



## Connecticut's Summer Math Passport Students Entering Grade 2



### Family Learning Beach

Collect a group of rocks or shells.

- First, estimate how many rocks or shells you think is the same as the length of your beach towel. How did you come up with your estimate?
- Now, use your rocks or shells to measure the actual length of your beach towel.
- Compare the actual length to your estimate.



### Family Learning Farmer's Market

Pick a table at the farmer's market.

- Tally how many fruits or vegetable containers remain.
- Create a bar graph to show the results.
- What do you notice about your data?

*(If you can't go to a farmer's market, count how many of each fruit and vegetable you have in your fridge.)*



### Family Learning Gardening

Plants come in so many beautiful colors. Head to a local garden center or even your backyard, and go on a color hunt.

- How many plants can you find that have red flowers?
- How many plants can you find that have yellow flowers?
- Now you choose a different color. How many plants have the color you chose?
- Create a graph bar graph to show the three different colors of plant data that you found.
- Tell two things that you notice about the data.



### Family Learning Walk or Hike

Think about telling time to the nearest hour and half hour. About what time did you start your hike? About what time did you end your walk or hike?



### Family Learning Ice Cream Shop

Take a trip to your local ice cream shop today, notice the flavors they have available. (If you can't get to an ice cream shop, you could look up an ice cream menu online.)

1. How many flavors are there?
2. Imagine they are sold out of three flavors, how many would they still have?
3. If they added 10 new flavors, how many would they have?
4. If you could create a new ice cream flavor for the shop to sell, what would it be?

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## Family Learning Movement

### The Numberline

(adapted from [Youcubed At Home](#))

**Draw a number line from 0–10 or 0–20 outside with even spacing. Pick a number to start. Take turns calling out directions like add 3, take away 2, etc. All kids move or hop three spaces to the right, two spaces to the left, etc.**

- After each move, notice what number you're on. Where did you start and how many jumps did you make?
- If more than one person is on the numberline, what do you notice about the distance between you and the other player? Is it the same? Is it different? What is the distance? Does this happen every time you all jump? Why or why not? (Make sure you count the spaces between and not the lines!)
- As you call out directions for adding or taking away, include a fun way to move along the spaces such as adding 3 by hopping on one foot for each space, taking away 5 by spinning each space, etc.
- How far away from 10 are you?
- If you are playing with two people, have one stand on a single digit number and the other on the corresponding teen number (e.g., 5 and 15). How far apart are you? Add 2. Now how far apart? What do you notice?

### Variations

**Draw a number line with spaces in increments of 10 up to 100 (0, 10, 20, etc.) with a little more space between.**

- Ask questions such as, "What numbers are between...?"; "Where would 16 go?"; or "Where would 82 go?"
- Or, play Number Riddles. Example: I'm thinking of a number that is greater than 20 but less than 30. What number could it be? Have kids find a spot that matches your riddle and explain why it fits. How far away is their number from 20? From 30?



## Family Learning Playground

Bring a timer with you to a local playground. Have someone time you running, hopping or skipping from one side of a field or court to another two times. Find the difference between the fastest and the slowest times. Write your equation.