

Congratulations!

By completing *Second Grade Everyday Mathematics*, your child has accomplished a great deal. Thank you for your support!

This Family Letter is provided as a resource for you to use throughout your child's vacation. It includes an extended list of Do-Anytime Activities, directions for games that can be played at home, and a sneak preview of what your child will be learning in *Third Grade Everyday Mathematics*. Enjoy your vacation!



Do-Anytime Activities

Mathematics concepts are more meaningful and easier to understand when they are rooted in real-life situations. To help your child review some of the concepts he or she has learned in second grade, we suggest the following activities for you and your child to do together over vacation. Doing so will help your child maintain and build on the skills learned this year and help prepare him or her for *Third Grade Everyday Mathematics*.

1. Pose addition and subtraction number stories about everyday life. For example, ask your child to count the number of grapes he or she has and then ask: *How many will you have if you eat 6 of them? How many will you have if you eat 2 of them and then I eat 3 more?* Here's another example: *If you have 1 quarter, 3 dimes, and 2 nickels, how many cents do you have?*
2. Review and practice addition and subtraction facts. Your child can use Fact Triangle cards to practice or play *Addition Top-It* or *Subtraction Top-It* as described on the second page of this letter.
3. Select everyday objects and have your child estimate their lengths and then measure to check the estimates. Your child could also measure objects to determine how much longer one thing is compared with another.
4. Ask your child to tell you the time to the nearest 5 minutes. Encourage your child to specify whether it is A.M. or P.M.
5. Encourage your child to identify and describe geometric shapes that can be seen in the world. For example: *I see rectangles in that bookcase. They all have 4 right angles.* You can also play I Spy to practice identifying and describing shapes. For example: *I spy a shape with 5 sides. All of the sides are the same length.*
6. Ask your child to share food items or other objects fairly with 1, 2, or 3 other people by dividing them into equal shares.
7. Count on or back by 10s and 100s from any given number.

Building Skills Through Games

This section describes games that can be played at home. The number cards used in some games can be made from 3"-by-5" index cards or from a regular playing-card deck. (Use jacks for zeros and write the numbers 11 through 20 on the four queens, four kings, and two jokers.)

Addition Top-It

- Materials** 4 cards for each of the numbers 0–10
Players 2 or more
Skill Adding two numbers
Object of the game To have the most cards

Directions

Shuffle the cards and place them facedown in a pile. Each player turns up a pair of cards from the deck and says the sum of the numbers. The player with the greater sum takes all the cards from that round. Players continue turning up cards and saying the sums until there are no more cards left in the draw pile. The player with the most cards at the end of the game wins.

Variation: Subtraction Top-It

Add cards for the numbers 11–20 to the *Addition Top-It* deck. Each player turns up a pair of cards from the deck and says the difference between the two numbers. The player with the greater difference takes all the cards from that round.

Salute!

- Materials** 4 cards for each of the numbers 0–10
Players 3
Skill Finding missing addends
Object of the game To have the most cards

Directions

Shuffle the cards and place them facedown in a pile. One person is the Dealer and gives the two Players one card each. Without looking at the numbers, the Players place the cards on their foreheads facing out, so everyone can see the numbers. The Dealer, who sees both numbers, says the sum of the two cards. The others use the sum and the number on the other card to figure out the number on their foreheads. The Player that finds his or her number first takes both cards. Players rotate roles, with someone new taking over as Dealer in each round. Play continues until everyone has been Dealer five times. The one with the most cards at the end is the winner.

Sample round:

Tom is the Dealer. He gives Raul a 5 and Cheri a 7. Tom looks at both cards and says, "The sum is 12." Raul can see Cheri's 7 and thinks, "What plus 7 is 12?" Raul says, "My number is 5." Because he figures out his number faster than Cheri figures out hers, Raul takes both cards.

Name That Number

- Materials** 4 cards for each of the numbers 0–10
1 card for each of the numbers 11–20
- Players** 2 or 3
- Skill** Adding or subtracting numbers to reach a target number
- Object of the game** To have the most cards

Directions

Shuffle the cards and place them facedown in a pile. Turn the top five cards faceup and place them in a row. Turn over the next card and place it faceup by the pile. This is the target number.

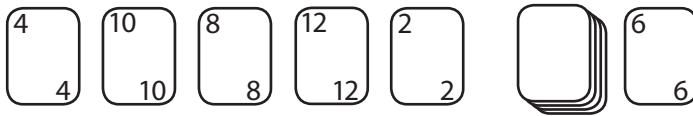
Players take turns trying to name the target number by adding or subtracting the numbers on two or more of the five cards that are faceup. Cards may be used only once for each turn. When a player is unable to name the target number using the faceup cards, his or her turn is over. The target is replaced with a card drawn from the top of the deck.

When players are able to name the target number, they collect the cards they used to name it along with the target-number card. Replacement cards for the five faceup cards are drawn from the deck. The next card from the top of the deck is the new target number.

Play continues until there are not enough cards left in the deck to replace the faceup cards. The player who has collected the most cards wins.

Sample turn:

Mae's turn:



The target number is 6. Mae names it with $12 - 4 - 2$. She could also have used $4 + 2$ or $8 - 2$. Mae takes the 12, 4, 2, and 6 cards. She replaces them by drawing cards from the deck as well as a new target number. Now it is Mike's turn.

Hit the Target

- Materials** calculator
record sheet (see example below)

Target number: 30

Starting Number	Change	Result	Change	Result	Change	Result
<u>17</u>	<u>+23</u>	<u>40</u>	<u>-10</u>	<u>30</u>		

- Players** 2
- Skill** Finding differences between 2-digit numbers and multiples of 10
- Object of the game** To reach the target number.

Directions

Players agree on a multiple of 10 (10, 20, 30, 40, and so on) as a target number and write it on the record sheet. Player 1 names a starting number that is less than or greater than the target number and records it on the record sheet. Player 2 enters the starting number on a calculator and tries to hit the target number by adding or subtracting a number to it. Player 2 continues adding and subtracting until he or she reaches the target number, recording the change and results on the record sheet. Then players switch roles: Player 2 chooses a starting number and Player 1 tries to change the starting number to the target number by adding and subtracting on the calculator. The player who reaches the target number in fewer tries wins the round.

Sample turn:

Kylie and Aiden agree on 30 as the target number. Kylie chooses 17 as the starting number. Aiden tries to change 17 to 30 by adding 23 but gets a result of 40. He subtracts 10, hitting the target in two tries. His record sheet looks like the one shown on page 284.

Fact Power

Another way addition and subtraction facts can be practiced is by using the Addition/Subtraction Facts Table shown below. The table can also be used to keep a record of facts that have been learned. For example, your child might color the squares for the sums that he or she knows from memory.

+, -	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Looking Ahead: Third Grade Everyday Mathematics

Next year your child will . . .

- Learn multiplication facts.
- Explore the relationship between multiplication and division.
- Write number models for addition, subtraction, multiplication, and division number stories.
- Further explore addition and subtraction of 2- and 3-digit numbers.
- Continue partitioning figures and number lines to build an understanding of fractions.
- Tell time to the nearest minute.
- Measure length to the nearest quarter inch.
- Find perimeters and areas of rectangles.
- Further explore the attributes of shapes.

Again, thank you for your support this year. Have fun continuing your child's mathematical adventures throughout the vacation.