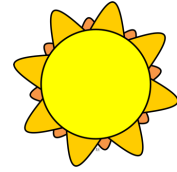
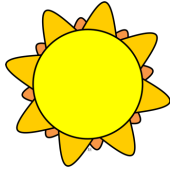


Summer Literacy Connections

Rising Grade 3



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. In this packet you will find many things to keep your future 3rd grader learning this summer.

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!
2nd grade team and the Literacy Coaches

Trick Words

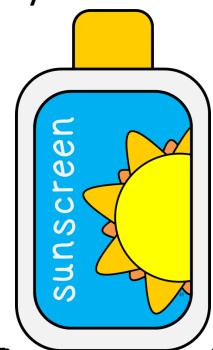
Trick words (also commonly called “sight” words) are words that often do not follow conventional phonics rules. They also tend to be high frequency words, so it is important that students learn to recognize them with increasing automaticity!

We recommend that rising third grade students practice **reading and spelling** the following words in isolation and in context of familiar stories! Although many of our students can READ the words, they are often challenging to spell! Please hold your children accountable for spelling these words correctly.

pull, full, both, talk, walk, done, goes, pretty, again, please, animal, sure, use, used, against, knew, know, always, often, once, only, house, move, right, place, together, eight, large, change, city, every, family, night, carry, something, world, answer, different, picture, learn, earth, father, brother, mother, great, country, away, America, school, thought, whose, won, son, breakfast, head, ready, favorite, early, ocean, cousin, lose, tomorrow, beautiful, bought, brought, piece, enough, special, laugh, daughter, trouble, couple, young

By the end of 2nd grade, students should also read and spell the days of the week and months of the year correctly!

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.



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father

brother

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Monday

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cousin

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dance

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Wednesday

Thursday

Saturday

bought

library

piece

January

February

July

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August

December

daughter

laugh

favorite

sugar

trouble

couple

may

day

way

Reviewing Trick Words

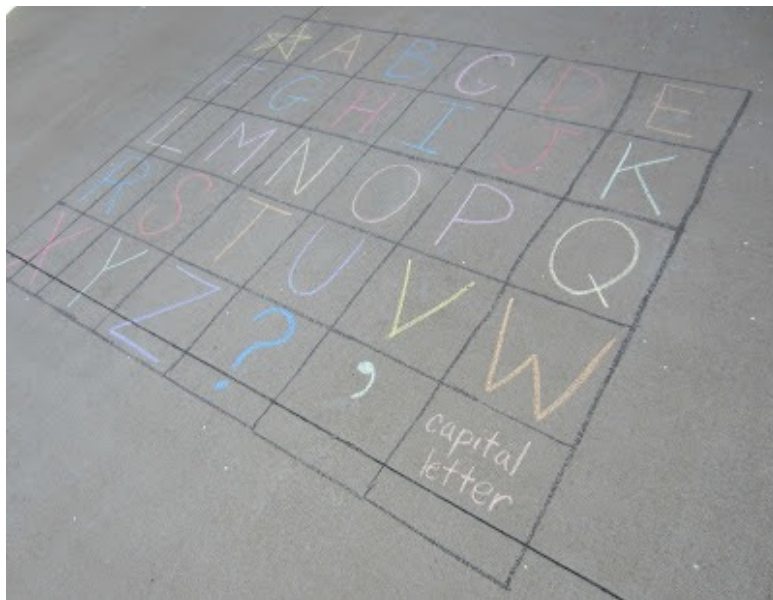
Focus on Spelling

Chalk Writing

Use sidewalk chalk to practice writing trick words. Call out a word and have your child write the word in big chalk letters!

Sidewalk Chalk Hop

Write the letters in random order all over your driveway or another smooth surface. Call out a word and have students HOP to spell the word!



Scrambled Eggs

Write some trick words on a whiteboard or using letter tiles (scrabble tiles work great!) Time your child to see how fast they can unscramble the words and write/build them correctly.

Spelling with Legos

Have some old Legos lying around? Write letters on a bunch (you may want to do a few sets of the vowels) and have your child build their sight words!

Spelling Battleship

[Click here](#) to be taken to a website with a FREE PDF battleship board and directions!

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

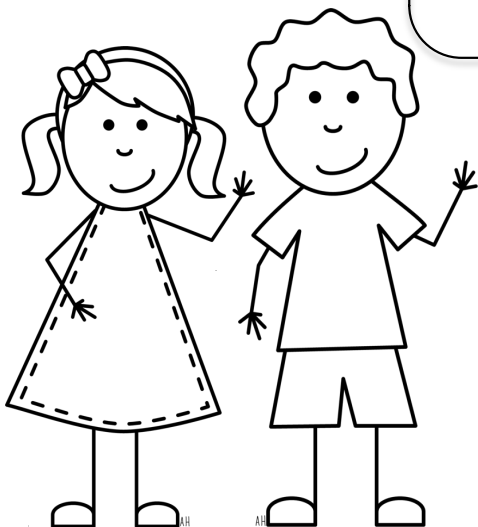
Purpose – Why do I want to read this book?

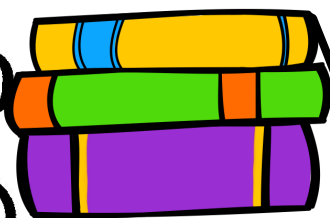
Interest – Does it interest me?

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,

Grade 2

*new for this grade

Literal Comprehension

Summarizing:

- What is the main idea/message/lesson of the story.
- *What is the main idea of this paragraph/section?
- What are the key details from the story? (2-3)
- Who are the characters in the story?
- What is the setting in the story?
- What happened before/after _____?
- *Fiction: Summarize the important events from the book in order. Tell me more.
- *Nonfiction: Summarize what you learned in this text.
- What new information did you learn about _____?
- Read the dialogue on page _____. Who is speaking?
- What is the problem in the story?
- How did the characters solve the problem?
- *Develop text-specific questions (who, what, where, when, why) to discuss information or events in the text (e.g. Who helped Erin with her science project?)

Inferential Comprehension

Predicting:

- During Reading: How do you think the book will end?
- During Reading: Based on what you know, what might happen next? What clues (from the book/from experience) helped you to make your prediction?
- During Reading: Predict how the characters will solve the problem.
- During and After Reading: Was your prediction correct?
- *Based on the character's traits and previous actions, what do you think they will do next? How do you think they'll react to _____ (event)?
- After Reading: What might happen next? What clues helped you make your prediction?

Making Connections

- What does this story remind you of?
- Does this book remind you of another book you've read? Give an example.
- How is the (topic, ending, characters) similar to another story you know? Give an example.
- What connections can you make (text to text, text to self, text to world)?
- Based on what you already know about _____ (topic/characters/events), what connections can you make to the text? How does this connection help you as a reader?
- How did what you already know about _____ (topic/characters/events) help you understand the text? How does this connection help you as a reader?
- If applicable (familiar character/series): How are the character's traits and behaviors the same/different as in another book they're in? How does this connection help you as a reader?
- *In response to a connection: What type of connection is that (text, self, world)?

Grade 2

*new for this grade

Inferential Comprehension (cont.)

Synthesizing:

- What new information did you learn about _____ (topic/characters) after reading the book? Show where you found this information.
- Show me something you learned while reading the book.
- Explain _____ (topic/events) in your own words.
- What is the message/moral of the story?
- *How has your thinking changed after reading this text? What does the author do to change your thinking?
- *What information did you know about this topic before reading? What information did you learn while reading?
- *Graphic Novels: What did you learn about the setting/characters/plot from the illustrations?
- *How are _____ and _____ alike/different?
- *Why is (topic/message) important?

Inferring

- How did the author show you _____? Find it in the book.
- Why did the character _____? How do you know?
- What kind of character is _____? How did the author show what this character is like?
- How did the character change from the beginning to the end of the book? Show me how you know.
- How were the characters feeling in the book? What happened to make him/her feel that way?
- What caused _____ (event) to happen? What was the effect of _____ (event)?
- How did you feel when _____ (event) happened? Why?
- What do you think the character was thinking/feeling during _____ (event)? Why?
- Look at the dialogue on page _____. What does the dialogue tell you about how the characters are feeling or thinking?
- What do you think caused the problem?
- What do you think might be the solution to the problem?
- *What is the big idea/theme of the story?
- *What events led to the problem? How did these events cause the problem?
- *What events led to the solution? How did these events help to solve the problem?
- *If you were the author, would you have ended the story differently? How? Explain.
- *If the story had ended in this way (provide example), how would you feel about that ending?

Grade 2

*new for this grade

Critical Comprehension

Analyzing

- What did the author do to make this book surprising, funny, or interesting?
- Where was the problem solved in the story?
- What is the genre of this book (animal fantasy, informational, realistic fiction, traditional literature, play)? What characteristics helped you know that?
- Could this story really happen? Why/Why not?
- What words in the story did the author use to show you the characters feelings?
- What feelings do the words _____ on page ____ suggest? Why?
- What is the difference between fiction and nonfiction (informational) texts?
- What nonfiction text features (photographs, captions, boxes etc.) did the author use? Why did the author use these text features?
- *What is the text structure in this book (compare and contrast, description, sequence of events, problem and solution, cause and effect)? Why do you think the author chooses to set the text up in this way?
- *How do the text features help you? (headings, caption, pictures, etc.)
- *After reading several books by this author, what do you notice about the way they write (writing style)?
- *Find an example of descriptive language the author used. How did that help you to understand or enjoy the story?
- *Graphic Novels: How has the author used the illustrations and print to help you understand the story?
- *What does the author mean by (example of figurative language)? How does it help you better understand or enjoy the text?
- *How can you show the characters' different points of view when reading aloud?
- *What is the author's purpose? How do you know?
- *When applicable, compare and contrast this story to another version (e.g., Cinderella stories from different cultures).
- *How do the setting and the plot of the story relate to each other?
- *Show me a page with (text structure element). How did this help you understand the text?
- *What does the author want you to think about _____?
- *What does the author mean by (example of figurative language such as "let the cat out of the bag"? How does it help you better understand or enjoy the story?






Critiquing

- What did you like/dislike about the (book, characters, events etc.)? Why?
- Do the pictures/illustrations help you understand the book? Why/Why not?
- Do you agree with the character's actions in the book? Why/Why not?
- What do you think about _____ (important event)?
- Why do you think the author included _____ (event/information)?
- Do the pictures/illustrations help you better understand the topic/story? Why/Why not?
- How could the character have reacted/behaved differently _____ (event)?
- *How did the author make this book funny/interesting/exciting? Show an example from the book.
- *Nonfiction: How does the author help you learn about the topic?



Summer Reading Bingo



read in your swimsuit 	read to a pet	read your favorite book	read in bed	read wearing sunglasses
read by the pool, lake or ocean	read for 60 minutes	read on Friday	read your friend's favorite book 	read outside
read a book about animals	read a mystery book	free 	read a fairy tale	read in your pajamas
read for 30 minutes 	read a nonfiction book	read to a stuffed animal	read at the park	read with a flashlight
read to a family member	read while eating ice cream	read under a table	read for 20 minutes	read out loud 

Responding To Reading

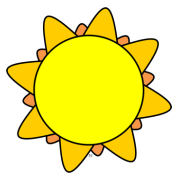
**Keep a journal this summer and write about what you are reading!
Here are some ideas of things you can write about!**

Fiction Prompts

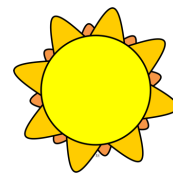
1. What was your favorite part of the story? Why was this part important?
2. How did the main character change in the story?
3. What lesson did the character learn in the story?
4. Does this book (or a part of the book) remind you of another book? Explain the similarities between the two books.
5. Does this book (or a part of the book) remind you of someone or something in your life? Explain why/how.
6. What was the unique about the way the author wrote the book?
7. Describe the main character. What are some character traits that describe him or her? Be sure to use evidence from the book!
8. What was the setting? How does the setting impact the story?
9. What was the problem? How was the problem solved?
10. How are you similar or different to the main character? Use at least 2 reasons to describe your thinking.

Nonfiction Prompts

1. What new or interesting information did you learn in this book?
2. Describe two nonfiction text features that you noticed. How did they help you understand the topic?
3. What was the main idea of the book? What did the author want you to learn?
4. What is something unique about this nonfiction book?
5. 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.



Pick-A-Prompt



Do you have a hard time of thinking of what to write?
Cut up the summer-themed prompts below, put them
in a jar and then pick one to write!



What is your favorite family summer tradition?



How would summer vacation be different if it was taken during the winter months?



Describe how to build a sandcastle. Use sequence words to help you.



Does your family have any special rules during the summer? What are they?



What is your favorite summer memory so far?



What is your favorite summer treat? Why?



Should you catch lightning bugs and keep them in a jar? Why or why not?



Is it better to be outside or inside during the summer? Explain your thinking.



Bedtime should be later during the summer. Agree or disagree? Explain why.



Should teachers assign summer homework? Why or why not?



How did you spend the 4th of July?



Which month of summer is the best? Why?



Write a poem describing a beautiful summer day. Use your 5 senses to help!



Write a story from the perspective of a fish. What would it be like to live underwater?



Write about the first time you jumped or dove into the deep end of the pool.



Have you learned a new skill this summer? If not, what would you like to learn?



How are the beginning and end of summer different?



Write about a summer camp experience.