



Math Packets Summer

This packet is intended for students going into

2nd GRADE SAXON Math

Directions: Complete the following math packet week by week. Each week you will find the topic divided into parts so you can manage the workload. This packet has 7 weeks of materials. Take your time and avoid the summer slide by completing the following work that will prepare you for SAXON Math 2.

Week 1:

Part 1:

Set 17: $3 + 5$, $3 + 6$, $4 + 7$, and $5 + 7$; Review Addition Facts

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

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

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

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

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

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

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

Part 2:

Set 20: Differences of 2; Review Subtraction Facts

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

Part 3:

Set 20: Differences of 2; Review Subtraction Facts

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

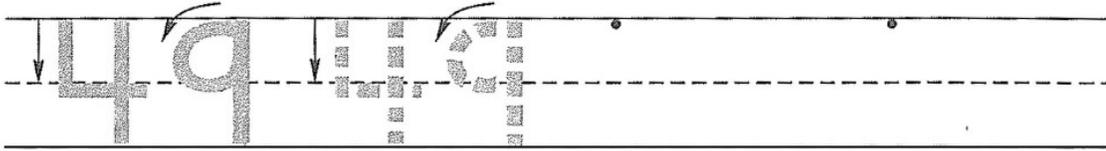
$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

Week 2: Part

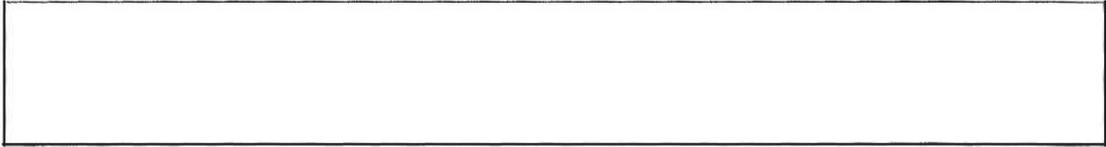
1:

Day of the Week _____

1. Trace the number forty-nine. Write the number forty-nine 2 more times.



2. Eight icicles were hanging from the roof. Four icicles fell off. Draw a picture and write a number sentence to show what happened.



Number sentence _____

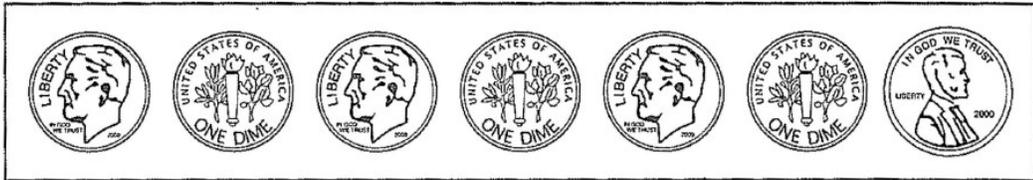
How many icicles are hanging from the roof now? _____ icicles

3. Write the numbers that are one less and one more.

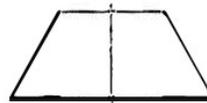
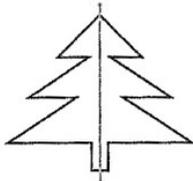
_____, 9, _____

_____, 13, _____

4. Color the penny brown. How much money is this? _____



5. Use a red crayon to trace the line of symmetry shown in each shape.



6. Count by 10's. Fill in the missing numbers.

10, 20, 30, _____, _____, _____, _____, _____, _____

Part 2:

1. Fill in the missing numbers.

41				45					50
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2. Six birds were eating at a bird feeder. Three birds flew away. Draw a picture and write a number sentence to show what happened.

Number sentence _____

How many birds are at the feeder now? _____ birds

3. Write the numbers that are one less and one more.

_____, 6, _____ _____, 17, _____

4. Color the pennies brown. How much money is this? _____



5. Use a red crayon to trace the line of symmetry shown in each shape.

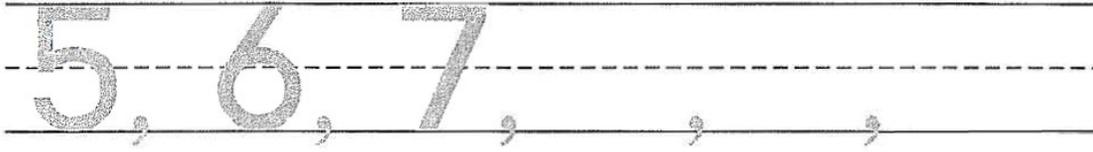


6. Count by 10's. Fill in the missing numbers.

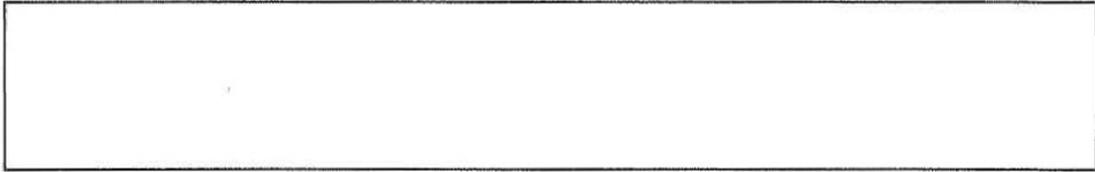
10, 20, 30, _____, _____, _____, _____, _____, _____

Part 3:

1. Write the next 3 numbers you say when you count.



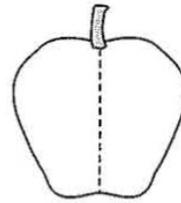
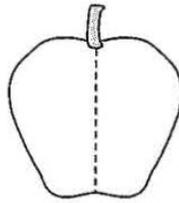
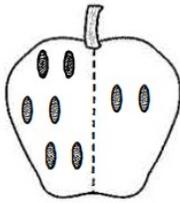
2. Shannon helped her brother take out the garbage. Shannon carried 2 bags of garbage and her brother carried 3 bags. Draw a picture and write a number sentence to show the number of bags of garbage they carried.



Number sentence _____

How many bags of garbage did they carry? _____ bags

3. Write a number sentence for the first apple.
Now draw different ways to show 8 apple seeds in the last two apples.



$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

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

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

4. Write the answers.

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

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

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

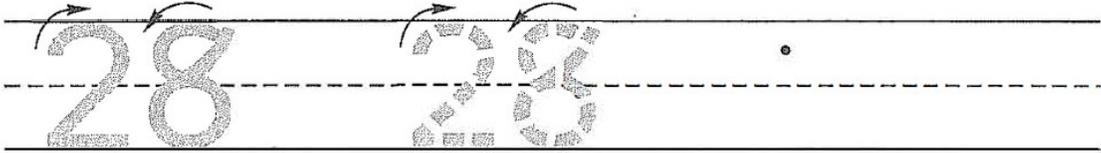
Parent: Practice sorting objects with your child. Take turns sorting and trying to guess the sorting rule. A suggestion is to sort food in cans and boxes. For example, they can be sorted by large and small, the color of the labels, vegetables and not vegetables, etc.

Initial if completed. _____

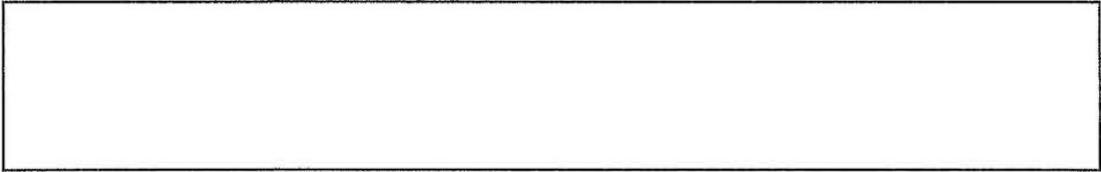
Week 3:

Part 1:

1. Trace the number twenty-eight. Write the number twenty-eight 1 more time.



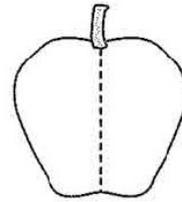
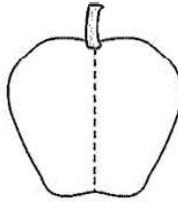
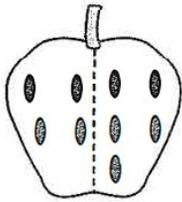
2. Patrick's dad bought 4 small pumpkins and 2 large pumpkins. Draw a picture and write a number sentence to show the number of pumpkins he bought.



Number sentence _____

How many pumpkins did Patrick's dad buy? _____ pumpkins

3. Write a number sentence for the first apple.
Now draw different ways to show 9 apple seeds in the last two apples.

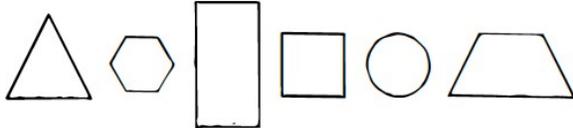


$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

$$\underline{\quad} + \underline{\quad} = \boxed{9}$$

$$\underline{\quad} + \underline{\quad} = \boxed{9}$$

4. Color the **sixth** shape blue.
Color the **triangle** yellow.
Color the shape with **6 angles** orange.
Color the **fourth** shape green.



5. Write the answers.

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

$$5 + 5 = \underline{\quad}$$

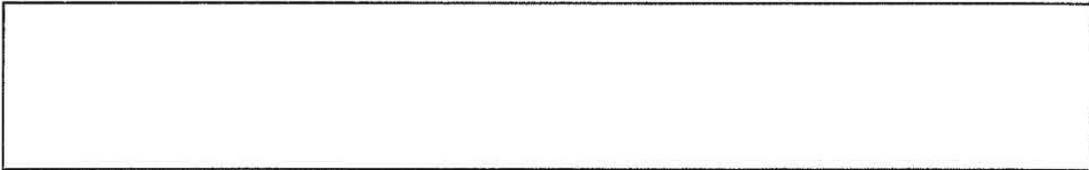
$$7 + 7 = \underline{\quad}$$

Part 2:

1. Write the next 2 numbers you say when you count by 1's.

22, 23, 24, _____, _____

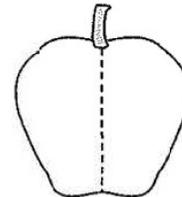
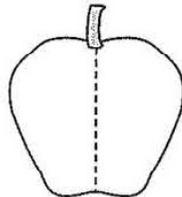
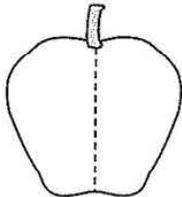
2. Five ducks were swimming in the pond. Two ducks flew away. Draw a picture and write a number sentence to show the number of ducks in the pond now.



Number sentence _____

How many ducks are in the pond now? _____ ducks

3. Draw different ways to show 9 apple seeds.



$$\underline{\quad} + \underline{\quad} = \boxed{9}$$

$$\underline{\quad} + \underline{\quad} = \boxed{9}$$

$$\underline{\quad} + \underline{\quad} = \boxed{9}$$

4. Write the number that is one more.

2, _____

17, _____

21, _____

5. Write the answers.

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

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

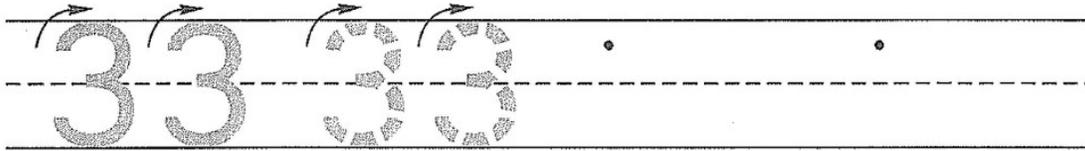
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

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

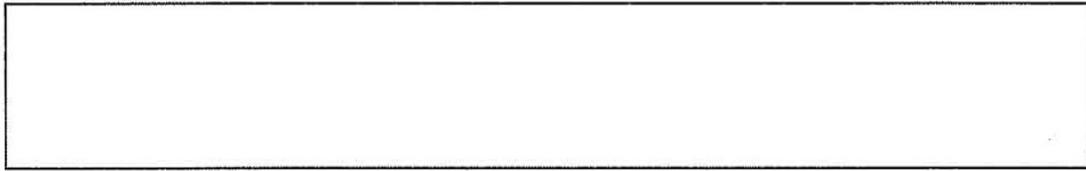
$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

Part 3:

1. Trace the number thirty-three. Write the number thirty-three 2 more times.



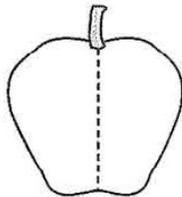
2. Eight children were in line. Three children returned to their seats. Draw a picture and write a number sentence to show the number of children in line now.



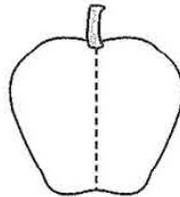
Number sentence _____

How many children are in line now? _____ children

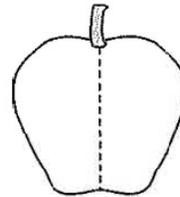
3. Draw different ways to show 10 apple seeds.



$$+ \underline{\quad} = \boxed{10}$$



$$\underline{\quad} + \underline{\quad} = \boxed{10}$$



$$\underline{\quad} + \underline{\quad} = \boxed{10}$$

4. Write the number that is one more.

4, _____

13, _____

22, _____

5. Write the answers.

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

Week 4:

Part 1:

Set 7: Adding 2 and 1; Subtracting 1; Review Facts

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

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

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

Part 2:

Set 7: Adding 2 and 1; Subtracting 1; Review Facts

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

Part 3:

Set 8: Adding 2; Review Facts

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

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

Week 5:

Part 1:

Set 8: Adding 2; Review Facts

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

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

Part 2:

Set 7: Adding 2 and 1; Subtracting 1; Review Facts

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

Part 3:

Set 7: Adding 2 and 1; Subtracting 1; Review Facts

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

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

Week 6:

Part 1:

OXFORD UNIVERSITY PRESS (for use with LESSONS 113-1)

Date _____

Day of the Week _____

Tally marks

1. Write the number one hundred four on the place value chart.

Hundreds	Tens	Ones

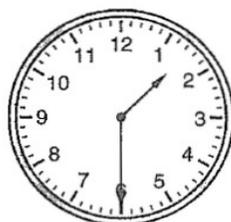
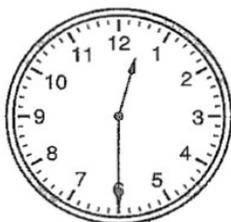
Circle the digit that tells the number of 100's.

2. Michelle wrote a two-digit number on a piece of paper. She gave the children the following clues to help them guess her secret number. Michelle said, "The digits I used are 5 and 3."

Write the two possible numbers. _____

Michelle said, "The number is between 29 and 41." Circle Michelle's secret number.

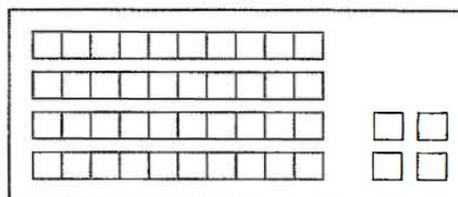
3. Circle the clock that shows half past one.



4. Krista put the linking cubes in trains of 10.

How many linking cubes does she have altogether?

_____ linking cubes



5. Draw tally marks to show the number of chairs in your classroom.

How many chairs are there?

_____ chairs

6. Find the answers.

$79 + 10 =$ _____

$22 + 10 =$ _____

$5 + 1 + 4 =$ _____

Part 2:

1. Finish these number patterns.

45, 44, 43, _____, _____, _____, _____, _____

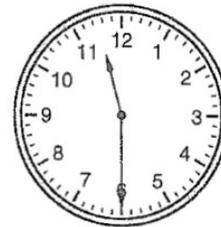
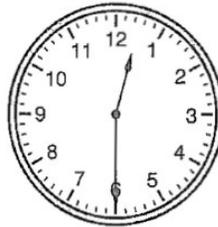
5, 10, 15, _____, _____, _____, _____, _____

2. Sam wrote a two-digit number on a piece of paper.
He gave the children the following clues to help them guess his secret number.
Sam said, "The digits I used are 7 and 2."

Write the two possible numbers. _____

Sam said, "The number is between 18 and 28." Circle Sam's secret number.

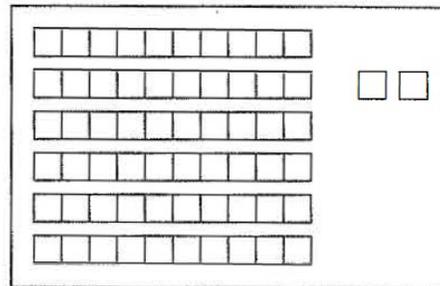
3. Circle the clock that shows half past eleven.



4. Martha put the linking cubes in trains of 10.

How many linking cubes does she have altogether?

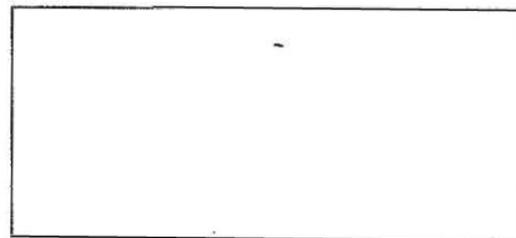
_____ linking cubes



5. Draw tally marks to show the number of chairs in your home.

How many chairs are there?

_____ chairs



6. Find the answers.

$88 + 10 =$ _____

$45 + 10 =$ _____

$6 + 2 + 4 =$ _____

Family Math Games

This is a list of games that will review some of the math concepts that were covered in Primary this year. These are a fun way to review math skill. All you need is a deck of cards or a pair of dice. If you don't have any dice, you can use many iPad apps or online resources.

Concentration (add, subtract, multiply, divide)

The object of the game is to find pairs of matching cards among an array of face down cards. Help your child write addition, subtraction, multiplication, or division facts on one set of index cards, and the answers on another set. Shuffle the cards and lay them out face down. The first player turns over two cards. If they match, the player keeps the two cards and takes another turn. The next player continues by trying to find two matching cards. When all the cards have been collected, the player with the most pairs wins.

Dice Games (addition)

You will need 2,3, or 4 dice and one score sheet. Tally to so many rolls or to a preset score such as 50 or 100 points. Vary it by adding the sums of the dice together and the greatest or lest score wins! Vary it again by rolling 3 colored dice and 1 white die. Subtract the number on the white die from the sum of the colored dice, and the greatest sum wins.

Go Fish (addition)

Prepare flash cards from 0-10 (3 sets of each number). Play "Go Fish" to add numbers up to 10. (Example: Sally has the number 4, so she asks her mother for the number 6 because $4 + 6 = 10$)

War

Divide a deck of cards evenly. Each player will put out two cards and add them together. Whoever has the highest total will take all the cards. The object is to take the whole deck.

Pig (addition)

Players take turns rolling two dice. A player may roll the dice as many times as he/she wants, mentally keeping a total of the sums that come up. When the player stops rolling, he/she records the total, and adds it to the scores from previous rounds. BUT if a one is rolled, the player scores a 0 for that round, and it's the next player's turn.

Race for \$1.00

You need 30 pennies, 10 nickels, 20 dimes, 1 quarter, a dollar, 2 dice, and a partner. Take turns. On your turn, roll the dice. The sum tells how many pennies to take. When you have 5 pennies, trade for a nickel. When you have 2 nickels, trade for a dime. When you have 2 dimes and one nickel, trade for a quarter. The first player to reach \$1.00 is the winner. You can also play with other amounts of money.

Guess My Number

You need paper, pencil, partner

Player one picks a number from 0-99 and writes it down. Player two makes a guess and writes it down. Player one gives a clue like your guess is greater than my number or your guess is less than my number. Continue playing until player two guesses player one's number. Switch jobs.

The 1 to 10 Game (addition)

You need: 2 dice, 1 deck of cards, and a partner

Use only the ace, 2, 3, 4, 5, 6, 7, 8, 9, and 10 cards.

One of you takes the red cards; one of you takes the black cards. Take turns. One you turn, roll the dice and figure out the sum. Remove enough cards from your hand to add up to that sum. For example, if you roll a 5 and a 3, you can make 8 in many ways (5+3, 4+4, 4+2+2, 8, etc...). If you can't make the sum with the cards in your hand, roll again. If you can't make a sum after three rolls, you lose the game. You win if your partner can't make a number in three rolls or if you use up all of your cards.

Grab Bag Subtraction

Choose a number of things to work with and put that many objects into a bag. You can use crayons, coins, beans, buttons, and more. Grab a handful of the items and count them. Use subtraction to figure out how many items are not left in the bag. So if you put 100 items in the bag and pulled out 20, then you would write $100 - 20 = 80$. Let your partner have a turn, and whoever leaves the least amount in the bag is the winner.

Lineup (number order, multiples)

Prepare number cards from 0-50. If more than two players are going to play, you might want to prepare two decks. Shuffle the cards and deal 8 to each player.

Players place their cards face up in a horizontal line in front of them in the same order in which they are received. Players may not move their cards around. The object of the game is to be first to have your cards in the right sequential order from smallest to largest. A player does this by taking a card on each turn from the top of the undealt deck and using it to replace any of the cards in his lineup. He discards the card that is replaced. Whenever a player's lineup of numbers is in the correct order from smallest to largest, he calls out LINEUP and wins the game.

You can vary this game by using multiples of numbers. You still have 8 cards, but are trying to get multiples in order from smallest to largest. So you can do multiples of 2 (2,4,6,8,10...) or multiples of 3 (3, 6, 9, 12...). You can even have numbers such as 12, 16, 20, 24, 28... Those are multiplied of 4 but they don't necessarily have to start with the number 4. They are however, still in order from smallest to largest.

Card Capture (addition, subtraction, multiplication, division)

Use a set of fact flashcards. Divide the cards equally between the two players. One player attacks, while the other player defends. The defending player shows his cards (problem side up) one at a time to the attacking player. If the attacking player says the right answer, he captures the card and adds it to his own. He can continue capturing cards until he answers incorrectly. When this happens, the defending player becomes the attacker, and gets his chance at capturing the cards. This continues with cards being captured back and forth until one player winds up with all of the cards, or has the most cards when time is called. You can even set the rules to the first player to capture 20 cards, or any number you'd like.

Addition and Subtraction Turnover (addition and subtraction)

Each player is given 11 cards numbered 0-10. These are placed face up in a row. Players roll two dice on a turn and may choose to add or subtract the two numbers shown on the dice. If the results sum or difference equals one of the number cards still face up, the player can turn that card face down. Next player then takes a turn. This continues until one of the players wins by turning all 11 of his cards face down.

Subtraction Pig (subtraction)

Two or more players start out with 100 points each. Players in turn roll two dice and subtract that number from their points. A player on a turn continues rolling the dice and subtracting the resulting number from his remaining points until a 1 appears on any dice rolled. That player's turn ends, and the next player takes a turn. When a player has lost all of his points, he is out of the game. The last player in the game is the winner.

Fact Game

1. Lay all facts from 1 fact set face up on a flat surface.
2. The student picks up a fact and says the fact, and the answer. For example "two plus two is four" They turn the card over to check their answer.
3. If the correct answer is provided within two seconds, that card is put aside in the "done" pile.
4. If the correct answer is provided in more than two seconds, or an incorrect answer is provided, this fact is not considered automatic. The student should

repeat the fact out loud to himself or herself 3 times. (two plus two is four, two plus two is four, two plus two is four)- the fact is returned to the table face up. The student should go back to that fact after trying at least two other facts.

5. The game ends when all facts are in the “done” pile.

Fact Practice

Fold a piece of paper into three columns. Adult writes the math fact to be practiced one time in the left column.

Look—Say

Look at the problem. Say the problem out loud 3 times while looking at it. (left column)

Write—Say

Say the problem out loud as you write it. Do this 3 times. (middle column)

Cover—Write—Check

Cover the previous problems you wrote as well as the original problem with your hand. Say the problem out loud as you write it from memory. Uncover and check. (right column)

Marshmallow Geometry

Using marshmallows and pretzel sticks make 2D and 3D shapes. Have the students talk about angles, sides, and vertices.

Kitchen Math

Cooking is a great activity to work on sequencing skills as well as math skills. Have students double a recipe, measure out ingredients, and tell time as they have to wait for their recipe to cook.

Number Scavenger Hunt

As you are driving take turns play I Spy, Numbers Version. Look for various numbers that add or subtract to make a certain number. Skip count by looking for numbers in an agreed upon pattern. This is a great way to practice counting, skip counting and recognizing number formation.

Have a great summer!