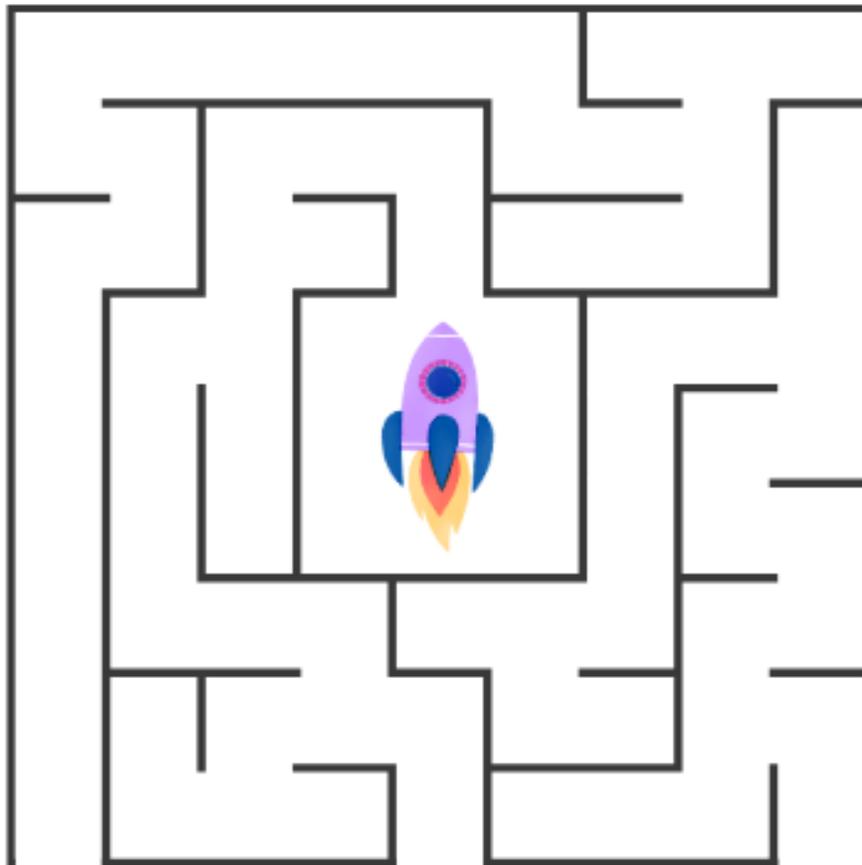


SUMMER LEARNING PACKET

Bridgeport Public Schools

Students Entering: Second Grade



A

B

C

June 2025

Dear Bridgeport, Public School Families,

Can you believe summer is almost here? It is hard to believe! As the end of the year approaches, we want to take a moment to share some daily activities to keep your child engaged during the summer. The attached Summer Learning contains reading comprehension and activities that incorporate science and art. The Summer Learning Packet provides additional practice that will reinforce what was learned this school year. It will help your child stay prepared and geared up for the next grade level. Students should complete their work and return to their classroom teacher on the first day of school. Please encourage students to complete the activities and also read at least 30 minutes daily to complete the Governor's Reading Challenge. Also, your child can practice their reading skills by using the Lexia program they used this school year. Be sure to put your child's first name, last name, and grade level on the front of their notebook. When the new school year starts, s/he will bring the notebook to their teacher during the first week of school. Students will earn a certificate for completing the Summer Learning Packet. Let's keep our skills sharp. Have a great summer. We can't wait to see everyone again!

Thank you for sharing your children with us

Sincerely,
Bridgeport Public Schools, Academic Directors

Summer Literacy & Learning Packet Activities Directions:

1. Reading: Directions: Read each passage using your close reading strategies. You may need to read it more than once. Then answer the matching question completely
2. Bingo Board Activity: Complete at least 5-7 activities and mark off that you completed by putting a star, dot or checkmark on the activity you did.
3. Hopes and Dreams- Think about Goals for the Upcoming School Year 25-26.

Whales Take a Trip



Humpback whales live in Earth's oceans. Each fall, these whales take a trip. They leave the area where ocean water is cold. They swim to warm ocean water.

Why? The mother whales want to have their babies. They want to have their babies in warm water. When they are born, the babies will already know how to swim.

They will drink their mothers' milk and grow. Then the mothers and babies will swim back to the cold water.

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. What animal is this passage about?

- a) killer whales
- b) humpback whales
- c) a baby beluga

2. Where are the humpback whales before they swim to warm ocean water to have their babies?

- a) in rivers and lakes
- b) in warm ocean water
- c) in cold ocean water

3. Baby humpback whales are more likely to survive and grow in warm water than cold water. What information from the passage shows us that this is true?

- a) Mother whales leave the area where ocean water is cold.
- b) Mother whales want to have their babies in warm water.
- c) Baby whales will drink their mothers' milk and grow.

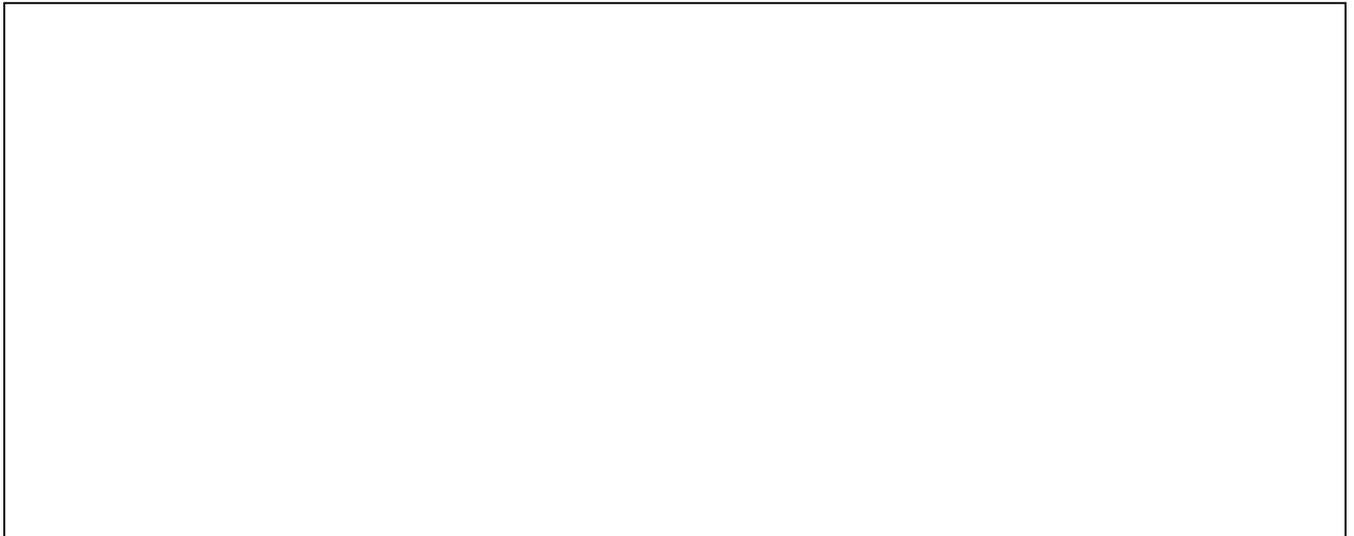
4. What is the main lesson in "Whales Take a Trip"?

- a) Humpback whales swim to warm water every fall to have their babies.
- b) Humpback whales like warm water better than cold water.
- c) All whales swim from cold water to warm water every year.

5. A) What do baby humpback whales already know how to do when they are born?

When they are born baby humpback whales already know how

B) Draw a baby humpback whale with its mother.



Teacher Guide & Answers

Note to Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 A) and 6, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 7 is a class discussion question.

Passage Reading Level: Lexile 530

Directions: For questions 1-4, circle the correct answer.

1. What animal is this passage about?

- a) killer whales
- b) humpback whales**
- c) a baby beluga

2. Where are the humpback whales before they swim to warm ocean water to have their babies?

- a) in rivers and lakes
- b) in warm ocean water
- c) in cold ocean water**

3. Baby humpback whales are more likely to survive and grow in warm water than cold water. What information from the passage shows us that this is true?

- a) Mother whales leave the area where ocean water is cold.
- b) Mother whales want to have their babies in warm water.**
- c) Baby whales will drink their mothers' milk and grow.

4. What is the main lesson in "Whales Take a Trip"?

- a) Humpback whales swim to warm water every fall to have their babies.**
- b) Humpback whales like warm water better than cold water.
- c) All whales swim from cold water to warm water every year.

5. A) *Note to Teacher: See note at the top of the first page.*

What do baby humpback whales already know how to do when they are born?

Suggested answer: When they are born baby humpback whales already know how to swim.

- B) Draw a baby humpback whale with its mother.

Suggested answer: Students' pictures may vary but should include a mother and baby whale that somewhat resemble humpback whales swimming in the ocean. Advanced pictures may also show the babies drinking their mothers' milk.

6. *Note to Teacher: See note at the top of the first page.*

What did you learn from "Whales Take a Trip"?

Suggested answer: Answers may vary and should be supported by the passage.

7. *Note to Teacher: See note at the top of the first page.*

Class Discussion Question: Explain how baby humpback whales are able to swim back to colder ocean water with their mothers.

Suggested answer: Answers may vary but students should explain that baby humpback whales should be born in warm water. While they are in warm water, they drink their mothers' milk and grow. This makes them strong enough to swim back to the cold water with their mothers and survive in the cold.

Butterflies and Flowers



Do you want to see a butterfly flutter by your garden? Then you should plant a lot of flowers.

Butterflies like sunny gardens and colorful flowers. They drink the sweet juice that is in the flowers.

Butterflies taste the juice with their feet. They sip the juice with a tube that is on their head. They use the tube like a straw.

You might see butterflies in the spring, summer, and fall. Happy butterfly watching!

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. What will you probably see fluttering in your garden if you plant a lot of flowers?

- a) butterflies
- b) beetles
- c) moths

2. If you plant flowers in your garden, you will probably see more butterflies. What makes butterflies come to gardens with flowers?

- a) Butterflies like yellow flowers that look like the sun.
- b) Butterflies drink the sweet juice in colorful flowers.
- c) Butterflies need to be by flowers to stay warm.

3. Butterflies can taste the juice from flowers with their feet, but they sip the juice with a tube on their head. What does this tell us about how a butterfly eats?

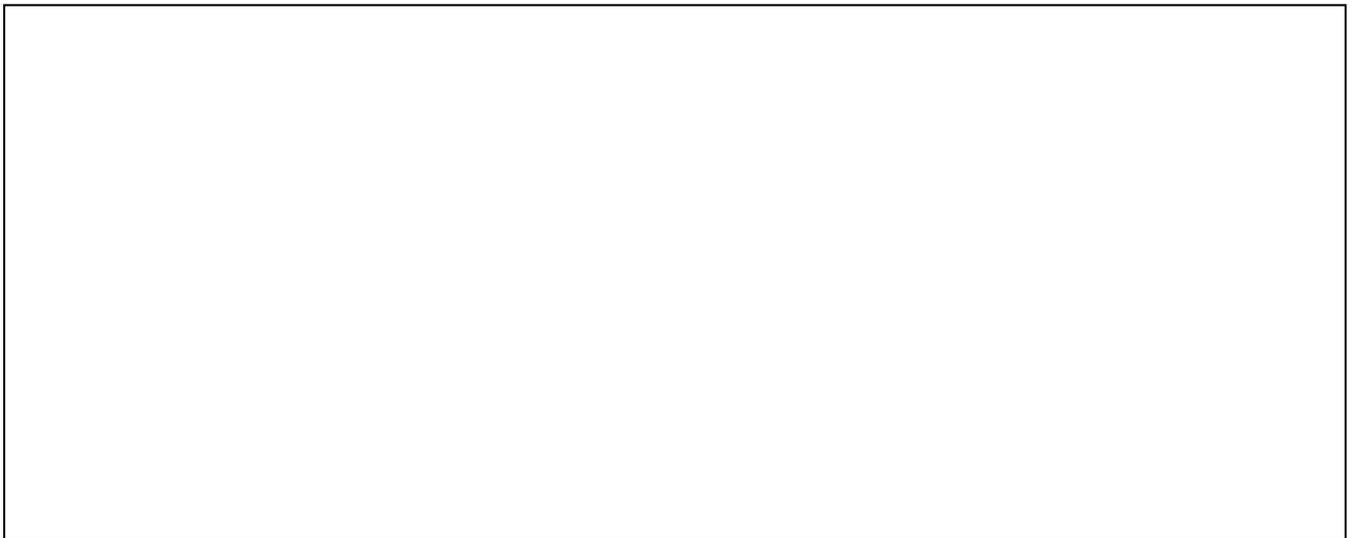
- a) Butterflies can only drink with the tube on their head.
- b) Butterflies can drink with their feet or the tube on their head.
- c) Butterflies eat food with their feet.

4. What is "Butterflies and Flowers" mainly about?

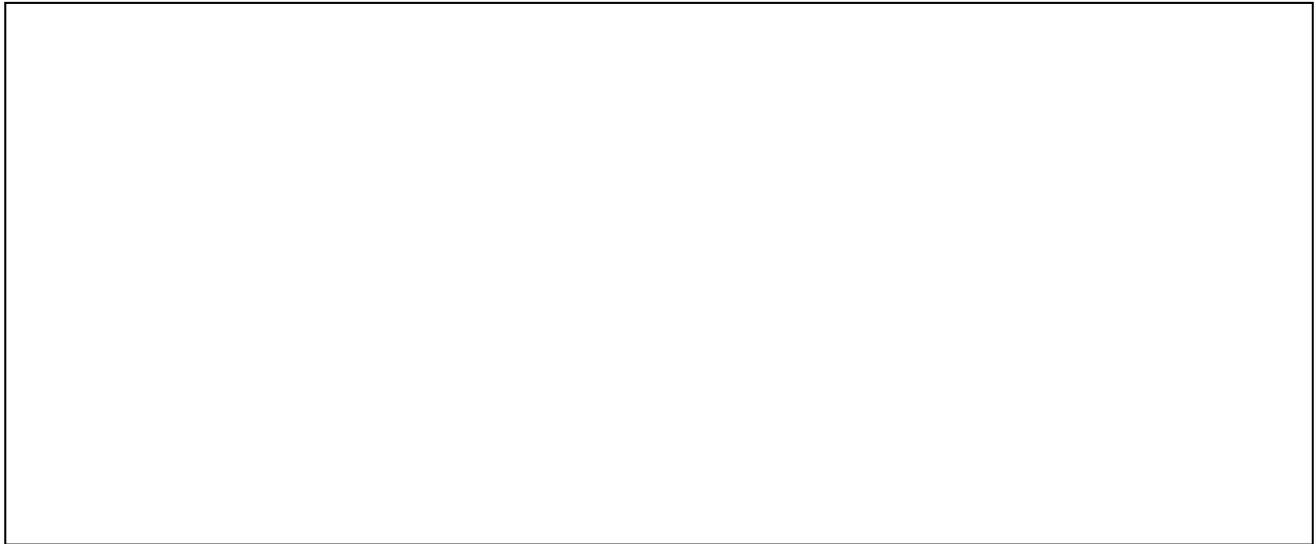
- a) why you should plant flowers in your garden
- b) butterflies and how they drink
- c) where butterflies live

5. A) What do butterflies use to drink the sweet juice in flowers?

B) Draw a picture of a butterfly drinking from a flower.



6. What did you learn from "Butterflies and Flowers"?



7. Class Discussion Question: Explain why planting flowers in your garden will help you see more butterflies.

First Grade Chooses a Snack



Miss Herrera talked to her first-grade class.

“Tomorrow we are going to have a special snack. The class will choose it. I will name two snacks. Each of you may vote for one. The snack with the most votes wins.”

Miss Herrera said, “The first choice is apple slices. Hold up your hand if you want apple slices.”

Miss Herrera counted nine hands in the air.

“The second choice is banana slices. Hold up your hand if you want those.”

Miss Herrera counted six hands in the air.

“Tomorrow our special snack will be apple slices!” she said.

“Good job, class!”

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. What is Miss Herrera's class doing in this passage?

- a) deciding what game to play
- b) voting for a special snack
- c) choosing a name for their class mascot

2. When in the story do we learn what special snack the class votes for?

- a) the beginning
- b) the middle
- c) the end

3. Nine students raise their hand to vote for apple slices. Six students raise their hand to vote for banana slices. Why will the special snack be apple slices?

- a) Fifteen students in the class voted.
- b) Each of the students voted for either banana slices or apple slices.
- c) More students voted for apple slices than banana slices.

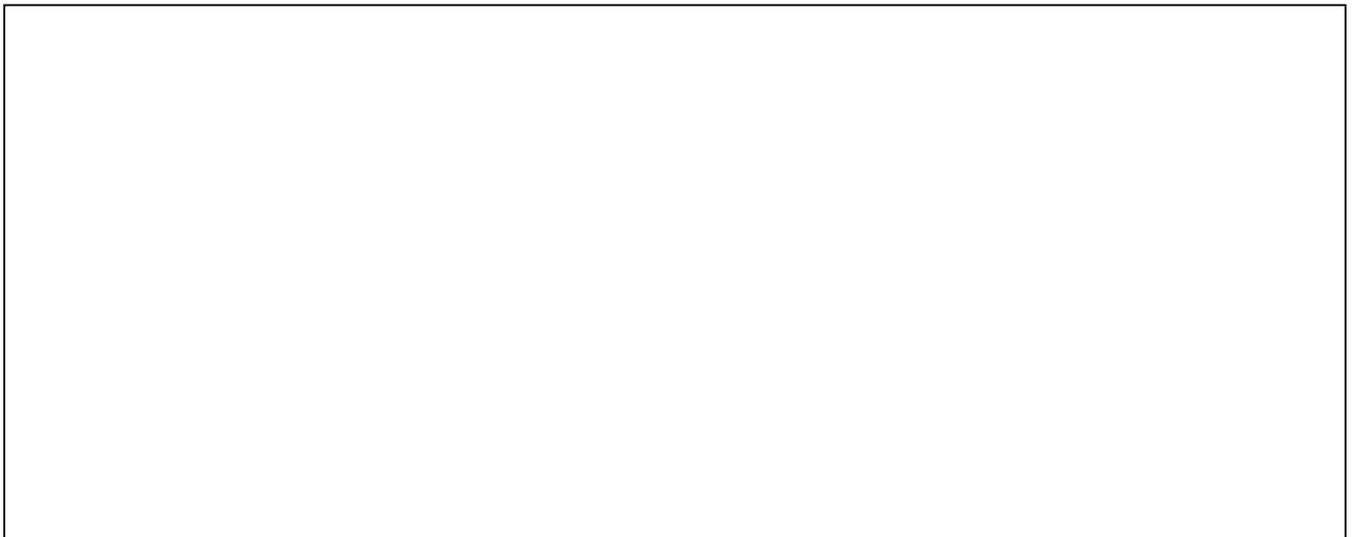
4. What is "First Grade Chooses a Snack" mainly about?

- a) Miss Herrera's class voting to choose a snack fairly
- b) using voting to make a decision in your classroom
- c) a Valentine's Day party in Miss Herrera's class

5. A) How do the students in Miss Herrera's class show what they want to vote for?

They show what they want to vote for by

B) Draw a picture of Miss Herrera's class voting for their special snack.



Lily Makes Lemonade



Lily's friends are visiting her today. Olivia bakes oatmeal cookies. Sharon brings chips and dip.

Lily makes lemonade. She squeezes four lemons into a pitcher. Next she adds four cups of water. Finally she mixes one teaspoon of sugar into the pitcher. Lily tastes it.

"This lemonade is too sour," she says.

She adds more sugar. She tastes it again. Now it is much better!

Name: _____

Date: _____

Directions: For questions 1-4, circle the correct answer.

1. Who is visiting Lily's today?

**Lily's Grandmother****Olivia and Sharon**

2. What is Lily making?

**lemonade****cookies**

3. What does Lily use to make lemonade?

**lemons, water, and sugar****apples and milk**

4. What does Lily do to make her lemonade taste better?



add sugar



squeeze more lemons

5.A) How does Lily's lemonade taste at the end of the passage?

B) Draw a picture of Lily and her friends sharing their snacks.



6. What did you learn from "Lily Makes Lemonade"?

Name: _____

Bridgeport Public Schools

Summer Science Experiences 2025

Welcome to Science Bingo!

How to Play:

- ★ **Pick Your Activities:** Look at the bingo card and choose the science experiences you want to try. You don't have to do them all—just pick the ones that sound fun to you!
- ★ **Get Creative:** Use your imagination and creativity for each activity. There are no right or wrong ways to explore science, so have fun and experiment!
- ★ **Mark Your Card:** When you complete an activity, mark the box on your bingo card. You can use stickers, stamps, or just draw a big checkmark.
- ★ **Reflection Questions:** After completing your BINGO card, answer the reflection question.

Tips for Success:

- ★ **Be Curious:** Ask questions and wonder about how things work. Curiosity is the heart of science!
- ★ **Stay Safe:** Always follow safety rules, especially when doing experiments. Ask an adult for help if you need it.
- ★ **Explore Together:** Invite friends or family to join you in your science adventures. It's more fun when you explore together!

Summer Science Experience 2025

Science B	Science I	Science N	Science G	Science O
Observe insects in a park	Make a paper airplane and test it	Observe and draw the phases of the moon	Identify and draw different types of clouds	Plant a seed in a cup and watch it grow
Build a simple circuit with a battery and bulb	Visit a local museum or science center	Make a homemade volcano with baking soda and vinegar	Find and identify different leaves	Create a rainbow with a glass of water and sunlight
Watch a science documentary	Make a weather diary for a week	Explore the properties of magnets	Build a sandcastle and explore the properties of wet and dry sand	Draw a map of your neighborhood
Look at the stars and identify constellations	Make a balloon rocket	Learn about recycling and sort items	Create a simple pulley system	Observe birds and make a list of different species
At the beach, find different shells and learn about the animals that made them	Build a structure with marshmallows and toothpicks	Learn about the water cycle and draw it	Make a sound experiment with different materials	Read a non-fiction book
Create a simple sundial and track the sun's movements	Participate in a beach or park clean-up	Test different materials for buoyancy (ability to float)	Learn about different types of rocks	Make a wind vane to measure wind direction
Experiment with static electricity using a balloon	Make a simple water filter	Learn about animal habitats and draw one	Read a science news article	Make a homemade barometer

Summer Science Experience 2025

Reflection Questions

1. What was your favorite activity and why?

2. What did you learn from the activities you completed?

3. Did any activity surprise you? How?

4. How did you use your creativity in the activities?

5. What questions do you still have about the science topics you explored?



Art by Susan Miller



wristwatch



banana



rake



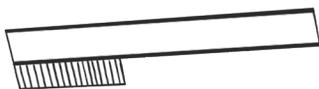
artist's brush



ring



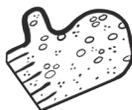
slice of pizza



toothbrush



adhesive bandage



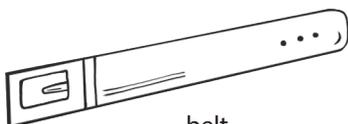
mitten



envelope



sailboat



belt



tack

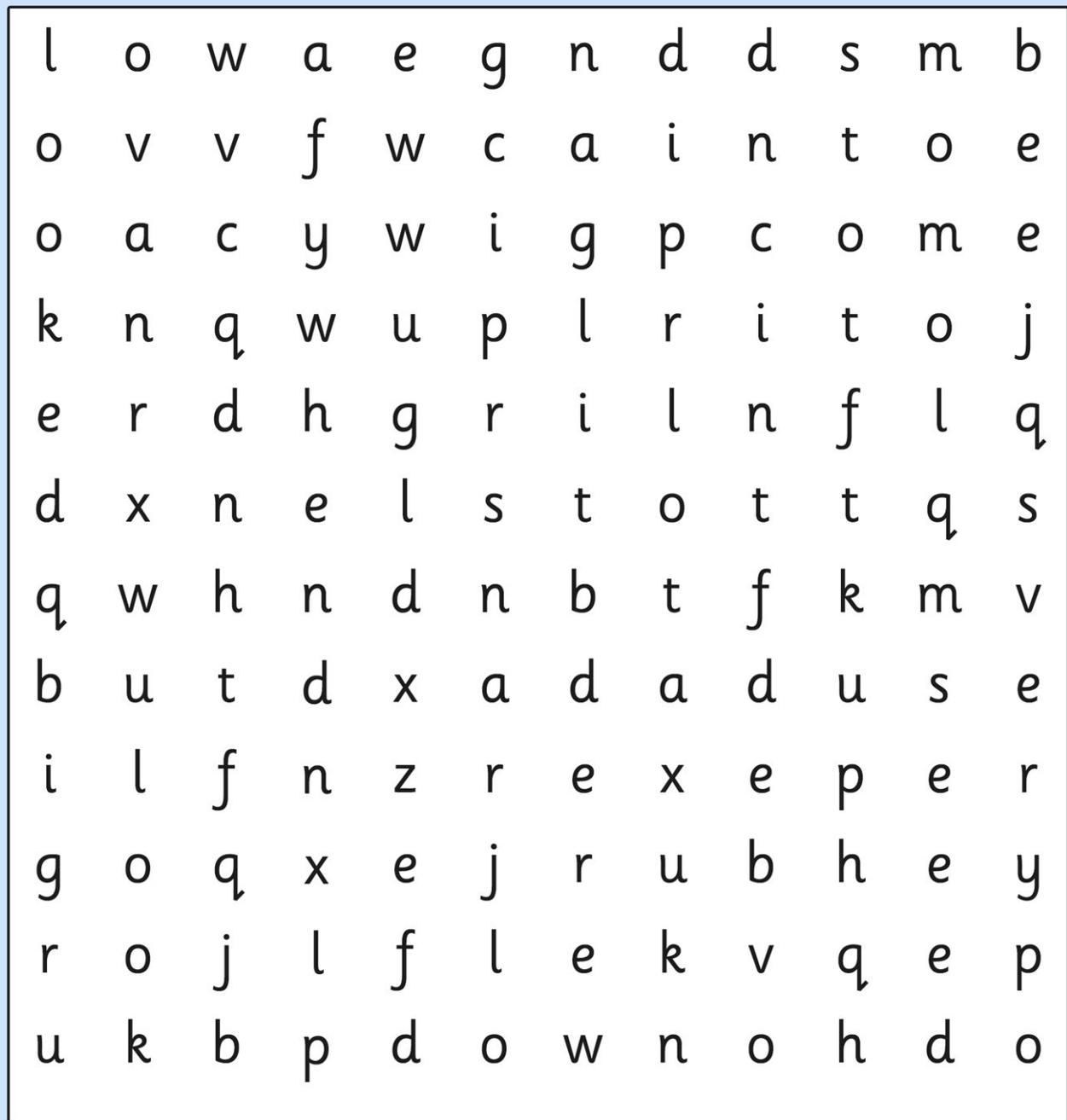


bottle of glue



button

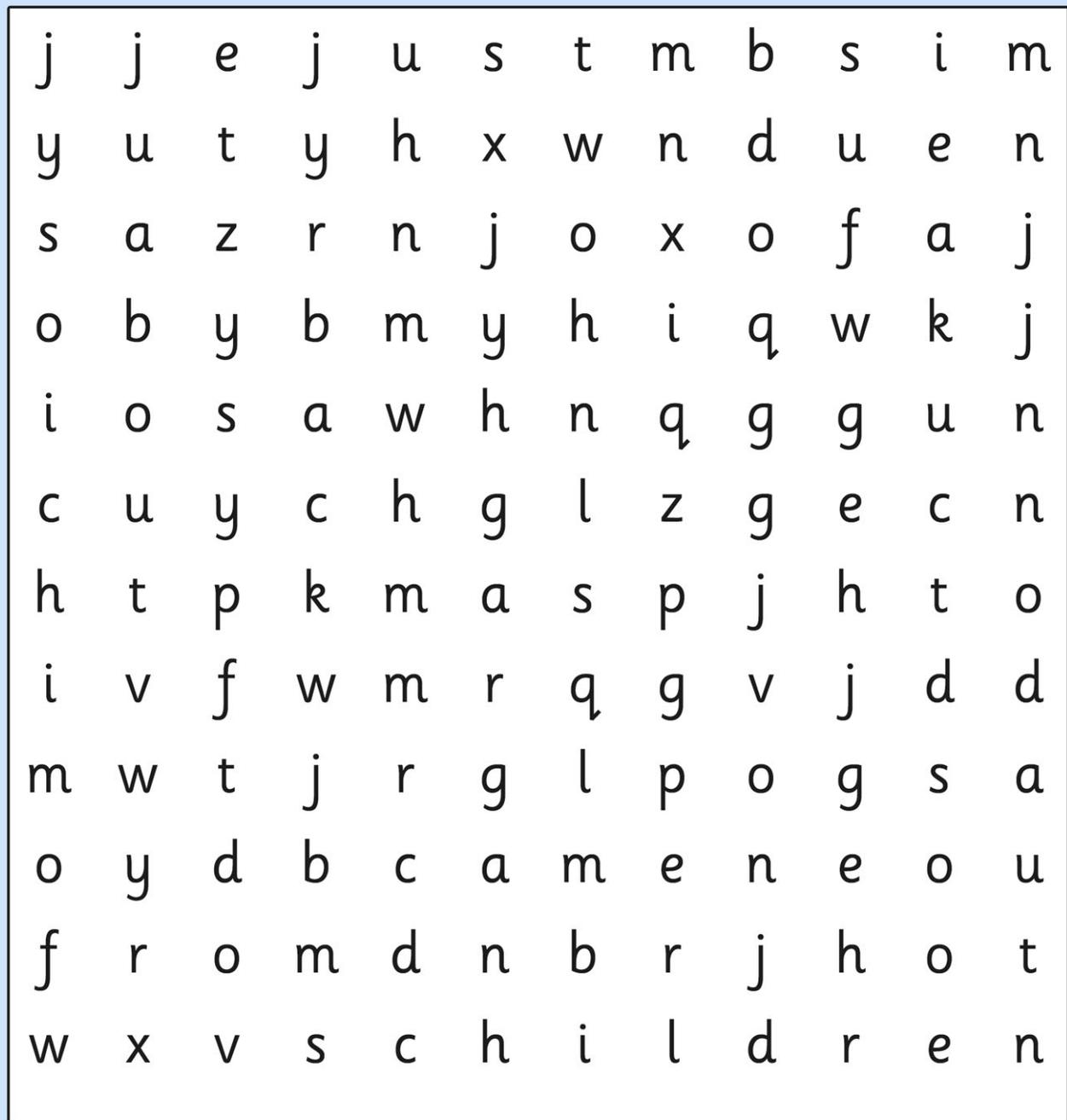
High Frequency Words Wordsearch



when
into
down
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come

very
dad
will
big
looked
me

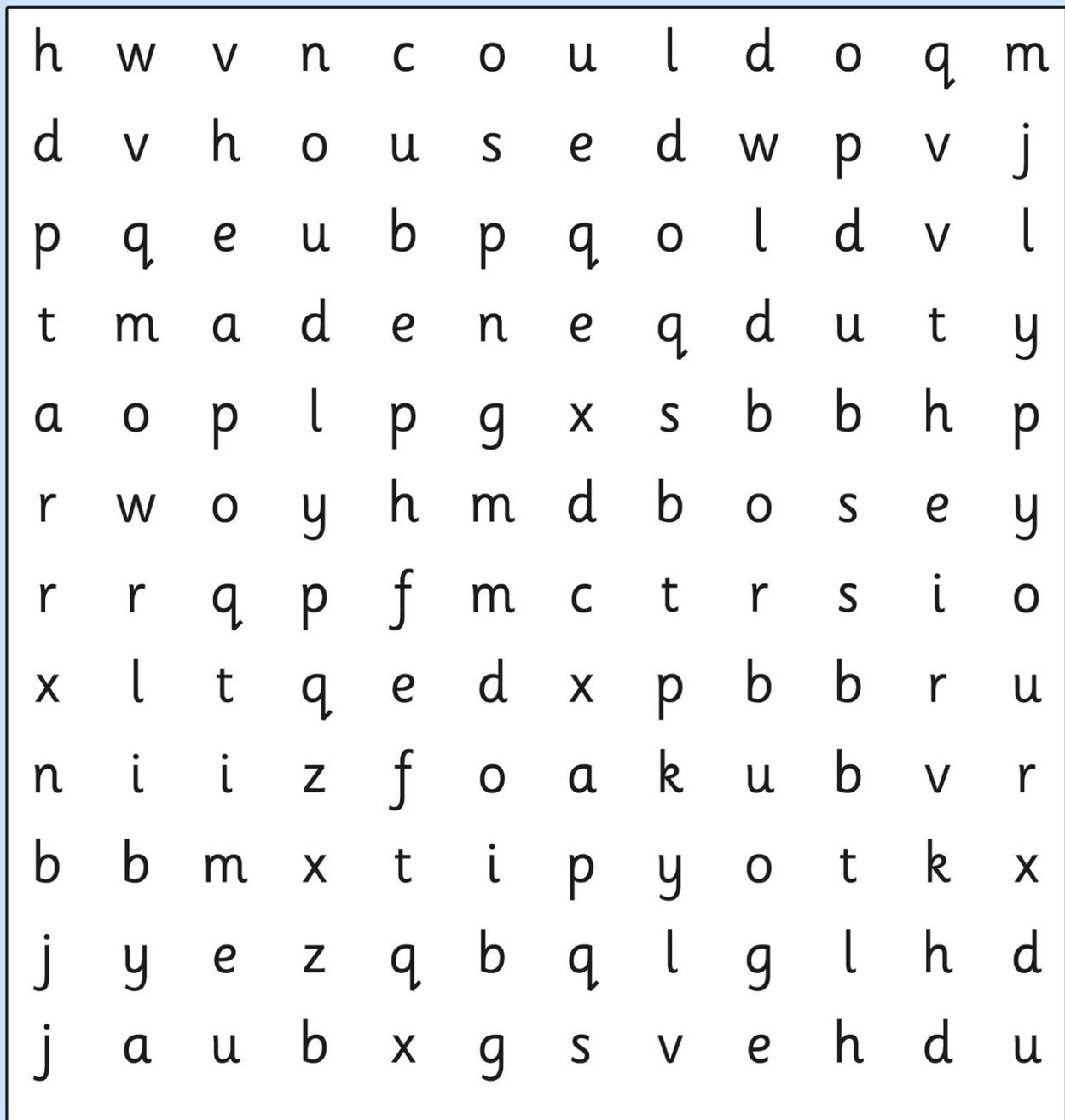
High Frequency Words Wordsearch



just
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about
him
back

Mr
came
from
get
children
got

High Frequency Words Wordsearch



people
could
your
day
their
house

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made
old
by
too
time

Hopes and Dreams Activity

This summer, think about some things you want to do next school year. Maybe you want to read 2 books every month or make 3 new friends. Think about something you want to get really good at!

Directions:

1. **Look at the cloud** and imagine your wishes and hopes for the school year.
2. **Draw or write** your wishes and hopes on the cloud. You can use pictures or words.
3. **Add one thing** you will do to make your wish come true.
4. **Think of one person** who can help you. This could be a family member, friend, or someone at school.
5. **Remember**, these are your hopes and dreams—a goal you want to accomplish next school year that you can share with your teacher or friends when you return.
6. *See you in August 2025!*

Person to Ask for Help:

