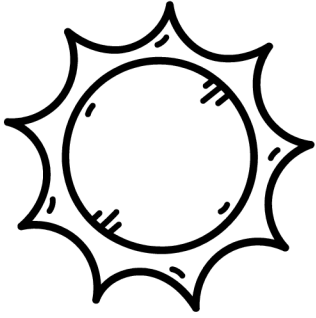




K-2 SUMMER READING ADVENTURE





WELCOME TO SUMMER!

Dear Teachers,

Welcome to our Summer Literacy Resource Packet! These pages are designed to support your students' literacy review over the summer break. The contents of the packet can be customized to fit your students' individual needs.

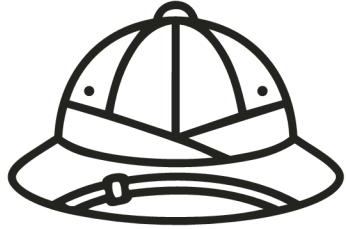
Content includes:

1. Phonological Awareness Activities
2. Letter Formation Practice
3. Decoding Practice
4. Reading Comprehension Activities

Review the materials and choose the content that will support the practice each student needs. Then, print and send home! You know your students best, so tailor the materials to meet their needs while keeping the goal of fun and successful summer learning in mind. Good luck, and have a wonderful summer!

**Your Literacy Ally,
IMSE**





WELCOME TO SUMMER!

Dear Guardian,

With the excitement of summer break ahead, it's a perfect time to emphasize the importance of reading for your child.

Summer is a time for relaxation and fun, and it's a great opportunity to maintain the progress your child made throughout the school year. However, "summer slide" can happen, and students can lose some of their hard-earned academic skills during the long break. With your support, you can keep your child's learning momentum going strong.

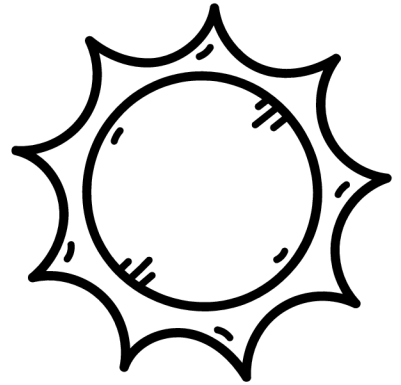
Reading is the perfect summer activity because it's educational and enjoyable. By encouraging your child to read regularly during the summer months, you can help them review the skills they've worked hard to develop.

You can also read to your child! Reading to children in English or their first language offers many benefits. It fosters a strong bond between parent and child and enhances language development, fluency, and comprehension skills. It also cultivates a love for reading, igniting imagination and curiosity, and opens doors to a world of knowledge and possibility.

Here at IMSE, we provide the knowledge, support, and resources necessary to ensure that every child is successful in literacy. The following pages have been created to help foster and nurture the skills your student has learned throughout the year and to have a little fun while doing so!

Happy Reading!

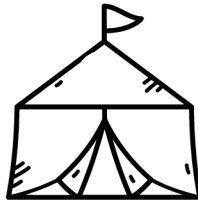
SUMMER READING BINGO



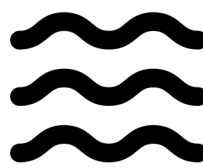
Read to a pet or stuffed animal



Build a fort and read inside.



Read by the water



Have someone read to you



Read to someone on the phone



Read in the dark with a flashlight



Have a picnic and read



Write a poem or sing a song about reading



Read under the covers in your bed



Draw a picture from your favorite book



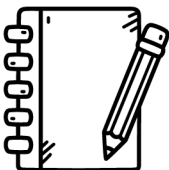
Read in a park



Read to someone younger than you



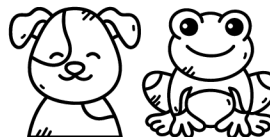
Write your own book



Read while you eat your favorite snack



Read a book that rhymes



Read to a friend



TAKE READING ON THE ROAD

Whether it's on the bus, subway, trolley, car, or on foot, this is a great time to practice foundational reading skills while out and about. Print out the activity sheet and practice reading on the go.

*When you see a letter in between slash marks, that represents the sound.../b/ spells b.

FIND A LETTER

(Skill: letter recognition)

Adult: Find the letter M.

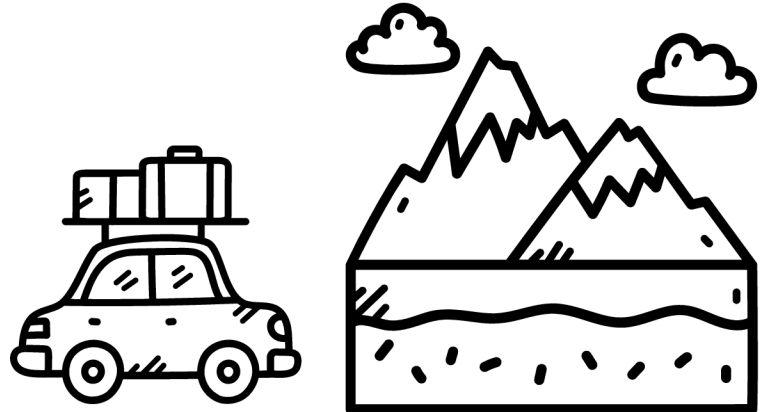
Reader: I see the letter M on the McDonald's sign!

Adult: Great! Now you tell me a letter to look for.

Reader: Find the letter x.

Adult: I see the letter x on the Exit sign!

-repeat-



I SEE SOMETHING (beginning sound)

(Skill: Isolation of beginning sound)

Adult: I see something that starts with the /s/ sound

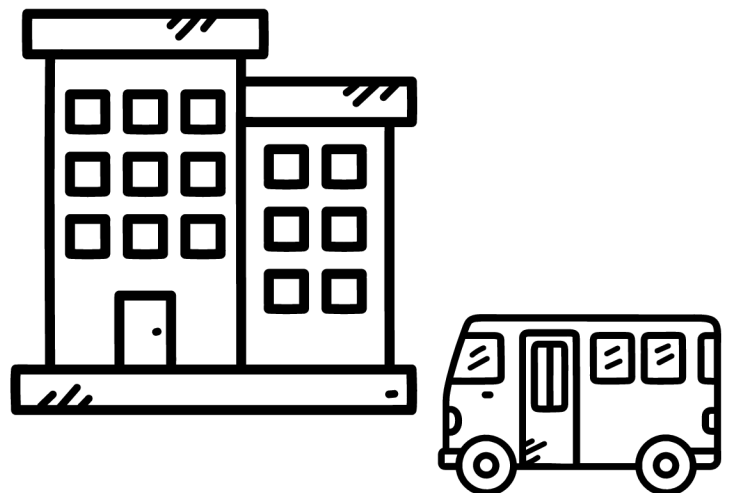
Reader: Is it a semi-truck?

Adult: I like your thinking. It is not a semi-truck. Look for something else that starts with the /s/ sound.

Reader: Is it a street sign?

Adult: It is!!!

-repeat-



I SEE SOMETHING (rhyme)

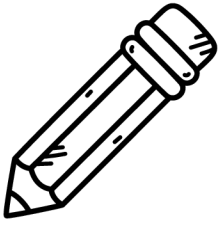
(Skill: identifying rhyme)

Adult: I see something that rhymes with right.

Reader: Is it light?

Adult: It is!!!

-repeat-



LETTER FORMATION

Letter formation is important for your student's literacy development. Mastering the correct way to write letters ensures that their writing is clear, legible, and easily understandable. This skill doesn't just aid in writing; it also supports the development of fine motor skills and hand-eye coordination, which are essential for many other tasks in life. Teaching your child proper letter formation lays the groundwork for effective written communication and academic success, making it a fundamental skill.

At IMSE, we follow a specific script to help students comprehend and master the different letter formations.



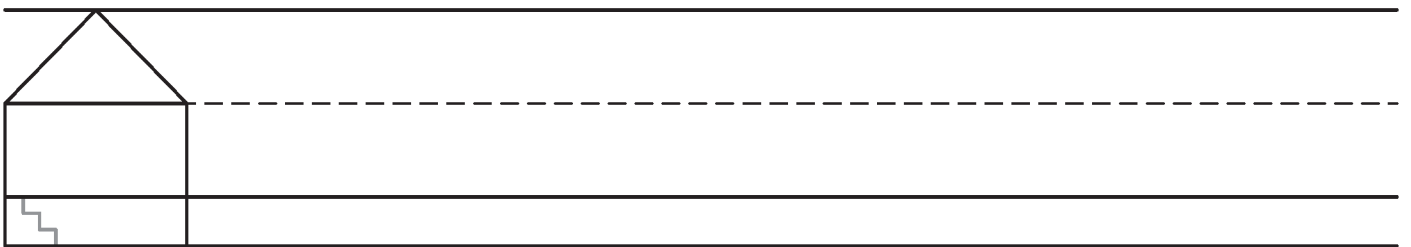
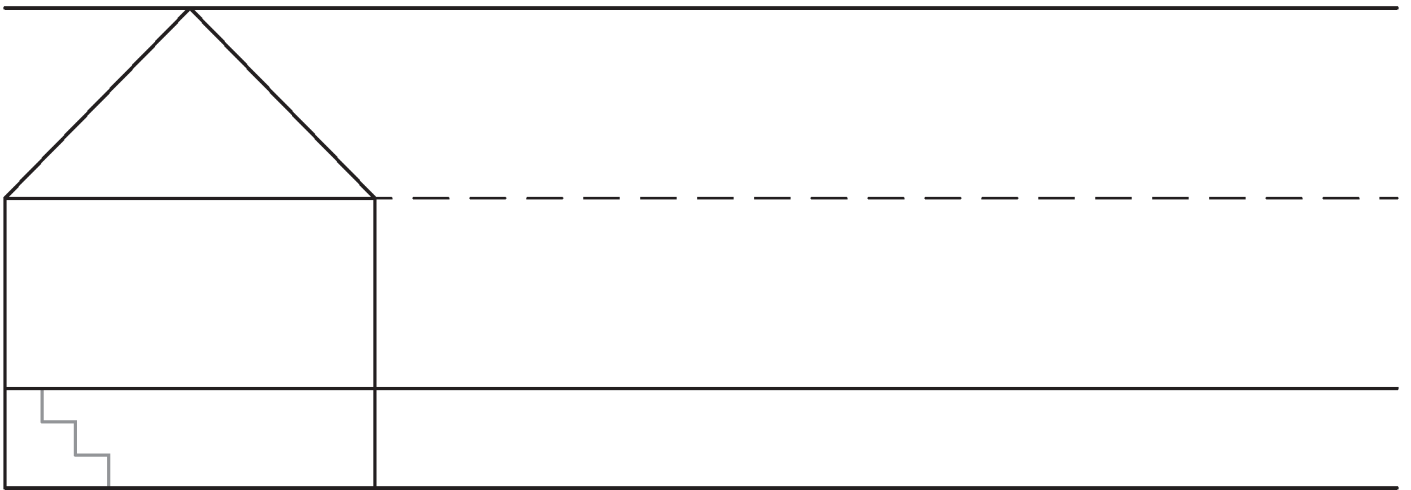
Watch this video on how IMSE teaches letter formation using our house paper (located on the following page).

Does your student need help with their pencil grip? Watch this short video from one of our IMSE team members on how you can improve your child's pencil grip!



TIP: Put letter formation pages in a sheet protector and use a dry-erase marker so you can reuse them all summer!

Letter Formation



| | | | |
|--|--|--|--|
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WHAT IS DECODING?

Decoding in reading refers to the ability to convert written words into spoken language. It involves recognizing the letters in a word, associating each letter with its corresponding sound, and blending these sounds together to form words. Essentially, decoding allows readers to make sense of written text by translating the symbols (letters) into meaningful language (words). It's a fundamental skill that enables individuals to read and comprehend written material.



Watch this video on the letter sounds for the entire alphabet and digraphs.

Children can use the sheets following this page to practice decoding and blending. Additional word review activities are located at the end of this section. Please note that underlined words are non-phonetic and cannot be sounded out.

Find even more FREE decoding activities on [imse.com/digital-resources](https://www.imse.com/digital-resources).



Practice Identifying the Letter/Digraph Name and Sound

| | | | | |
|---|---|---|---|---|
| b | t | m | k | a |
| e | f | d | z | h |
| n | i | p | s | x |
| j | o | l | g | v |
| c | y | w | u | r |

CHALLENGE!

| | | | | | |
|----------------|------------------|----|----|----|----|
| th (Voiced) | th (Unvoiced) | sh | ch | wh | qu |
|----------------|------------------|----|----|----|----|

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-----|-----|-----|-----|-----|
| got | Tad | am | dad | tot |
| hog | mom | cod | Hal | had |
| cat | dot | gag | mad | Cam |
| lad | cot | gal | hag | hot |
| lot | lam | tag | dad | dog |
| am | log | ham | Tom | mom |
| mat | lag | cat | hot | gal |
| dot | hat | mad | cad | Al |

Practice Reading Sentences

1. Dad got the ham.
2. Mom was mad at Tom.
3. Is the log hot?
4. The hat had a tag.
5. Tad had a cat.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-----|-----|-----|-----|-----|
| ban | gum | kid | nap | jog |
| rod | fib | gap | dig | bad |
| bin | jot | rat | cut | jam |
| fun | cob | tip | kid | fig |
| fat | pin | Kim | jug | rot |
| bag | lid | nut | ram | dip |
| rap | kit | fob | hit | can |
| Jim | but | pat | gut | nip |

Practice Reading Sentences

1. The kit is for Mom.
2. The cap got a big rip.
3. Will the cat and dog jog?
4. The mop is on the mat.
5. Did Dot hit the log?

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-----|-----|------|------|------|
| led | yam | zap | web | box |
| he | Max | sit | quit | van |
| wig | ox | Deb | vet | yes |
| sun | zip | quiz | met | go |
| net | Val | sob | tux | men |
| zig | wet | hi | yet | quip |
| sub | zag | pen | van | win |
| yap | tax | bet | quit | be |

Practice Reading Sentences

1. The pig is in the big pen.
2. The lid is so hot.
3. I said hi to Bob.
4. Can you fix the box?
5. The lad had a hot yam.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|------|------|------|------|------|
| when | mash | thud | chip | that |
| shop | bath | wish | chat | this |
| moth | chum | cash | them | whop |
| chin | dish | them | rash | Beth |
| Josh | whiz | chug | thus | math |
| she | with | chap | than | mesh |
| Seth | this | shag | path | chop |
| shut | them | fish | chad | whim |

Practice Reading Sentences

1. Jim will chop the hot log.
2. Is the cash in the shop?
3. Did the ax hit the box with a thud?
4. Tim and Chad had a chip.
5. When will the pet cat get fed?

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-------|-------|--------|-------|-------|
| shy | dodge | brunch | cliff | clock |
| shelf | frog | stick | craft | help |
| spell | pass | hill | swim | dwell |
| grill | held | yelp | silk | flip |
| clam | off | twig | stop | fudge |

| | | | | |
|---------|----------|---------|----------|---------|
| even | subtract | dogsled | trumpet | himself |
| express | dentist | bobcat | misspell | banjo |
| bathtub | combo | dishpan | skeptic | hundred |

Practice Reading Sentences

1. The rabbit sat on the hippo.
2. Does the cat hiss at you?
3. Did you see the sunfish at sunset?
4. Stan is good at golf.
5. Mom is upset with the mess!

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-------|--------|--------|--------|--------|
| shy | dodge | brunch | clock | broke |
| place | switch | smudge | stitch | dry |
| shack | choke | stage | crisp | truck |
| badge | patch | shape | trudge | cry |
| thick | my | drive | rack | snatch |

| | | | | |
|---------|----------|---------|---------|---------|
| include | chipmunk | lazy | candy | pumpkin |
| mustang | concrete | athlete | agent | sibling |
| copy | belong | empty | cupcake | fancy |

Practice Reading Sentences

1. A duck was stuck in the pond.
2. The camp had a blue tent.
3. Should we hide from the reptile?
4. An ice cube will melt in the drink.
5. The lady had a baby.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|---------|-------|--------|--------|------|
| they’re | claim | rushed | snail | it’s |
| play | dolls | don’t | speech | I’m |
| can’t | tray | asked | we’re | mean |
| say | rings | May | feet | meat |

| | | | | |
|-----------|----------|-----------|------------|-----------|
| fifteen | planted | drinking | tiptoe | oatmeal |
| wishing | meantime | cupcakes | toenail | helping |
| steamboat | printed | hasn’t | aloe | coastline |
| teapot | toenail | shouldn’t | chimpanzee | honking |

Practice Reading Sentences

1. She ate the peach and drank the tea.
2. Ken was helping me give the cat a bath.
3. That’s my red coat hanging on the ledge.
4. Who do you think will win the contests?
5. I know that Mom will make a roast today.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-------|-------|--------|-------|--------|
| clerk | oink | grouch | dirt | tight |
| bird | owl | bright | twirl | wow |
| couch | moist | ouch | toy | thirst |

| | | | | |
|------------|-----------|------------|-----------|-----------|
| complain | curbside | silver | hamstring | survive |
| ago | ointment | nightlight | instruct | spotlight |
| sunscreen | after | foil | China | thunder |
| flashlight | subscribe | stretch | convoy | bonus |
| monster | burger | decoy | disturb | Friday |

Practice Reading Sentences

1. Will you help me stir the beans?
2. The milk will spoil if it gets too hot.
3. I might have to ask for a discount for that outfit.
4. The timber fell from the pile.
5. Drive down the highway to get to downtown.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|---------|------|---------|---------|--------|
| chopped | jaw | fold | scorch | spied |
| vault | mind | skipped | drawn | smiled |
| sport | bolt | baked | fried | spark |
| yarn | find | shaped | shopped | mold |

| | | | | |
|---------|---------|----------|-----------|---------|
| jogging | maple | joking | destroyed | garnet |
| forest | tumble | shopping | denied | hurried |
| emptied | perform | begging | jigsaw | grumble |
| sawdust | August | tarnish | border | taping |

Practice Reading Sentences

1. Will she read a fable to her class?
2. What sport do you like?
3. It was not my fault!
4. Tom raked all the pine cones on the ground.
5. I had never met the host before today.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to “beat” the previous day’s words per minute count the following day.

| | | | | |
|-------|-------|-------|---------|-------|
| phone | gnat | there | they’ve | carve |
| too | crumb | very | we’ll | mouse |
| full | two | myth | write | moon |
| their | I’ll | heart | hinge | house |

| | | | | |
|-----------|----------|---------|----------|-----------|
| quarter | Michigan | poodle | bulldoze | hypnotize |
| echo | Egypt | outgrew | unscrew | advise |
| dolphin | twelve | hustle | Olympic | chevron |
| footprint | alphabet | tractor | chaos | elephant |

Practice Reading Sentences

1. Do you have to wrap two gifts?
2. The tech was unable to fix my laptop.
3. We’d love to help with the contest!
4. I used a graph in math class.
5. Grace wants to take a gymnastics class.

Reading Go Fish

Materials Needed: Marker, Index Cards, Decoding Review Page

Directions:

1. Select 6 words from the decoding review pages provided.
2. Create playing cards using index cards. Write selected words on cards. Each word will have 2 cards, for a total of 12 cards. Shuffle the cards.
3. With two players, begin by selecting 3 cards each.
4. Player 1 asks Player 2 if they have the word on a card of their choice.
5. If Player 2 has the requested card, they must give the card to Player 1. In this case, Player 1 gets another turn.
6. If Player 2 does not have the requested card, Player 2 says, "Go Fish", and Player 1 should draw a card.
7. Repeat until all matches are made. Whoever has the most matches wins!

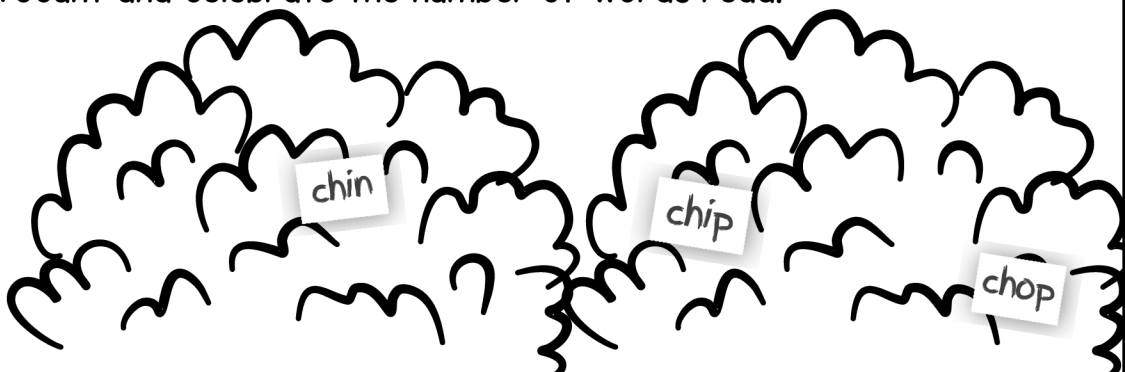


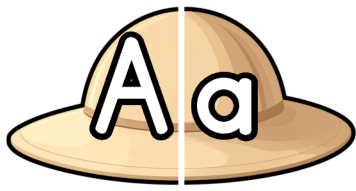
Word Hunt

Materials Needed: Marker, Index Cards, Decoding Review Page

Directions:

1. Write words from one of the decoding review pages on flashcards.
2. Hide the flashcards.
3. Set a timer for a specified duration.
4. Children find and read as many words as possible before the timer ends.
5. Count and celebrate the number of words read!





SAFARI HAT LETTER MATCH & SOUND ACTIVITY

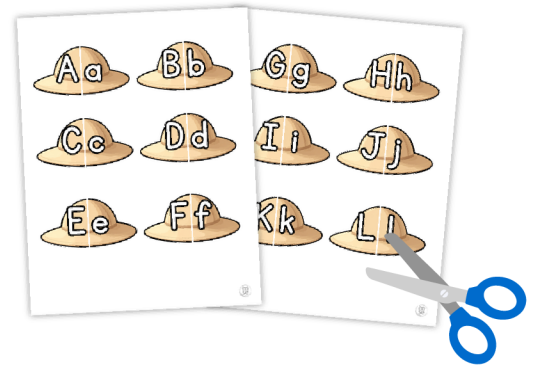
MATERIALS

- Safari Hat Sheets (see following pages)
- Scissors

DIRECTIONS

Cut Out the hats:

- Carefully cut out each hat.
- Then, cut each hat in half, separating the uppercase and lowercase letters into two pieces.



Letter Matching and Sound Identification:

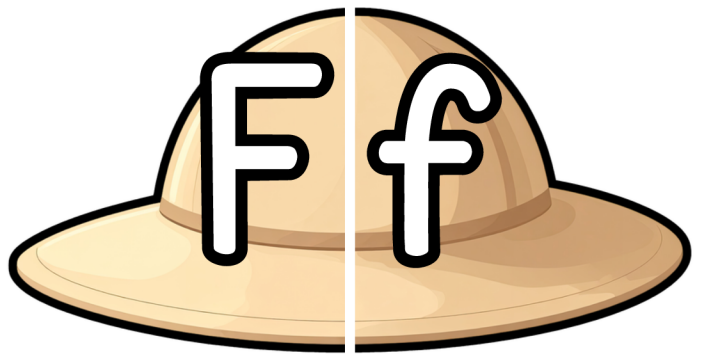
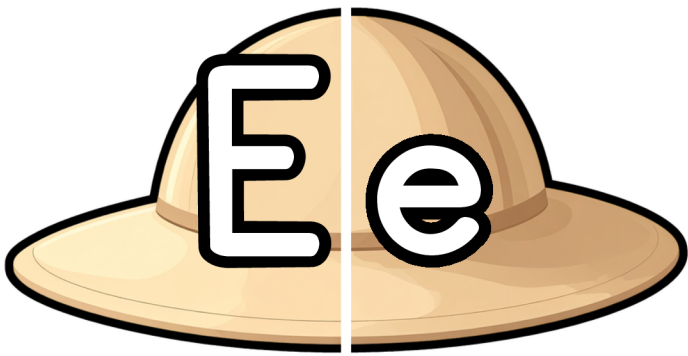
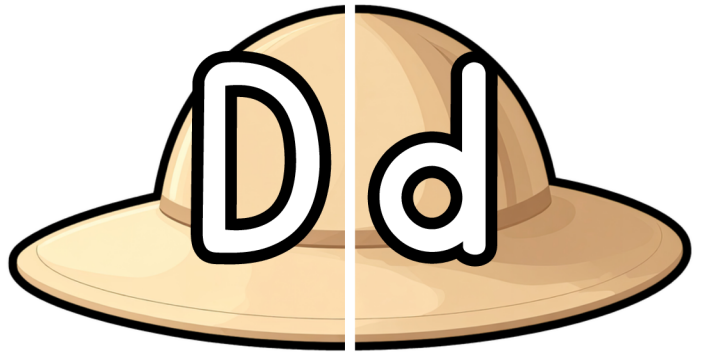
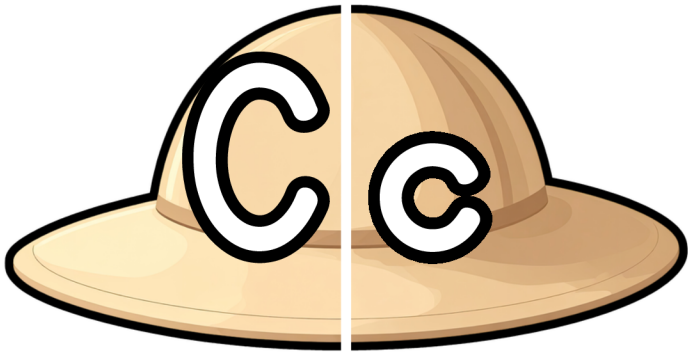
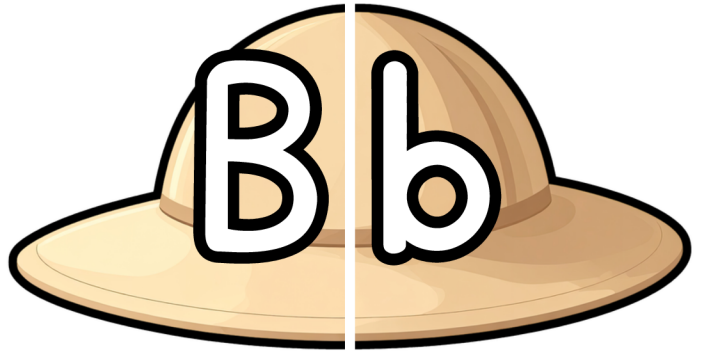
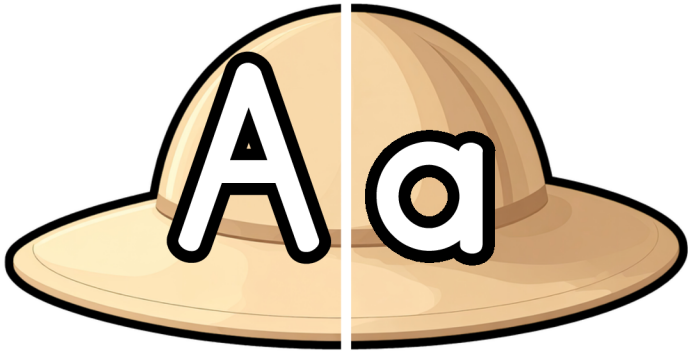
- Spread the pieces out on a flat surface with the letters facing up.
- Match the uppercase letter to its lowercase letter.
- As each letter is matched, say the name and its sound.
- For example, if you match “B” and “b,” say, “B, b, /b/.”

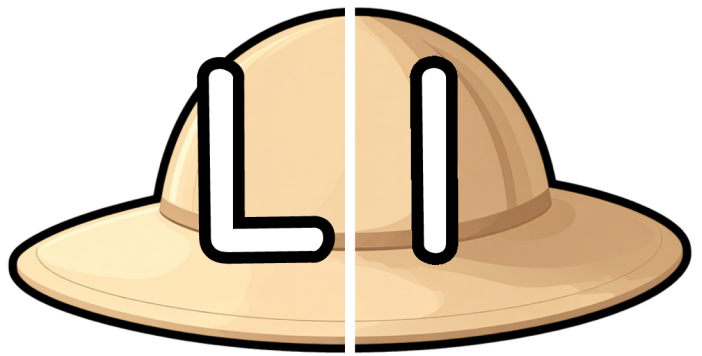
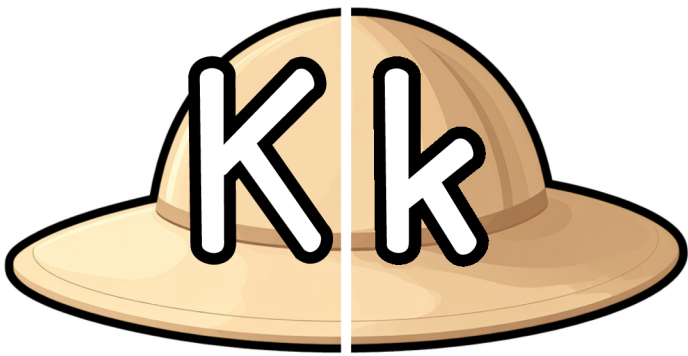
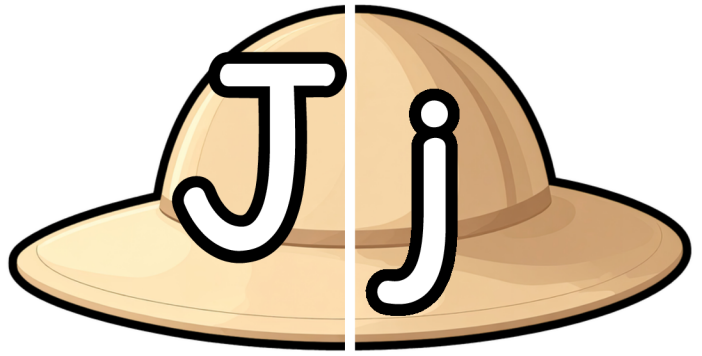
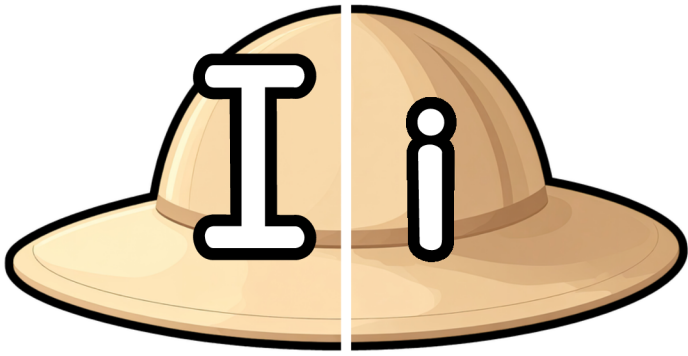
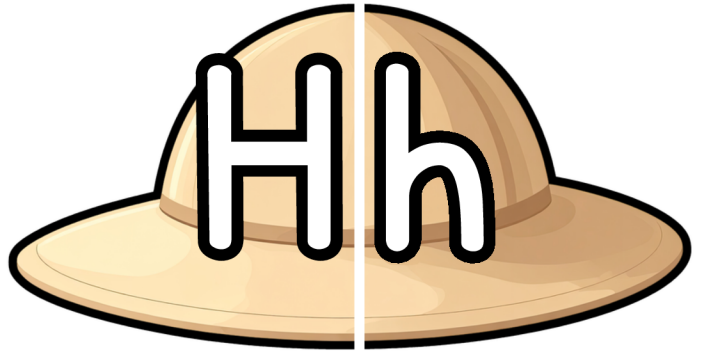
“Safari Hat, explorer’s crown” Song (optional):

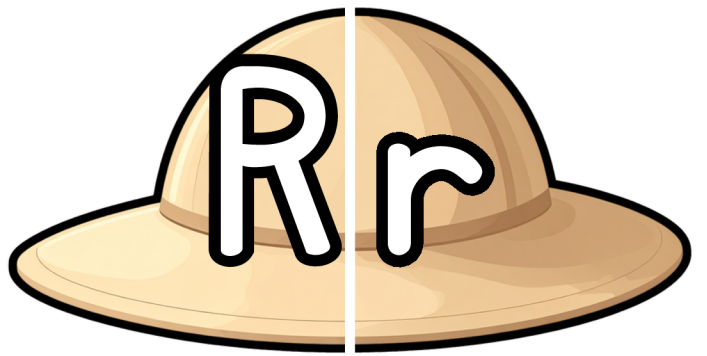
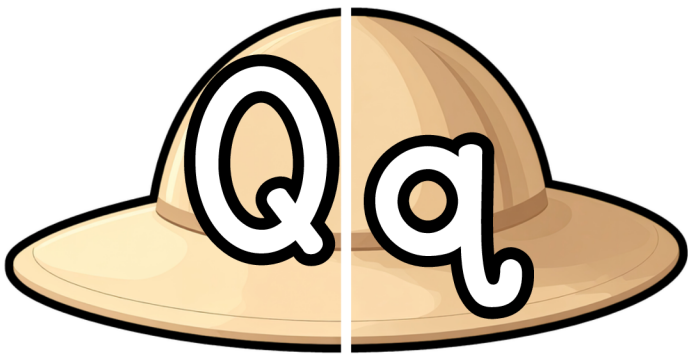
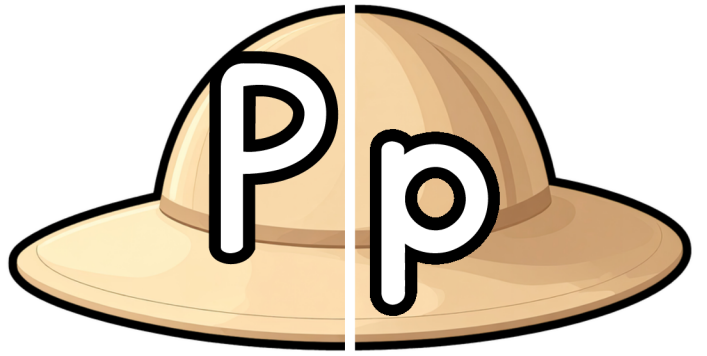
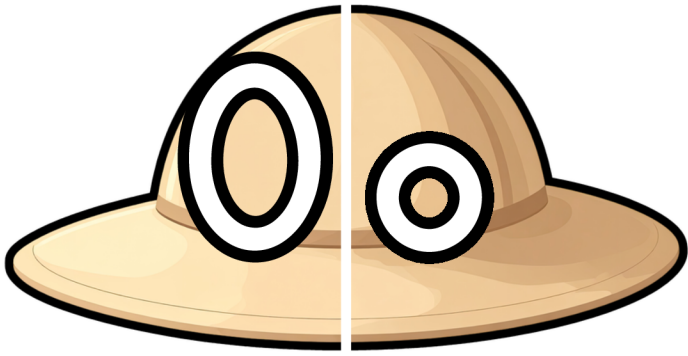
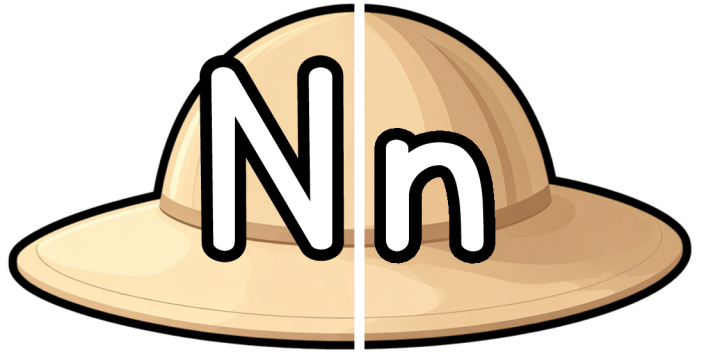
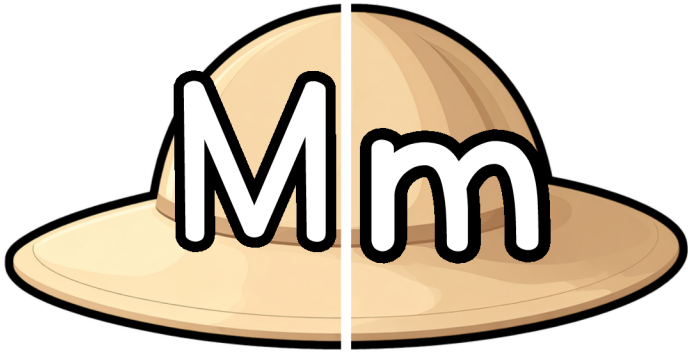
- Gather all the pieces into a pile.
- Sing: “Safari hat, explorer’s crown, pick a letter, say its sound!”
- Pick a letter, say its name and its sound, then find its match.

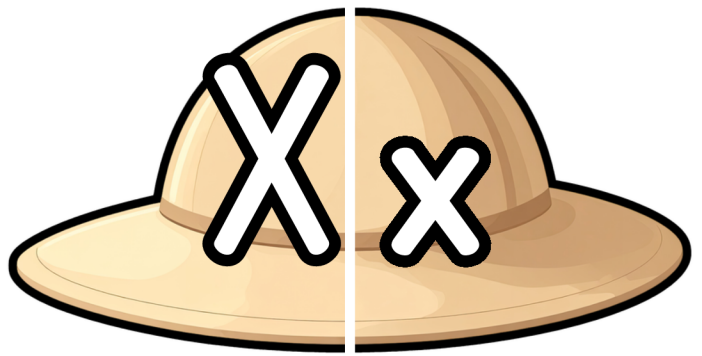
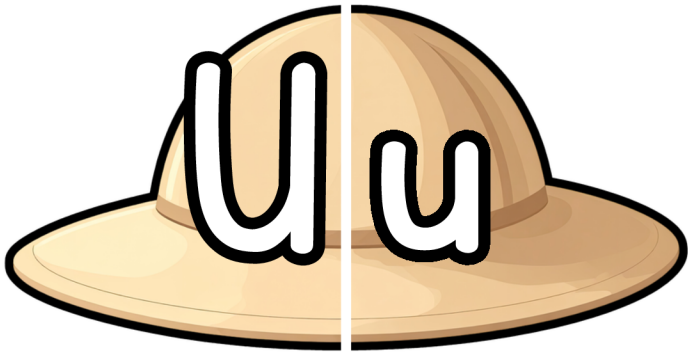
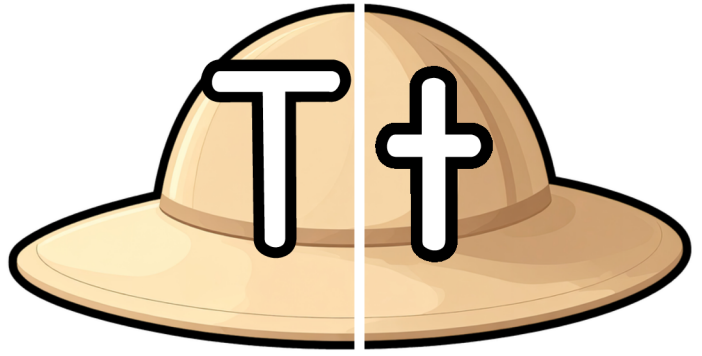
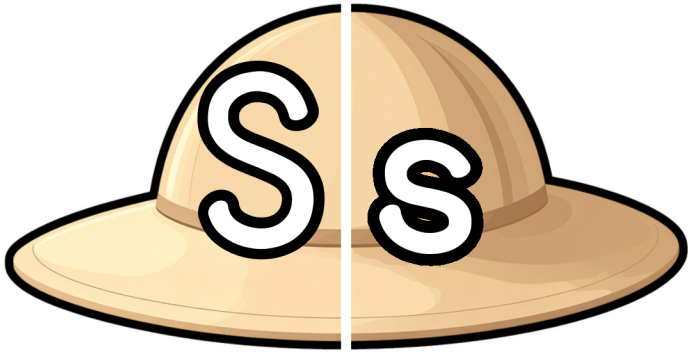
Variations:

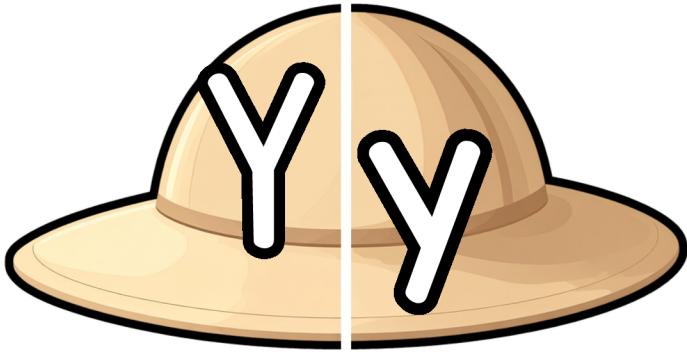
- Memory Game: Turn all the pieces face down and play a memory-matching game. Be sure to say the sound of the letter when you find a match!
- Speed Challenge: Time how fast you can match all the letters.
 - Bonus: Once they are matched, time how fast you can say their sound!
- Hide and Seek: Hide all the uppercase letters. When you find them, match them up with their lowercase partner and say their sound out loud.













JUNGLE LEAF COMPOUND WORDS ACTIVITY

MATERIALS

- Jungle Leaf Word Sheets (see following pages)
- Scissors



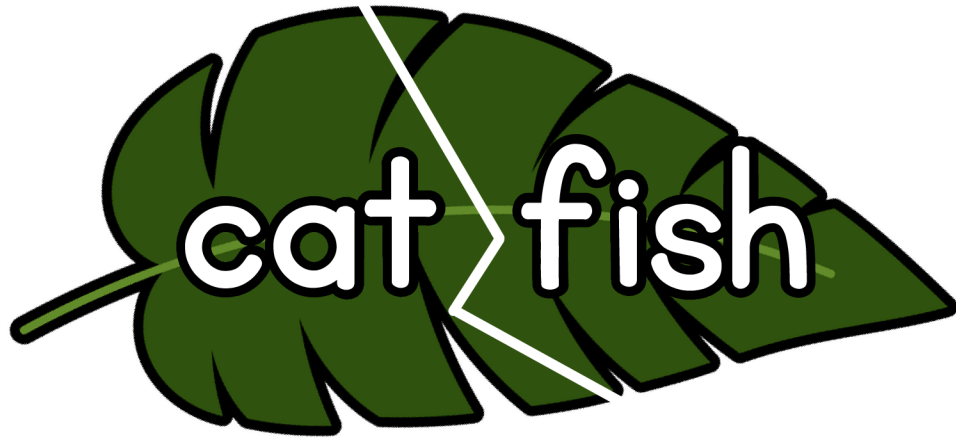
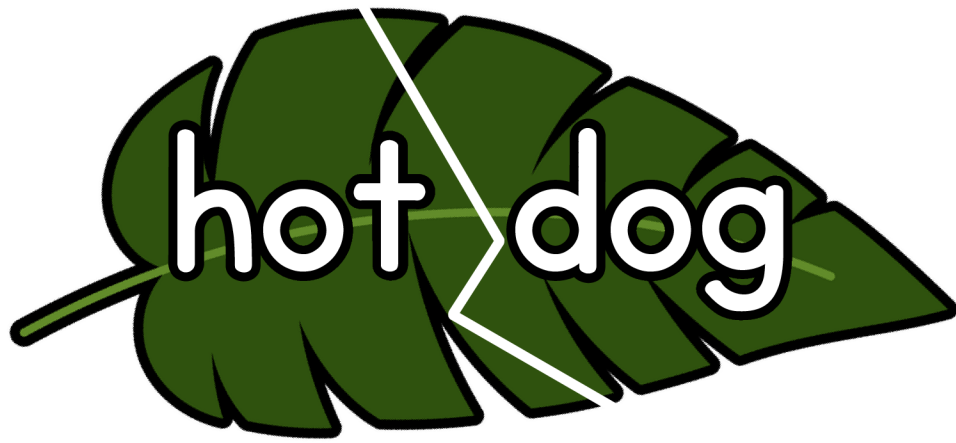
DIRECTIONS

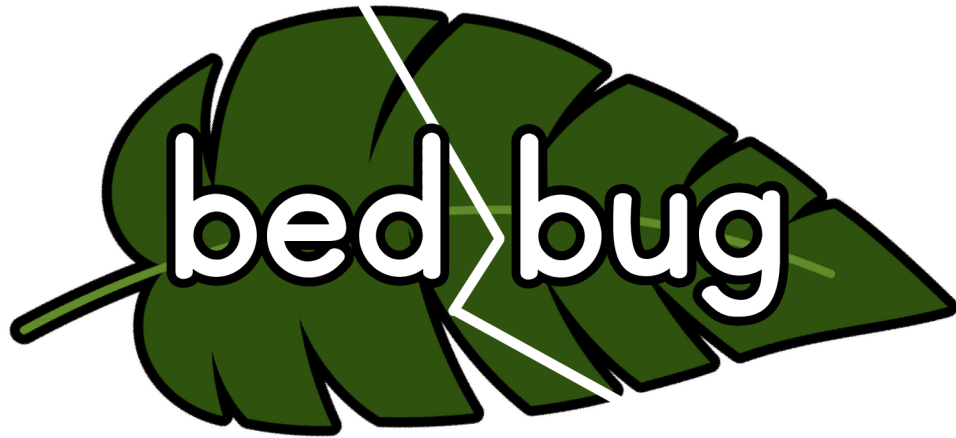
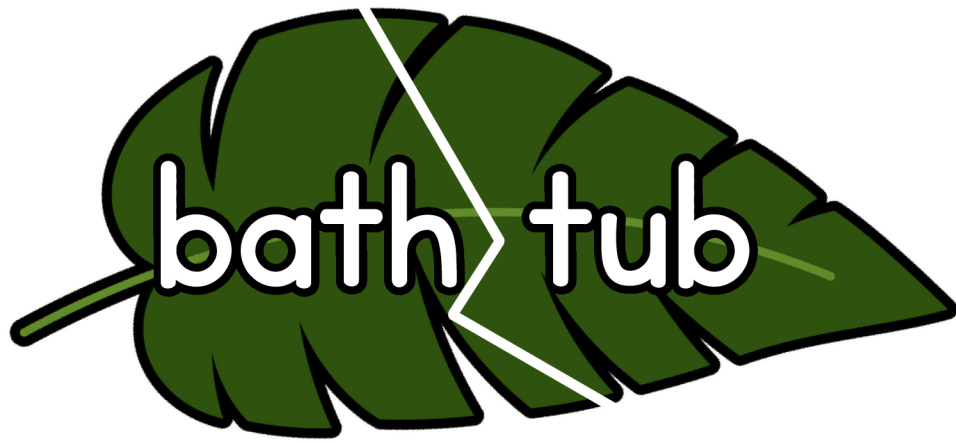
Cut Out the leaves:

- Carefully cut out each leaf.
- Then, cut each leaf in half, separating the two words into two pieces.

Compound Word Identification:

- Place the cards face down on a flat surface.
- Scramble the cards to mix up the pieces.
- Students should pick two pieces, read the syllables, and then combine the syllables to read the word.
- If they form a real word, keep it! If they don't, put the pieces back in the pile.
- Continue choosing pieces and matching syllables until all words have been made.







SAFARI JEEP FLUENCY PYRAMIDS

MATERIALS

- Safari Jeep Fluency Pyramids (see following pages)
- Scissors

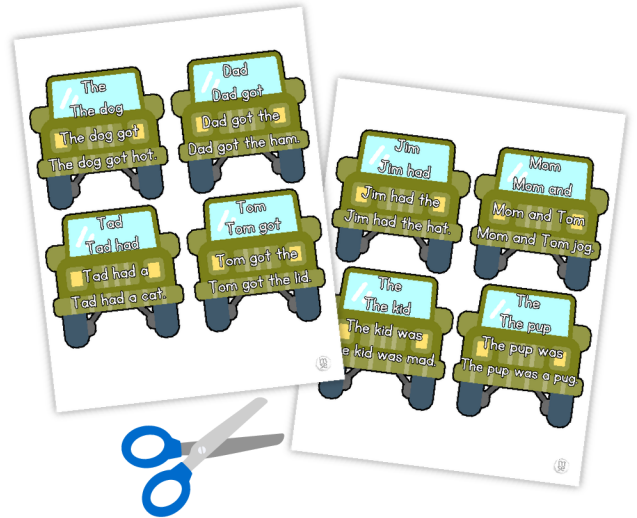
DIRECTIONS

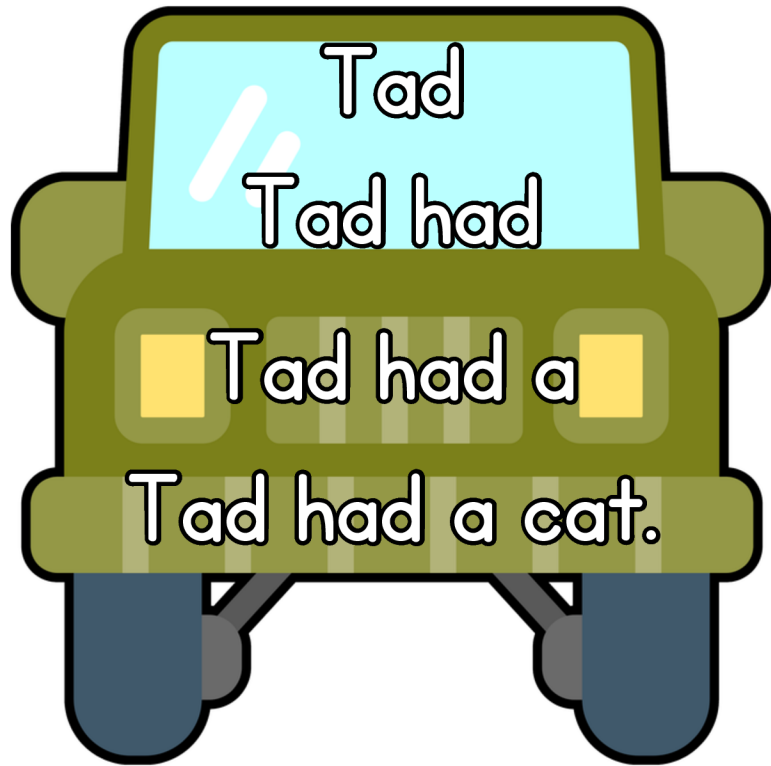
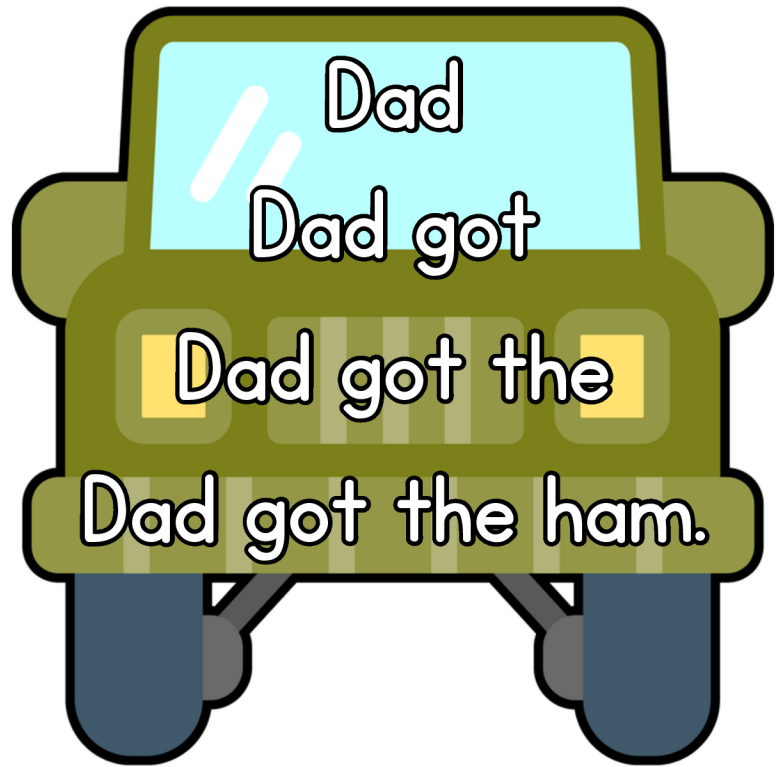
Cut Out the Jeep:

- Carefully cut out each jeep.

Directions for using:

- Start reading at the very top of the pyramid.
- Read each line of the pyramid aloud, one line at a time.
- Aim for smooth, connected reading.
- As your student becomes more comfortable with each line, have them gradually increase their reading speed.
- Continue reading each line, moving down the pyramid until you reach the bottom.
- Once you've reached the bottom, read the entire pyramid again, starting at the top. This time, try to read it a little faster and more smoothly.







Jim

Jim had

Jim had the

Jim had the hat.



Mom

Mom and

Mom and Tom

Mom and Tom jog.



The

The kid

The kid was

The kid was mad.

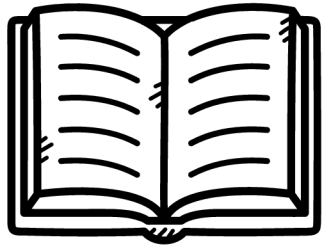


The

The pup

The pup was

The pup was a pug.



READING STRATEGIES

When you're reading with your child at home, here are some effective strategies to help them:

1. Start at the left-hand side of the book and page.
2. If they come to an unknown word, encourage them to sound out each letter.
3. Then, blend the sounds together to make the word.
4. When they come to a multisyllabic word, encourage them to:
 - a. Break the words into syllables
 - b. Separate the base word from the prefix and suffix (if needed)
 - c. Check for understanding

The bookmarks on the following pages will help your child utilize smart strategies to read words.



SUMMER READING ONLINE

YOUTUBE:

[Reading Buddies](#)
[Souder and Friends](#)

WEBSITES:

[www.projectread.ai](#)
[www.getepic.com](#)
[www.abcya.com](#)
[www.storylineonline.net](#)
[www.teachyourmonster.org](#)

AUDIO

BOOKS:

[www.audible.com](#)

READING STRATEGIES BOOKMARKS



Lefty Larry



left



Start on the left side of the word.



Lefty Larry



left



Start on the left side of the word.



Lefty Larry



left



Start on the left side of the word.

Grapheme Grasshopper



hop

to each grapheme.

Grapheme Grasshopper



hop

to each grapheme.

Grapheme Grasshopper



hop

to each grapheme.

Blendy Wendy



hop

Blend the sounds together and read the word.

Blendy Wendy



hop

Blend the sounds together and read the word.

Blendy Wendy



hop

Blend the sounds together and read the word.

Syllable Sam



rab bit

Chop the word into syllables.

Syllable Sam



rab bit

Chop the word into syllables.

Syllable Sam



rab bit

Chop the word into syllables.

Chase the Base



re|play|ing

Separate the base word from the prefixes and suffixes.

Chase the Base



re|play|ing

Separate the base word from the prefixes and suffixes.

Chase the Base



re|play|ing

Separate the base word from the prefixes and suffixes.

Lucy Lightbulb



???

Reread the sentence. Did it make sense?

Lucy Lightbulb



???

Reread the sentence. Did it make sense?

Lucy Lightbulb



???

Reread the sentence. Did it make sense?

READING STRATEGIES BOOKMARKS

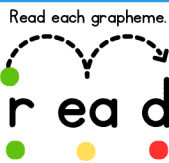


Start on the left.

Start on the left side of the word.



Read each grapheme.



Blend the sounds.

Blend the sounds together and read the word.



Divide the syllables.

Divide the word into syllables.



Find the base word.

Separate the base word from the affixes.



Check for understanding.

Reread the sentence. Did it make sense?

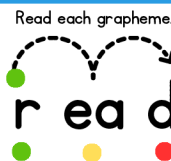


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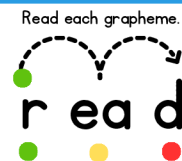


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Separate the base word from the affixes.



Check for understanding.

Reread the sentence. Did it make sense?



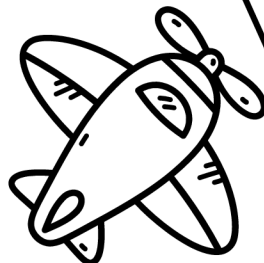
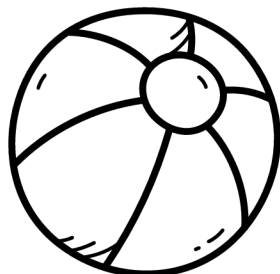
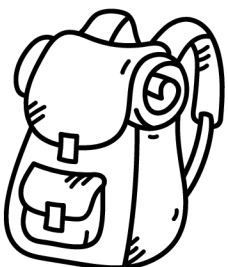
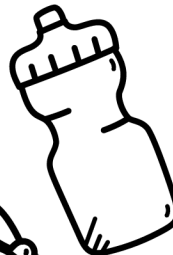
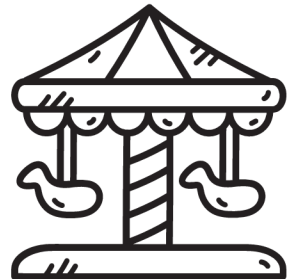
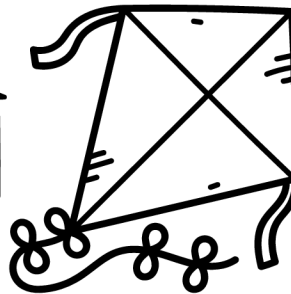
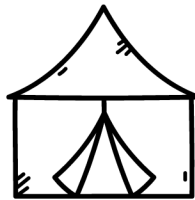
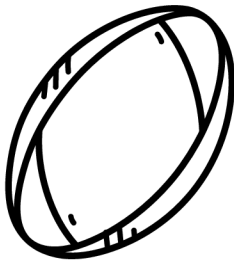
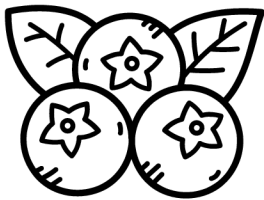
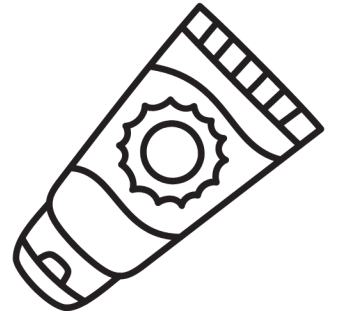
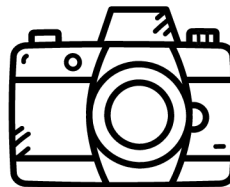
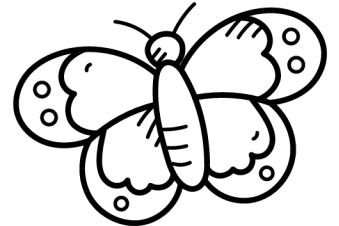
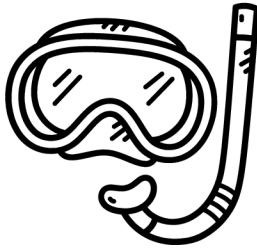
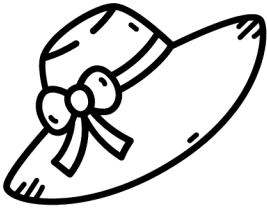
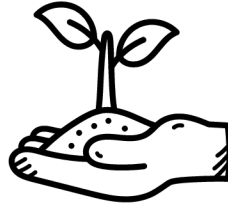
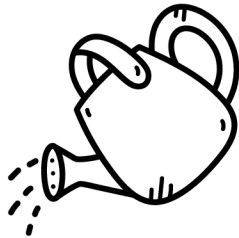
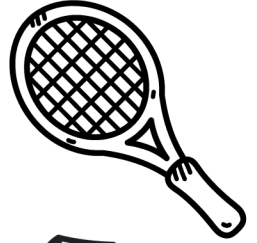
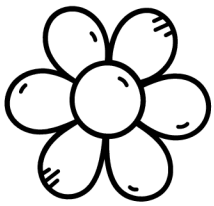
JUNE READING CHALLENGE

Color one picture for every day you read this month!



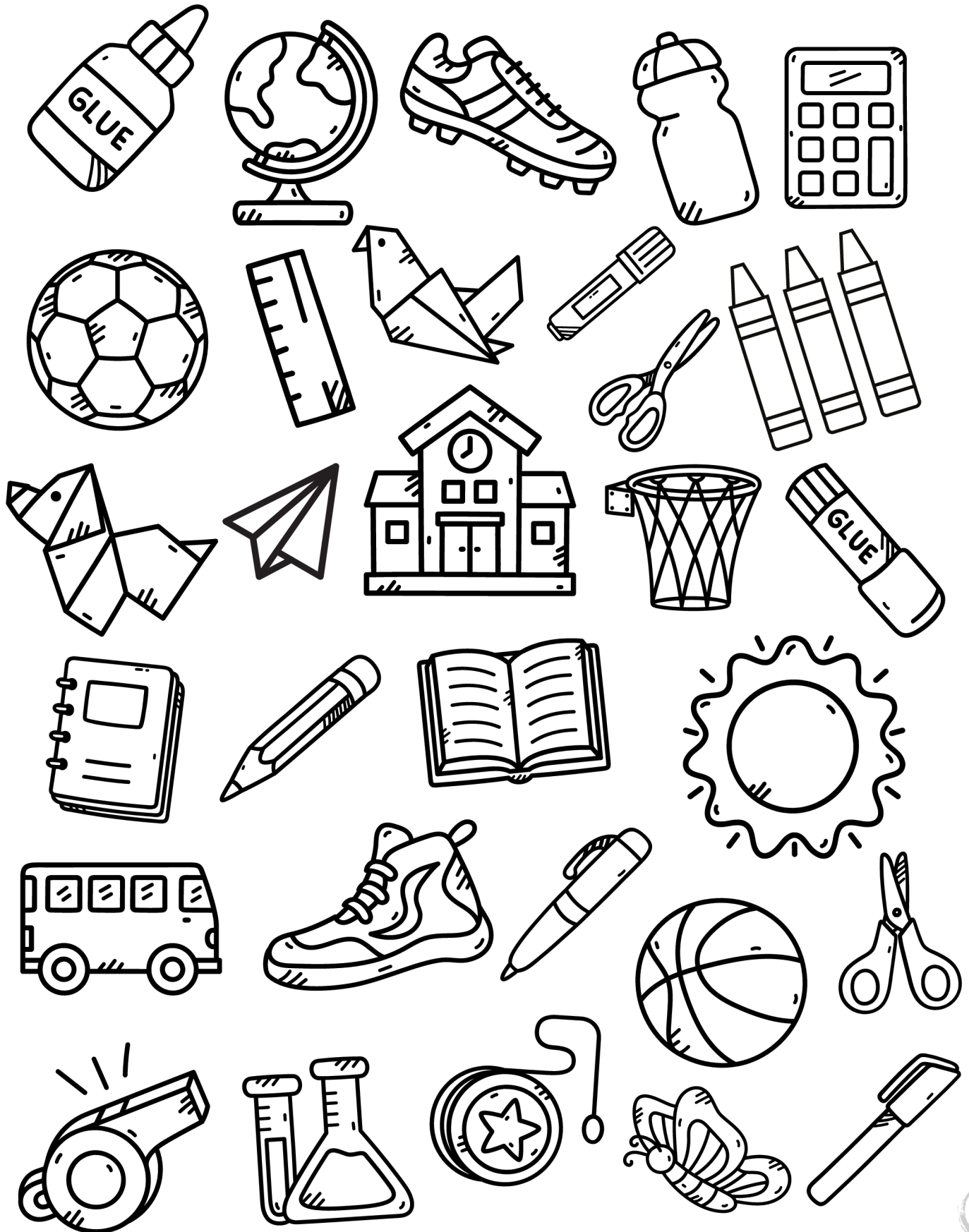
JULY READING CHALLENGE

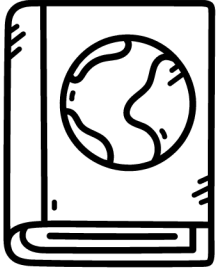
Color one picture for every book you read this month!



AUGUST READING CHALLENGE

Color one picture for every book you read this month!

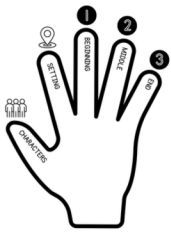




READING COMPREHENSION

Reading comprehension is the ability to understand what you read. It involves recognizing words, making meaning of them, forming connections to prior experiences, and drawing conclusions. Strong reading comprehension skills are essential for academic success and lifelong learning. They enable children to absorb information from various sources and effectively communicate their thoughts. In a world filled with information, comprehending what we read is essential for making informed decisions, solving problems, and navigating everyday situations confidently.

Not only can children stretch their reading comprehension muscles by reading books, but they can also listen to books! Parents can use today's technology by incorporating audiobooks and story-focused podcasts into their daily routines. Audio is a fabulous way to add excitement to a story and change-up routines for the summer. This is also an especially great way for students to continue learning in English if their home language is different. Audio is an excellent way for the whole family to listen, learn, and enjoy a story!

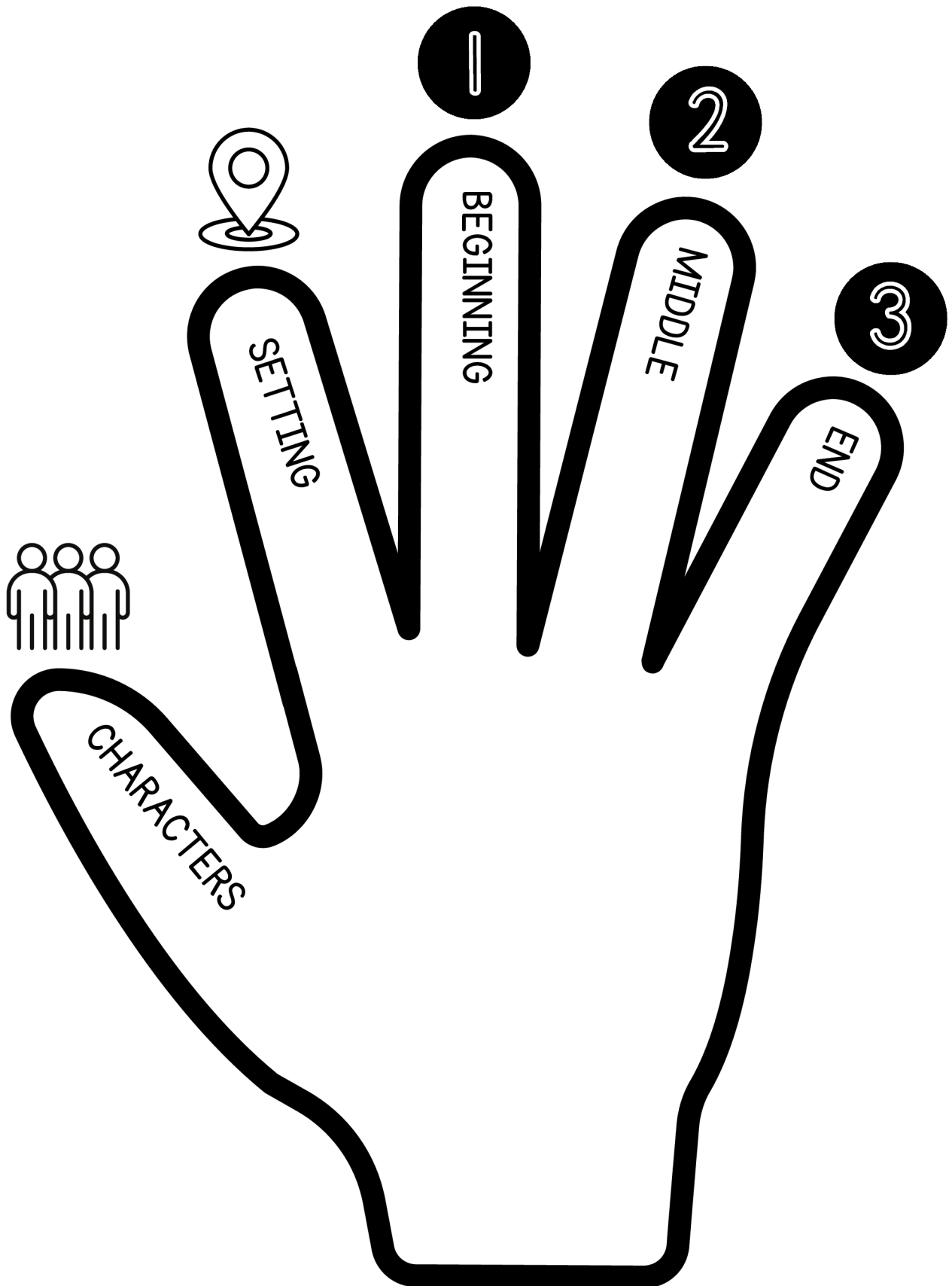


FIVE-FINGER RETELL

The five-finger retell strategy is a powerful tool for enhancing reading comprehension by breaking down a story into key components. Imagine your hand as you read - each finger represents a different story element. The thumb stands for the characters, the index finger for the setting, the middle finger for the beginning, the ring finger for the middle, and the pinky for the end. By mentally “counting” through these elements, readers can organize their thoughts and better understand the text’s structure and meaning.

You will find a copy of the Five-Finger Retell on the following page. You can print it out and have children color it if you choose. You can use this while reading a story and have your child recall what happened in the story after reading.

FIVE-FINGER RETELL



COMPREHENSION QUESTIONS

Directions: Here are some questions you can ask your child after reading a story together. Encourage them to answer in complete sentences, and include as many details as they can recall.

1. What is the story about?
2. How did the story end?
3. What changed from the beginning of the story to the end?
4. What are some important things the characters do?
5. What are some important things the characters say?
6. Why do you think the author wrote this story?
7. What do you think they want you to learn about?
8. How does the story make you feel? Why do you feel that way?
9. Who are the main characters?
10. What do you like or dislike about them?
 11. What problem(s) do the characters have to solve?
12. Where does the story take place? How do you know this?
13. What is most exciting about the story? Why is this exciting?
14. Do you notice any pictures or words that keep appearing in the story?
15. What do you think they mean?
16. What do you think the lesson or message of the story is?
17. Would you recommend this book to a friend?