



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, an Addition/Subtraction Facts Table, 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 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.

These activities will help your child build on the skills learned this year and help prepare him or her for *Third Grade Everyday Mathematics*.

1. Fill in blank calendar pages for the vacation months, including special events and dates. Discuss the number of weeks of vacation, days before school starts, and so on.
2. Continue to ask the time. Encourage alternate ways of naming time, such as *twenty to nine* for 8:40 and *quarter-past five* for 5:15.
3. Continue to review and practice basic facts for all operations, especially those for addition and subtraction.
4. Use Fact Triangle cards to practice basic multiplication and division facts, such as the following:

$$2 \times 2 = 4$$

$$4 \div 2 = 2$$

$$2 \times 3 = 6$$

$$6 \div 2 = 3$$

$$2 \times 4 = 8$$

$$8 \div 2 = 4$$

$$2 \times 5 = 10$$

$$10 \div 2 = 5$$

$$3 \times 4 = 12$$

$$12 \div 3 = 4$$

$$3 \times 3 = 9$$

$$9 \div 3 = 3$$

$$4 \times 4 = 16$$

$$16 \div 4 = 4$$

$$3 \times 5 = 15$$

$$15 \div 3 = 5$$

$$4 \times 5 = 20$$

$$20 \div 4 = 5$$



Building Skills through Games

The following 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.

Addition Top-It

Materials 4 cards for each of the numbers 0–10 (1 set for each player)

Players 2 or more

Skill Add, subtract, or multiply two numbers

Object of the Game To have the most cards

Directions

Players combine and shuffle their cards and place them in a deck, facedown. 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 that are in play. The player with the most cards at the end of the game is the winner. Ties are broken by drawing again—winner takes all.

Variation: Subtraction Top-It

Partners pool and shuffle their 0–20 number cards. Each player turns up a pair of cards from the facedown deck and says the difference between them. The player with the greater difference gets all four cards. The player with more cards at the end of the game is the winner.

Variation: Multiplication Top-It

Players find the product of the numbers instead of the sum or difference. Use the 0–10 number cards.

Pick-a-Coin

Materials regular die
 record sheet
(see example)

calculator

Players 2 or 3

Skill Add coin and dollar amounts

Object of the Game To have the highest total

Directions

Players take turns. At each turn, a player rolls a die five times. After each roll, the player records the number that comes up on the die in any one of the empty cells for that turn on his or her Record Sheet. Then the player finds the total amount and records it in the table.

After four turns, each player uses a calculator to find his or her grand total. The player with the highest grand total wins.

Sample Record Sheet						
	(P)	(N)	(D)	(Q)	[\$1]	Total
1st turn	2	1	4	5	3	\$ 4.72
2nd turn						\$. . .
3rd turn						\$. . .
4th turn						\$. . .
Grand Total						\$. . .

Multiplication Draw

- Materials**
- number cards 1, 2, 3, 4, 5, 10 (4 of each)
 - record sheet (1 for each player)
 - calculator

Players 2–4

Skill Multiply two numbers

Object of the Game To have the highest total

Directions

Shuffle the cards and place the deck facedown on the playing surface. At each turn, players draw two cards from the deck to make up a multiplication problem. They record the problem on a record sheet and write the answer. If the answer is incorrect, it will not be counted. After five turns, players use a calculator to find the total of their correct answers. The player with the highest total wins.

Name That Number

- Materials**
- number cards 0–10 (4 of each)
 - number cards 11–20 (1 of each)

Players 2 or 3

Skill Add, subtract, multiply, or divide two numbers to reach a target number

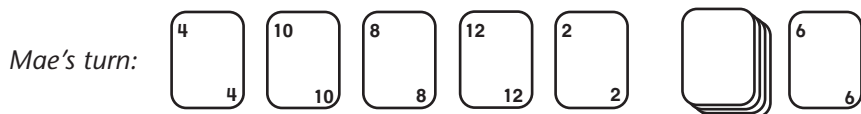
Object of the Game To have the most cards

Directions

Shuffle the deck of cards and place it facedown on the table. Turn the top five cards faceup and place them in a row. Turn over the next card. This is the target number for the round.

In turn, players try to name the target number by adding, subtracting, multiplying, or dividing the numbers on 2 or more of the 5 cards that are number-side up. A card may be used only once for each turn. If you can name the target number, take the cards you used to name it. Also take the target-number card. Then replace all the cards you took by drawing from the top of the deck. If you cannot name the target number, your turn is over. Turn over the top card of the deck and lay it down on the target-number pile. The number on this card is the new target number.

Play continues until there are not enough cards left in the deck to replace the players' cards. The player who has taken the most cards at the end wins. Sample turn:



The target number is 6. Mae names it with $12 - 4 - 2$. She also could have used $4 + 2$ or $8 - 2$.

Mae takes the 12, 4, 2, and 6 cards. She replaces them by drawing cards from the facedown deck and then turns over and lays down the next card to replace the 6. Now it is Mike's turn.

Multiplication Draw Record Sheet

1st Draw: _____ × _____ = _____

2nd Draw: _____ × _____ = _____

3rd Draw: _____ × _____ = _____

4th Draw: _____ × _____ = _____

5th Draw: _____ × _____ = _____

Sum of products: _____

Fact Power

Addition/subtraction fact families can also be practiced by using the Addition/Subtraction Facts Table. This table can be used to keep a record of facts that have been learned as well.

+,-	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

Looking Ahead: *Third Grade Everyday Mathematics*

Next year, your child will ...

- ◆ Explore the relationship between multiplication and division
- ◆ Extend multiplication and division facts to multiples of 10, 100, and 1,000
- ◆ Use parentheses in writing number models
- ◆ Record equivalent units of length
- ◆ Use number models to find the areas of rectangles
- ◆ Explore 2- and 3-dimensional shapes and other geometric concepts
- ◆ Read and write numbers up to 1,000,000
- ◆ Work with fractions and decimals
- ◆ Collect data for yearlong sunrise/sunset and high/low temperature projects
- ◆ Use map scales to estimate distances

Again, thank you for your support this year. Have fun continuing your child's mathematics experiences throughout the vacation!