. every | 70. next | 107. two |
| 34. far | 71. new | 108. up |
| 35. fly | 72. not | 109. very |
| 36. for | 73. of | 110. was |
| 37. form | 74. off | 111. we |

end.



High Frequency Word List – Second Grade

ELA.2.2G - Identify and read at least 300 high frequency words from a commonly used list.

- | | | | | |
|--------------|-------------|------------|-------------|--------------|
| 1. able | 34. break | 67. early | 101. green | 135. last |
| 2. about | 35. bring | 68. eat | 102. grow | 136. laugh |
| 3. across | 36. build | 69. eight | 103. half | 137. lay |
| 4. after | 37. buy | 70. end | 104. hand | 138. least |
| 5. again | 38. call | 71. every | 105. happy | 139. leave |
| 6. along | 39. came | 72. eyes | 106. hard | 140. left |
| 7. also | 40. can't | 73. face | 107. hat | 141. letter |
| 8. always | 41. carry | 74. fall | 108. have | 142. light |
| 9. among | 42. caught | 75. far | 109. head | 143. life |
| 10. another | 43. clean | 76. fast | 110. heart | 144. like |
| 11. answer | 44. close | 77. field | 111. hear | 145. live |
| 12. anything | 45. clothes | 78. find | 112. held | 146. little |
| 13. around | 46. coat | 79. fine | 113. help | 147. long |
| 14. ask | 47. come | 80. fire | 114. here | 148. longer |
| 15. ate | 48. cold | 81. first | 115. high | 149. look |
| 16. away | 49. color | 82. five | 116. hold | 150. love |
| 17. back | 50. could | 83. fly | 117. home | 151. made |
| 18. ball | 51. cut | 84. food | 118. hope | 152. main |
| 19. bed | 52. dark | 85. found | 119. hour | 153. make |
| 20. because | 53. dear | 86. four | 120. hot | 154. man |
| 21. become | 54. deep | 87. from | 121. house | 155. many |
| 22. been | 55. didn't | 88. friend | 122. how | 156. matter |
| 23. before | 56. does | 89. front | 123. hurt | 157. men |
| 24. begin | 57. dog | 90. full | 124. inside | 158. might |
| 25. best | 58. done | 91. funny | 125. into | 159. miss |
| 26. better | 59. don't | 92. gave | 126. itself | 160. money |
| 27. big | 60. door | 93. get | 127. jump | 161. more |
| 28. black | 61. down | 94. girl | 128. just | 162. morning |
| 29. blue | 62. draw | 95. give | 129. keep | 163. most |
| 30. book | 63. drink | 96. goes | 130. kind | 164. mother |
| 31. both | 64. during | 97. going | 131. knew | 165. much |
| 32. box | 65. each | 98. gone | 132. know | 166. must |
| 33. boy | 66. ear | 99. good | 133. land | 167. myself |
| | | 100. got | 134. large | 168. name |

High Frequency Word List – Second Grade

ELA.2.2G - Identify and read at least 300 high frequency words from a commonly used list.

- | | | | |
|--------------|----------------|---------------|----------------|
| 169. near | 203. ride | 239. taught | 274. warm |
| 170. need | 204. right | 240. tell | 275. wash |
| 171. new | 205. room | 241. ten | 276. watch |
| 172. never | 206. round | 242. than | 277. water |
| 173. next | 207. run | 243. thank | 278. well |
| 174. night | 208. said | 244. that | 279. were |
| 175. now | 209. same | 245. their | 280. went |
| 176. o'clock | 210. school | 246. them | 281. wish |
| 177. often | 211. second | 247. then | 282. with |
| 178. once | 212. seem | 248. there | 283. what |
| 179. only | 213. seven | 249. these | 284. when |
| 180. open | 214. shall | 250. they | 285. where |
| 181. order | 215. should | 251. thing | 286. which |
| 182. other | 216. show | 252. think | 287. while |
| 183. over | 217. simple | 253. third | 288. white |
| 184. outside | 218. since | 254. this | 289. why |
| 185. own | 219. sing | 255. those | 290. woman |
| 186. page | 220. sister | 256. though | 291. word |
| 187. pair | 221. sleep | 257. three | 292. work |
| 188. paper | 222. small | 258. today | 293. world |
| 189. part | 223. some | 259. together | 294. would |
| 190. people | 224. someone | 260. tomorrow | 295. write |
| 191. pick | 225. something | 261. too | 296. year |
| 192. play | 226. soon | 262. took | 297. yellow |
| 193. please | 227. stand | 263. town | 298. yesterday |
| 194. point | 228. start | 264. tree | 299. your |
| 195. present | 229. stay | 265. try | 300. zoo |
| 196. pretty | 230. stop | 266. turn | |
| 197. pull | 231. story | 267. under | |
| 198. quite | 232. straight | 268. until | |
| 199. rain | 233. strong | 269. upon | |
| 200. ran | 234. study | 270. use | |
| 201. read | 235. such | 271. very | |
| 202. real | 236. sure | 272. walk | |
| | 237. take | 273. want | |
| | 238. talk | | |



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To: **Parents/Guardians of Students Entering Grade 2**
SUMMER READING LIST

Below you will find books/series your child can choose from. I have also attached the Yonkers Public Library/Yonkers Public Schools Book List. The library also has incentive programs during the summer which is a great way to encourage reading as well.

LEVEL: 1 – 2
(beginner to moderate)

FROGGY (series) by JONATHAN LONDON
ARTHUR (stories) by MARC BROWN
LITTLE CRITTER (stories) by MERCER MAYER
FROG AND TOAD (series) by ARNOLD LOBEL
CLIFFORD (series) by NORMAN BRIDWELL
DEAR DRAGON (series) by MARGARET HILLERT
IF YOU TAKE A MOUSE TO SCHOOL (series) by LAURA NUMEROFF

LEVEL: 3 – Chapter Books
(moderate to advanced)

BERENSTAIN BEARS (series) by STAN AND JAN BERENSTAIN
CAM JANSEN (series) by DAVID ADLER
JUNIE B. JONES (series) by BARBARA PARK
AMELIA BEDELIA (stories) by PEGGY PARISH
CURIOUS GEORGE (series) by H.A. and MARGRET REY
HENRY AND MUDGE (series) by CYNTHIA RYLANT
MISS NELSON (series) by HARRY ALLARD

****Suggested Summer Reading Level: 1.5 – 2.5**



The Importance of Summer Reading

Research shows:

- Students who read over the summer do better in school in the fall.
- Students who do not read over the summer demonstrate academic loss in fall.
- 8 out of 10 studies indicate students who read for fun outperformed those who did not.
- Students read more when they can choose their own books.
- Reading 5 books over the summer can prevent academic loss.
- Summer reading loss is cumulative. By the end of 6th grade, children who do not read over the summer are two years behind other children.

What Parents Can Do:

- Stress the importance of summer reading with your child.
- Make reading exciting; don't think of it as a chore.
- Create a reading list.
- Create a no TV or electronic game time during part of each day.
- Join a summer reading program at your local library.
- Let your child choose his/her own books.
- Keep a supply of reading materials around the house.
- Go to the library regularly.
- Ask your child questions about the books s/he is reading.
- Read a book to your child.
- Listen to your child read to you.
- Pick a favorite author or series and read all the books.
- Listen to books on tape while traveling.
- Model reading.

Sources: <http://www.improve-reading-skills.com>;
www.nysl.nysed.gov/libdev/summer/research.htm

