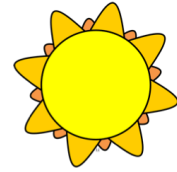
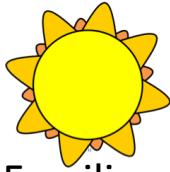


Summer Literacy Connections

Rising Grade 2



Dear Families,

It has been a wonderful year, full of learning and fun! Our children have worked incredibly hard and have grown tremendously as learners. We are proud of all the progress they have made during the school year.

As the school year winds down, we encourage you to plan for a summer of reading with your children. Research has shown that children who read during the summer months sustain reading gains made during the school year. Additionally, it is helpful to revisit skills that may otherwise be forgotten over the summer months.

Of course, summer is a time for vacations, camp and pursuing new interests. However, we would like to provide families with some suggestions for summer academic work. On the following pages you will find information on:

1. Reading and Spelling Trick (Sight) Words (Flashcards included)
2. Letter Tiles and Spelling
3. Selecting a Just Right Book
4. Making the Most of Summer Reading - Suggestions for Parents
5. Engaging your Readers – Literal/Inferential Comprehension Prompts
6. Responding to Reading – Ideas/Suggestions for Kid Blogging about Book
6. Thirsty for More? Links to online summer workbooks

Again, we respect your vacation time and the need in the summer for children to play and have fun. The activities and suggestions on the following pages are recommended, but remain optional.

Have a safe, healthy and happy summer!

The First Grade Team & Literacy Coaches

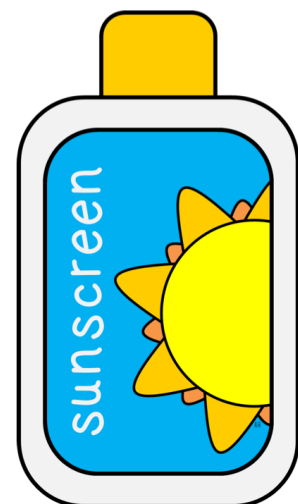
Trick Words

Trick words (also commonly called “sight” words) are words that often do not follow conventional phonics rules. They also tend to be high frequency words, so it is important that students learn to recognize them with increasing automaticity!

This year, your child was introduced to many new sight words. We recommend that rising second grade students practice **reading and spelling** the following words in isolation and in context of familiar stories!

the, a, and, is, his, of, as, has, to, into, we, he, she, be, me, for, or, you, your, I, they, was, one, said, from, have, do, does, were, are, who, what, when, there, here, why, by, my, try, put, two, too, very, also, some, come, would, should, could, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs., work, word, write, being, their, first, look, good, new, water, called, day, may, way

Although we provide a set of flashcards for you, trick words can be practiced in many fun and creative ways to keep learning interesting and hands-on for your child. Be sure to check out the suggested list of activities, games and tech connections on the next page for ideas.



A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Qu	R
S	T	U	V	W	X
Y	Z	a	b	c	d
e	f	g	h	i	j
k	l	m	n	o	p

qu	r	s	t	u	v
w	x	y	z	wh	ch
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work

being

word

their

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look

new

good

water

called

may

day

way

Phonemic/Phonological Awareness Games

Did you know that research has repeatedly shown that phonemic awareness (the ability to hear and manipulate individual sounds in words orally) is a powerful predictor of success in learning to read?

Listener Awareness

Have your child close eyes and listen for three sounds you make.

Ex- Parent claps, stomps foot and snaps fingers.

Child opens eyes and must recall the sounds in order.

Try with animal sounds, movement, color words, familiar words, alphabet letters, letter sounds!

I'm Going On a Picnic...

What will you bring? Select a sound (Example /d/) and think of items that start with that sound!

Remember this game is SOUND based, not letter based!

What's the Word?

Stretch a word out by syllables.

Challenge your child to blend the syllables back together to form a word.

Ex- Di-no-saur = dinosar

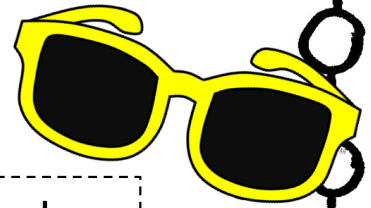
po-ta-toe = potatoe

Clap the Syllables

Parent says a word, child says (while clapping, stomping, jumping, etc.) the syllables in the word.

Ex – play-ground...child says “play (clap) ground (clap)

Building Words



Keep spelling and phonic skills fresh with word building using the letter tiles on the next pages!
Here is a list of 1st Grade appropriate review words.

Words with 3-5 Sounds with blends and digraphs

chat	pack	strap
map	bet	slash
bed	ship	blend
neck	mash	slept
yes	dock	skunk
fix	deck	trust
zip	whip	crunch
lick	moth	drift
Chick	puff	craft
dig	miss	slump
mop	mess	drink
lot	fell	grunt
mug	kiss	blank
shut	rush	twist
thud	shot	plant
bled	chunk	camp
Stash	sniff	cramp
Pinch	click	plump

Words with Glued Sounds

ham	yank
mall	mink
ring	bonk
sang	sank
sung	sink
sunk	thank
long	ball
song	small
Lunch	call
thing	cram
rang	Sam
rank	hang
ram	bunk
ran	pink
gong	honk
junk	chunk

Words with Magic E

lime
came
name
time
mule
rule
stove
bike
ape
note
spine
tube
cube
cape
pine
home

Practice adding -s, -ed, and -ing
suffixes to different base words

How To Help Your Child Pick a Just Right Book

Children become good readers one book at a time. But how do you help a child choose the right books? You don't have to be an expert in reading levels to guide a child to books that entertain, enlighten, and challenge (without overwhelming).

You may be accustomed to choosing books for the children in your life. But did you know that selecting a book is a useful skill that a child can and should learn? Choosing a book independently teaches a child that we seek books for different reasons. With some simple strategies, you can help a child to be a savvy book selector. You also can help him or her choose books that are neither too easy nor too hard.

What is Your Purpose?

As early as you can, introduce the idea that we read for a purpose, even if that purpose is pure enjoyment.

Ask

What type of book are you looking for today—and why?
Are you looking for fiction (made up) or nonfiction (factual)?
Ask them to explain their choice.

SAY YES

Give the child authority over choosing books to read. Say “yes” as often as you can. A book that the child wants to read is the one you want to take home. Don't worry if a book seems short, too easy, or has pictures. Graphic novels (stories told in comic book frames) are a great way to hook a reluctant reader. Looking at pictures is a perfectly acceptable way to read a book.

USE THE 5 FINGER RULE

When your child chooses a book, open the book to a random page and have them put out their five fingers. Have your child read aloud the page to you. For each word that cannot be decoded, have them put a finger down. If all five fingers are down by the end of the page, the book is most likely too challenging for the child to read independently.

IF YOUR CHILD CHOOSES BOOKS THAT ARE TOO CHALLENGING

If the child really wants to read something you know is beyond his or her ability, solve it by reading it aloud together. You can take turns reading and define unfamiliar words as you go. That way the child will avoid the frustration and enjoy the added bonus of your company! You can also purchase or borrow books on audio!

I-Pick Just Right Books

I choose a book

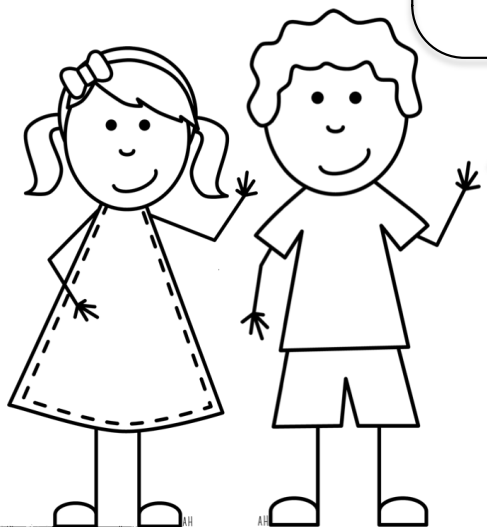
Purpose – Why do I want to read this book?

Interest – Does it interest me?

Comprehend – Do I understand what I'm reading?

Know – Do I know most of the words?
(5 finger rule!)

In school, we learn how to
choose a book using the
I-PICK acronym.





Making The Most of Summer Reading

This is an exciting time for your child as a reader! We have a long summer to relax, so it's important that developing readers continue to practice their reading skills every day to keep them fresh.



We recommend that children continue to read out loud to you for 10-15 minutes per day from a “just right book”. A “Just Right” book should be a book that your child can read comfortably and understand with little help from you!



Continue to read aloud to your child from a variety of different genres and from books on a variety of different topics. You never know what will spark his or her interest!



Choose a series together to read over the summer and follow the same characters through different adventures!



Encourage your child to reread for fluency or “reread until you sound like you are talking!”



Explore audio books! Listening to a book is a great option if a selected book is too hard for the reader,



Engaging Your Young Readers

As your children grow as readers, it is important to make sure that they are understanding what they are reading. Here are some quick and easy prompts you can ask after your children finish reading to encourage comprehension!



Who are the characters? What are they like?

How did the character feel when _____? How do you know?

Why did the character _____?

Did the character change in the story? How?

What is the setting? Where does the story take place? When does it take place?

What is the problem? How is the problem solved?

What lesson do the characters learn?

What do you predict will happen next?

What did you learn about this topic?

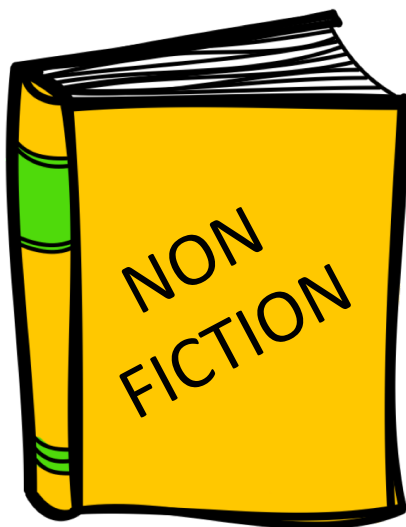
Did you notice any text features? How do they help you?

What was the big idea in this book? What did the author want you to learn?

Do you think this is a good title for the book? Why or why not?

What are some new words that you learned?

Do you have any questions after reading this book?



Responding To Reading

**Keep a journal this summer and write about what you are reading!
Here are some ideas of things you can write about!**

Fiction Prompts

1. What was your favorite part of the story? Why was this part important?
2. Who was the main character? What is he or she like?
3. Would you want to be friends with the main character? Why or why not?
4. What is the problem? How was the problem solved?
5. Where did the story take place? When did the story take place?
6. What lesson did the character learn in the story?
7. Would you recommend this story to someone? Who would you recommend it to?

Nonfiction Prompts

1. What new or interesting information did you learn in this book?
2. What did the author want you to learn from this book?
3. What is something unique about this nonfiction book?
4. Why do you think the author chose the title? Is it a good title? Why or why not? If not, come up with an alternate title.
5. Where could you find other information on this topic?
6. What questions do you still have? How will you answer them?