Summer Work
Rising First Grade

Preparing Boys for Life

Dear Parents of Rising 1st Graders,

Summer is a wonderful time for boys to explore interests, enjoy camps and travel, spend time outdoors, and engage in the many experiences that help them grow beyond the classroom. At the same time, summer is also an important opportunity to maintain engagement with academic learning so that boys move confidently from one school year into the next.

This workbook contains the required summer work for your son as he prepares to enter his next grade with a mixture of literacy and math work. The activities included are designed to provide manageable practice in key skills and habits that will help ensure a strong and confident start to the school year. **This workbook should be turned into your son's teacher on the first day of school.** The work will prepare your son to engage in the beginning of year activities and first week assessments.

I encourage you to take this work seriously and **do not save it for the last week of summer.** The assignments have been designed to be completed steadily over time, with practice and reading spread across the weeks of summer rather than done all at once. A little consistency goes a long way in helping skills stay sharp and building readiness for the year ahead.

This workbook includes the following sections. It is recommended to pace weekly work from each section throughout the summer.

- SuperKids Review
- Math Practice
- Summer Reading List suggestions and Summer Reading Bingo board

Thank you for partnering with us in supporting your son's growth as a learner. We hope your family enjoys a summer filled with rest, joy, and meaningful experiences, alongside steady engagement with the learning in this workbook.

With care,

Jenni Scoggin

Head of Lower School



Summer Work Plan

The purpose of the summer work is to provide **consistent practice over time** so that skills and learning are retained throughout the summer months. Research shows that spreading practice across many weeks leads to stronger long-term retention and helps boys return to school feeling confident and prepared for the year ahead.

We strongly encourage families to divide the work across the summer rather than saving it for the final week before school begins. Completing small amounts of work consistently will be far more beneficial than trying to complete everything at once at the end of the summer.

Please note the following expectations for accountability:

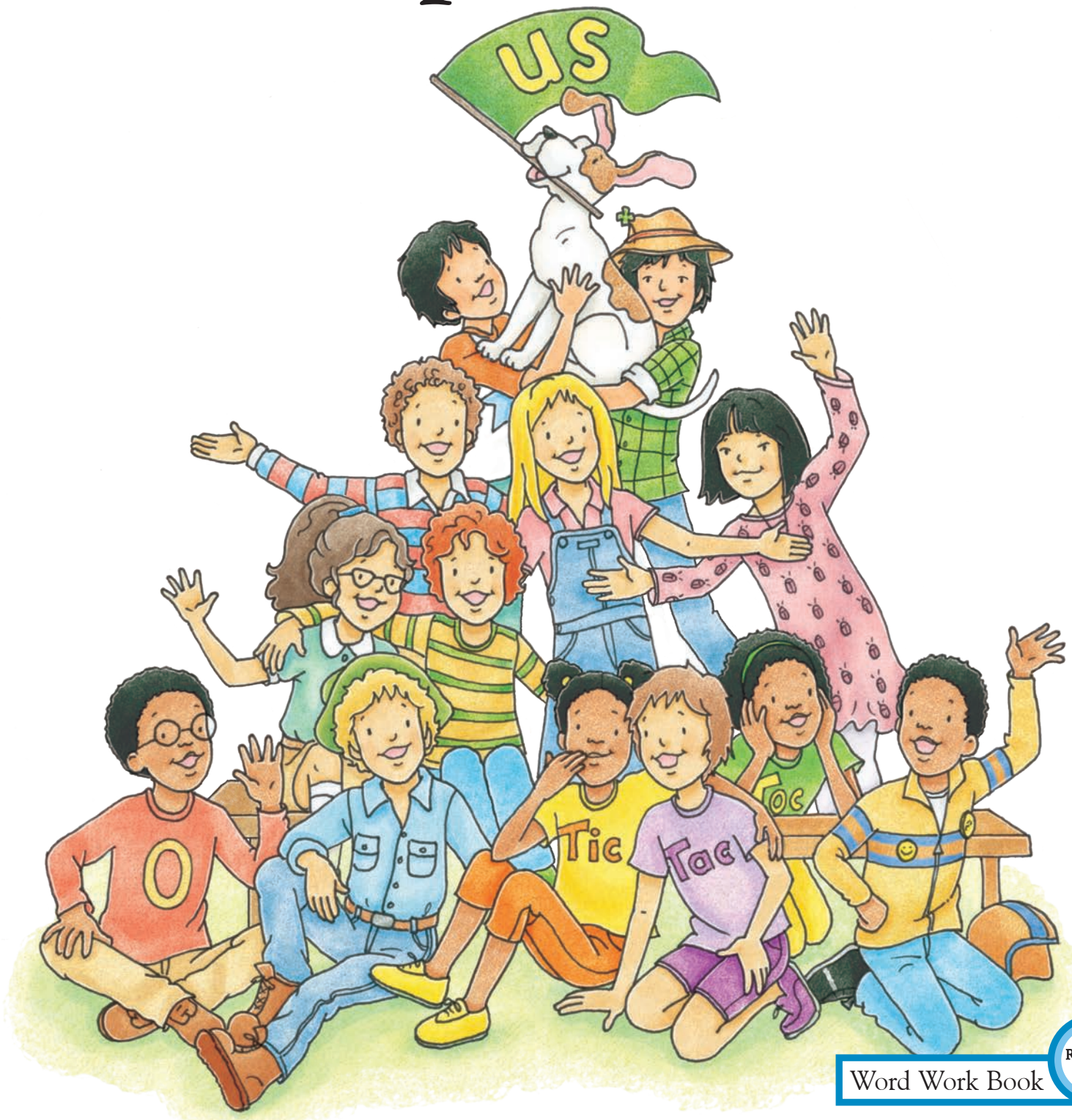
- Summer workbooks should be turned in to your son's homeroom teacher or advisory teacher on the first day of school.
- Assessments connected directly to the summer work will take place during the first week of school.
- The summer work has been intentionally designed to align with the skills, projects, and content that will be assessed and taught upon returning to school.

Thank you for partnering with us to help your son maintain strong learning habits and begin the school year ready to learn.

THE SUPERKIDS READING PROGRAM

FIRST GRADE

Adventures of the Superkids



Word Work Book

REVIEW UNIT

FIRST GRADE

Adventures of the Superkids

BY PLEASANT T. ROWLAND

DEVELOPED BY ROWLAND READING FOUNDATION

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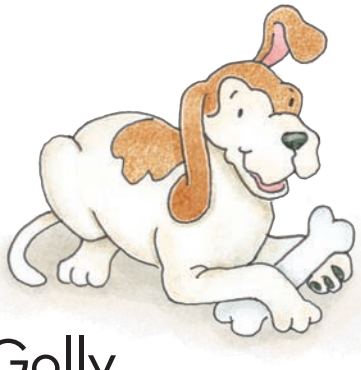
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superkidsreading.com

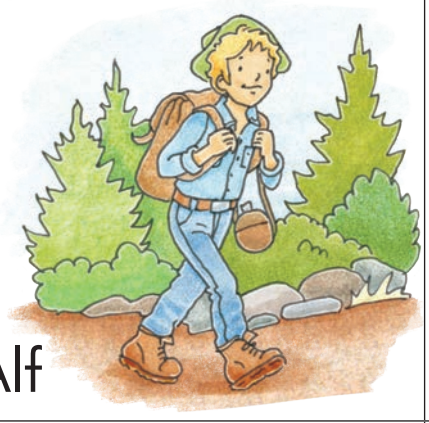
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2 3 4 5 6 7 8 9 10 11 13880 22 21 20 19 18 17


Cass


Oswald


Golly

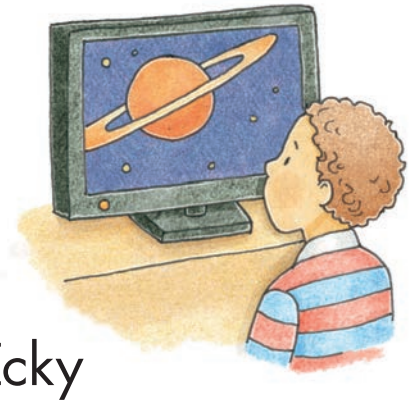

Alf


Doc

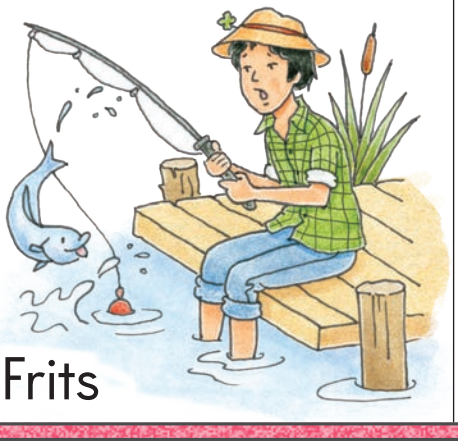

Sal



Lily


Icky


Tic, Tac, Toc


Frits


Ettabetta


Hot Rod

Family: Your child reviewed the names of the Superkids characters and discussed their interests.

Name _____



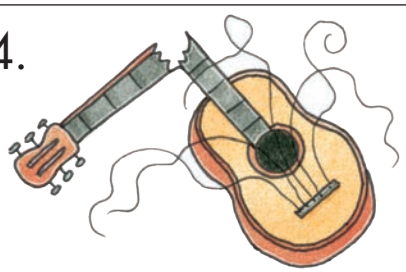
Doc

Dd Cc Gg

1. 

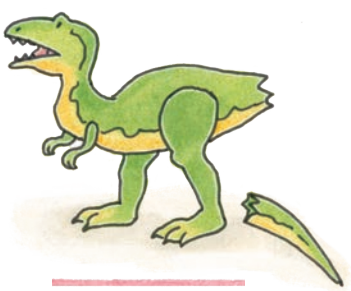
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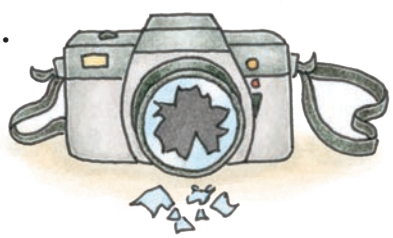
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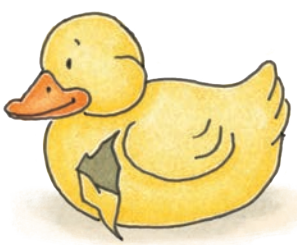
4. 

5. 

6. 

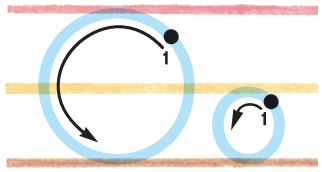
7. 

8. 

9. 

Family: Your child traced the letters and then wrote the lowercase letter for the beginning sound of each picture name.

Name _____



1.



Doc dog

2.



odd dog

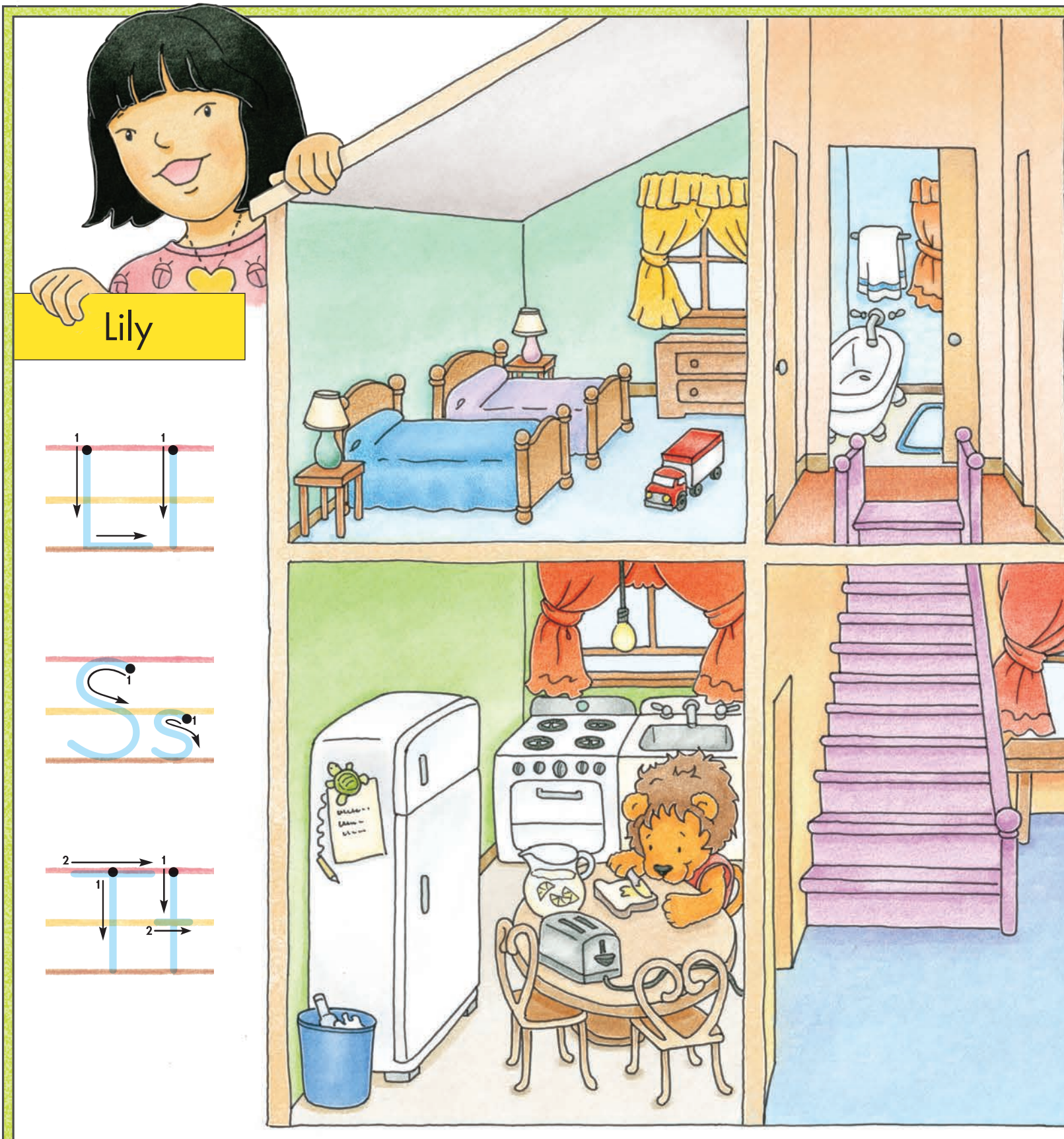
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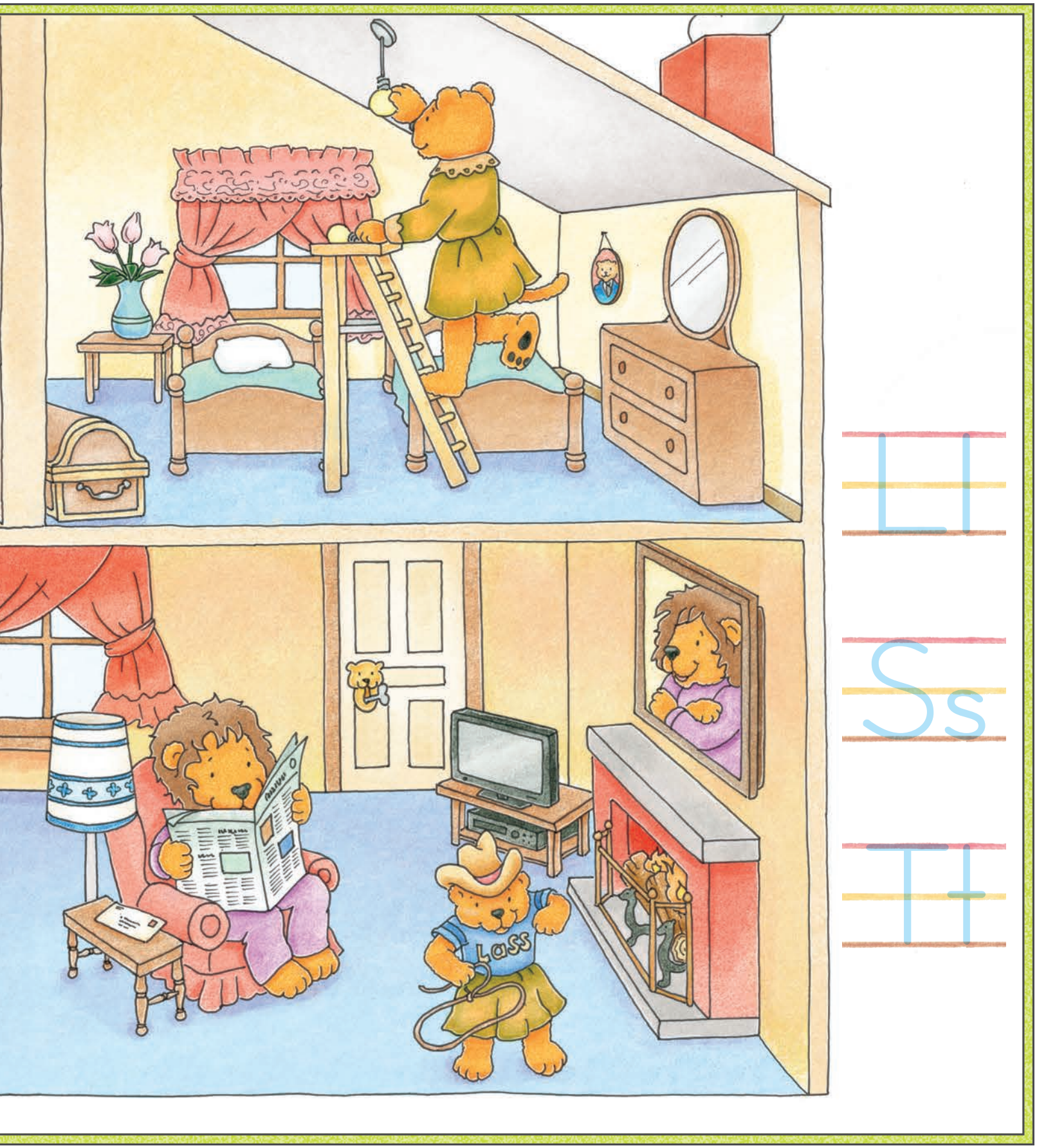
odd Doc

Family: Your child traced the letters and read the words.

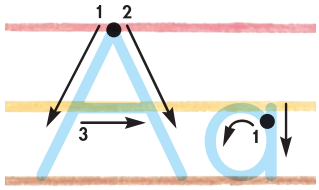
Name _____



Family: Your child traced the letters on pages 4–5 and drew lines from each pair of letters to things whose names begin with the sound the letters stand for.


Hh
Ss
Tt

Name _____



1.



D d L ss L d

2.



s d L ss

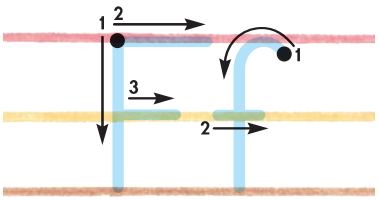
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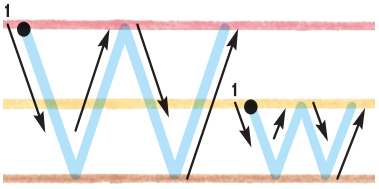


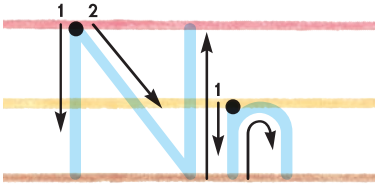
g d D d

Family: Your child traced *Aa* and completed the short *a* words.

Name _____



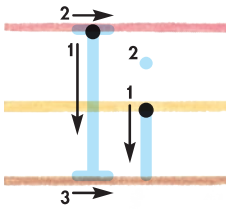






Family: Your child traced the letters and drew lines from each pair of letters to things whose names begin with the sound the letters stand for.

Name _____



1.



l ft

2.



d g

3.



f ll

4.



s t s t ll

Family: Your child traced *Ii* and completed the short *i* words.

Name _____



1. I got a fat .

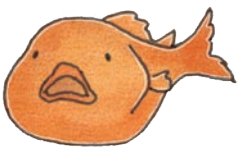
2. I got a flat .

3. I got a cat .

4. I got a fast .

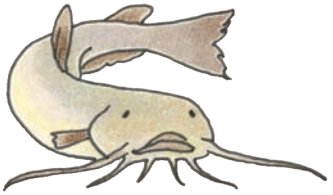
5. A glad got off.


fast


fat

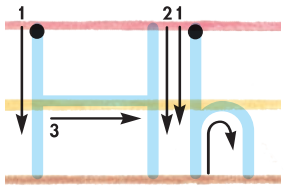

flat

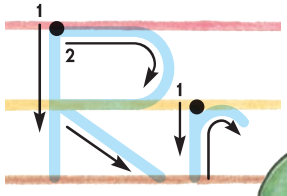

glad

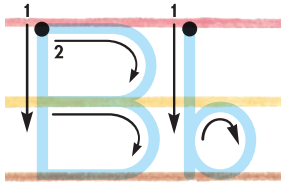

cat

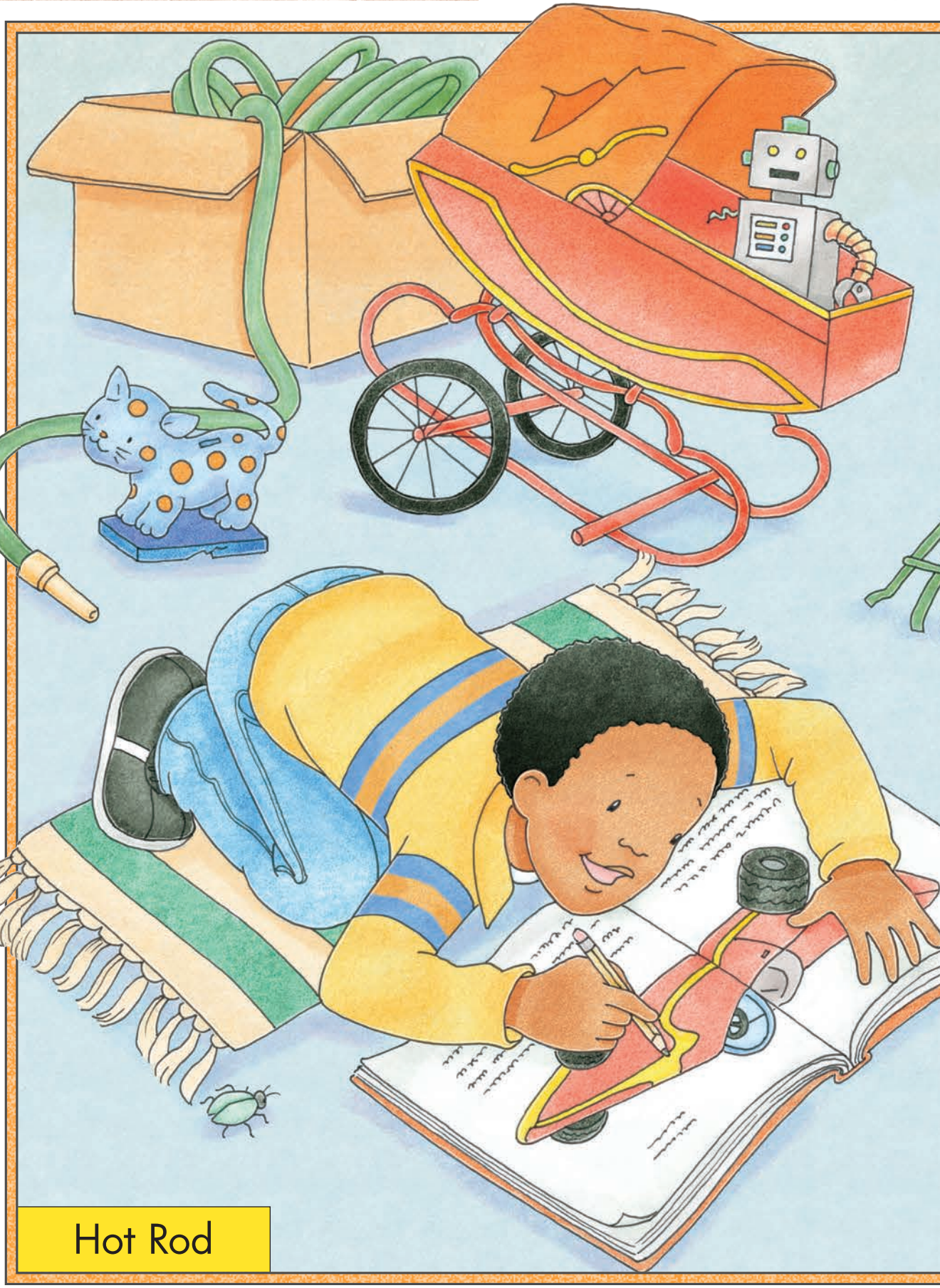
Family: Your child traced the Memory Words *I* and *a* and drew a line from each sentence to the fish it describes.

Name _____

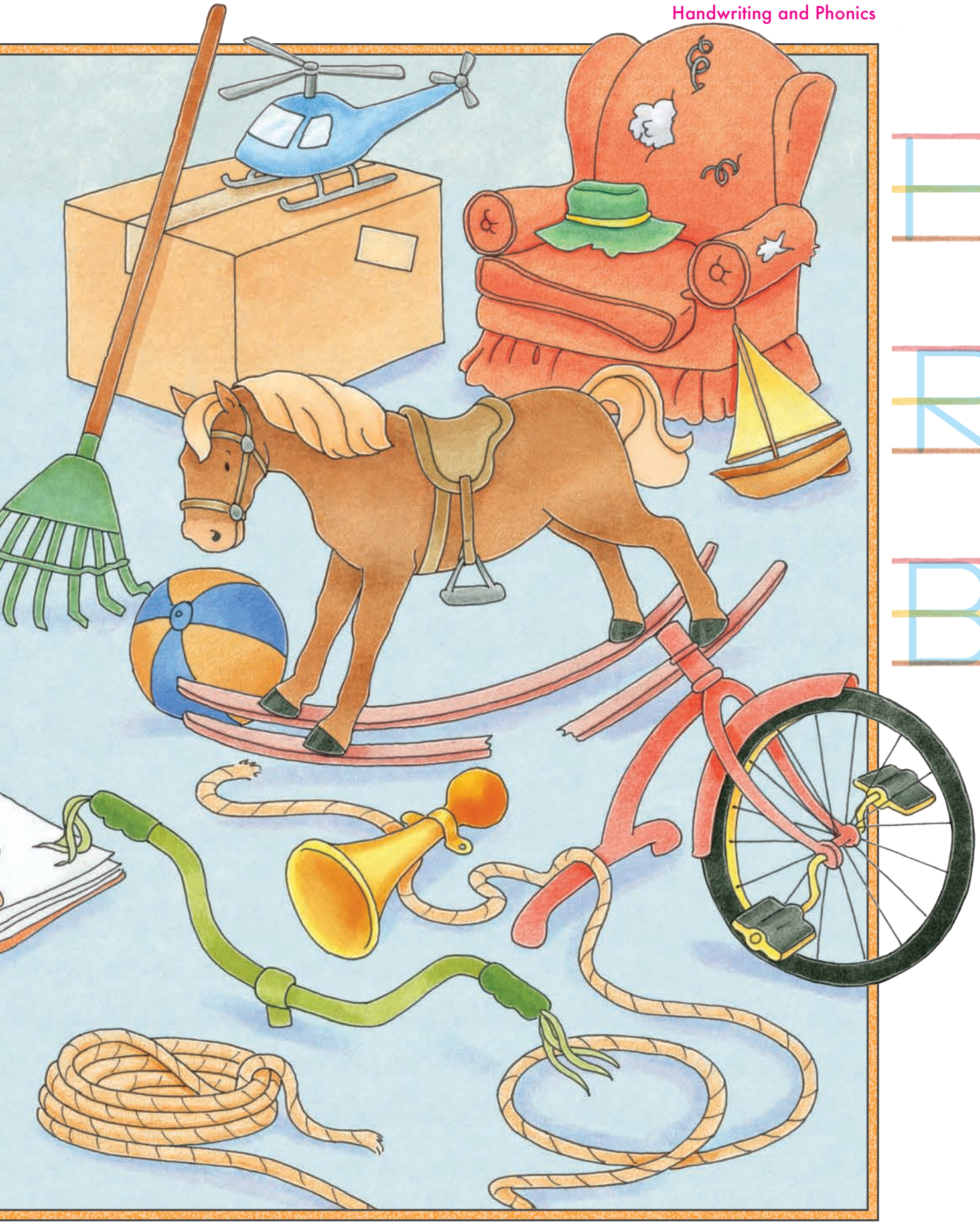








Family: Your child traced the letters on pages 10–11 and drew lines from each pair of letters to things whose names begin with the sound the letters stand for.

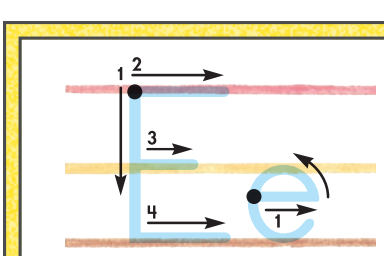


Hh

Rr

Bb

Name _____



1. The Fast Cat is r d.

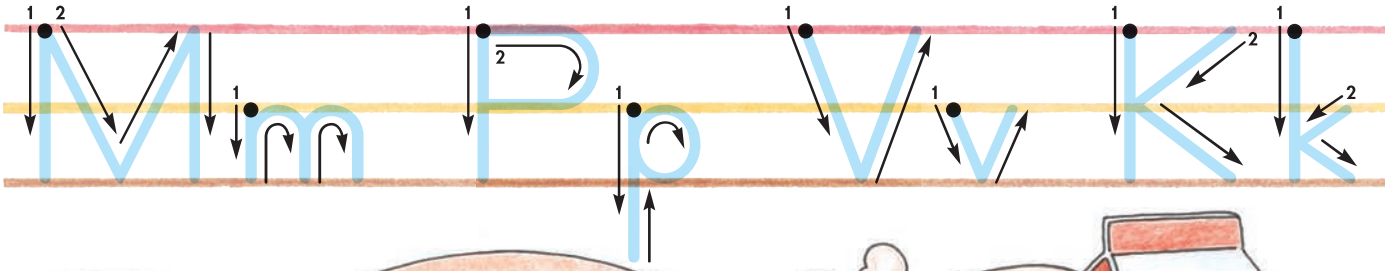
2. I b t the Fast Cat is fast.

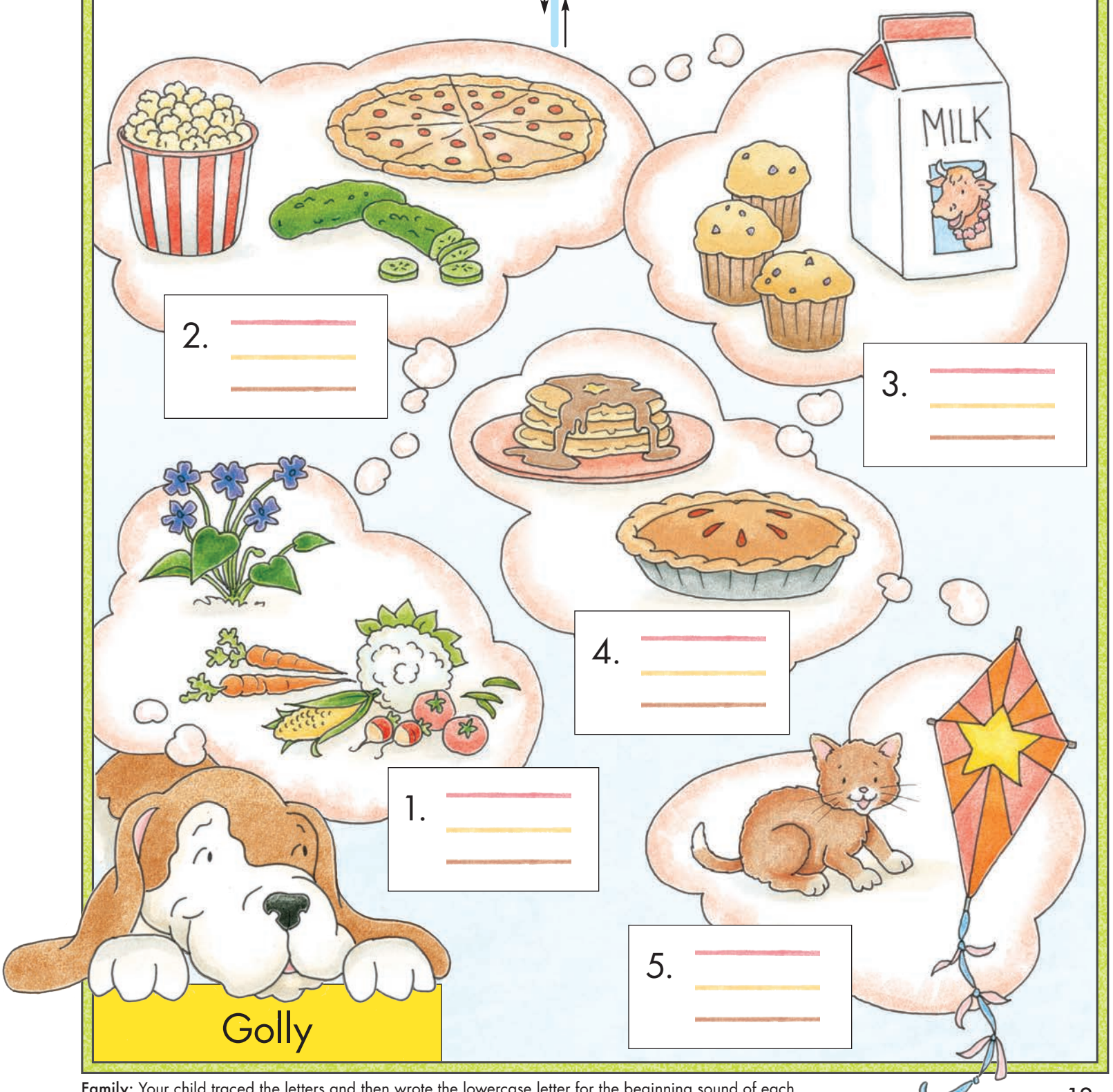
3. I will t st the Fast Cat.

4. The Fast Cat is the b st.

Family: Your child traced *Ee*, traced the Memory Word *the*, completed the short *e* words, and traced the periods.

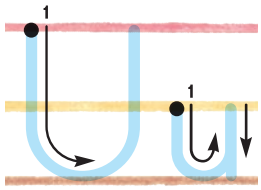
Name _____

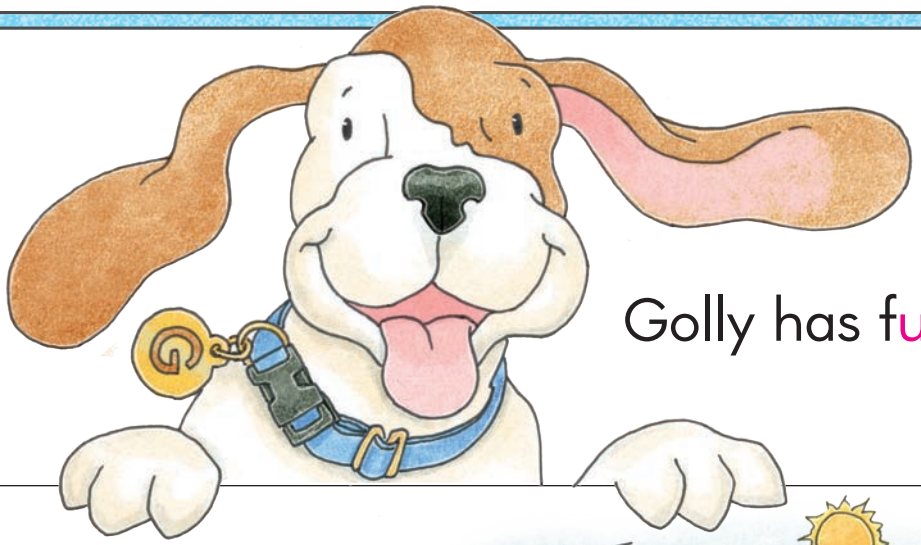




Family: Your child traced the letters and then wrote the lowercase letter for the beginning sound of each picture name.

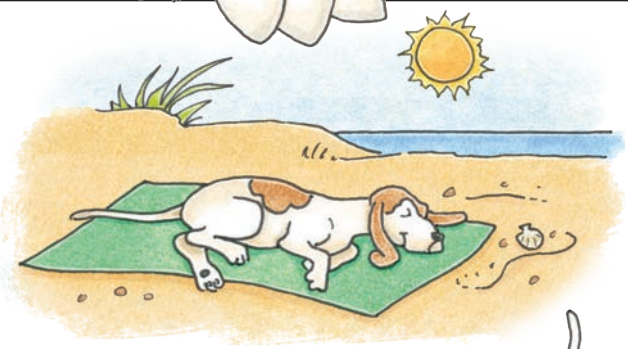
Name _____





Golly has fun.

1. Golly naps in the s u n.



2. Golly tugs on a r u g.



3. Golly sniffs a b u n.



4. Golly r u n s in the grass.

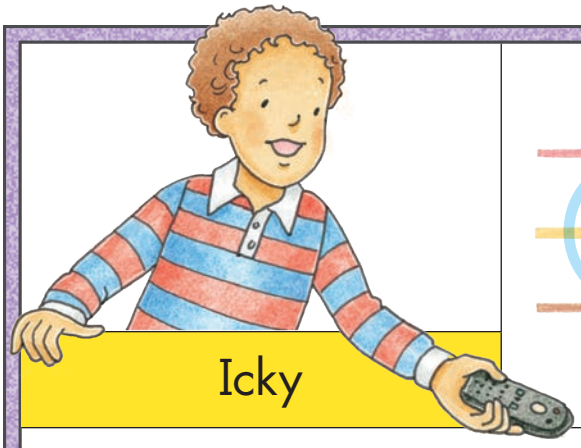


5. Golly gets a h u g.



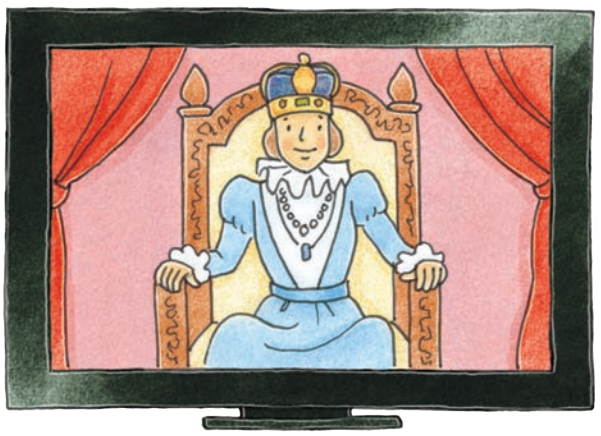
Family: Your child traced *Uu*, completed the short *u* words, and traced the periods.

Name _____

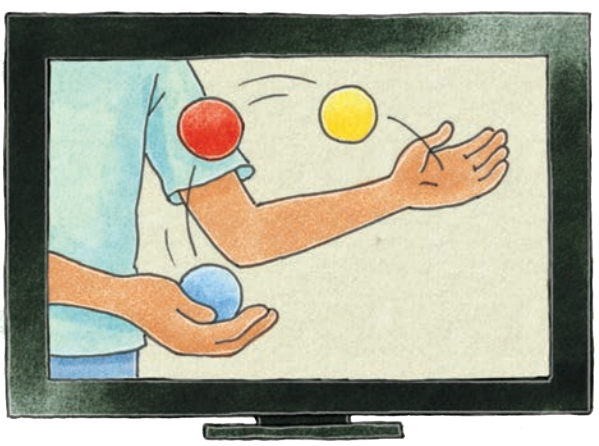


Qu qu Jj

1. 

2. 

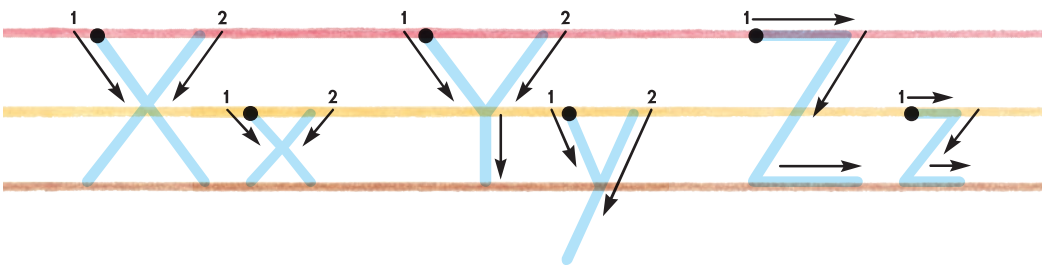
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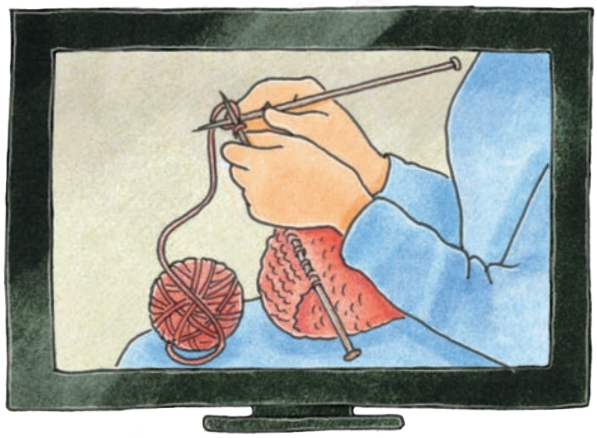
Family: Your child traced the letters on pages 15–16 and then followed a narrator's instructions to write the lowercase letter that stands for the beginning or ending sound in names of make-believe TV shows.

Name _____





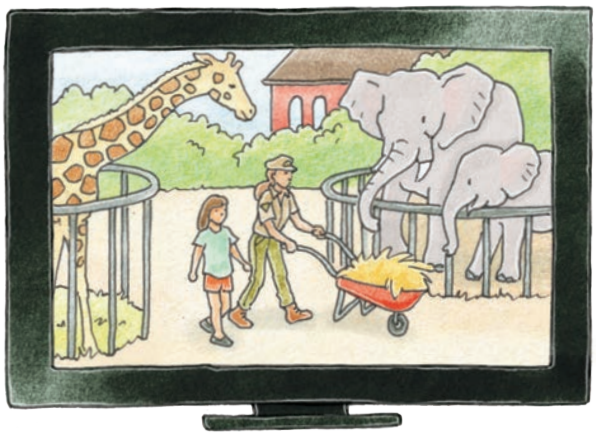
5.



6.



7.

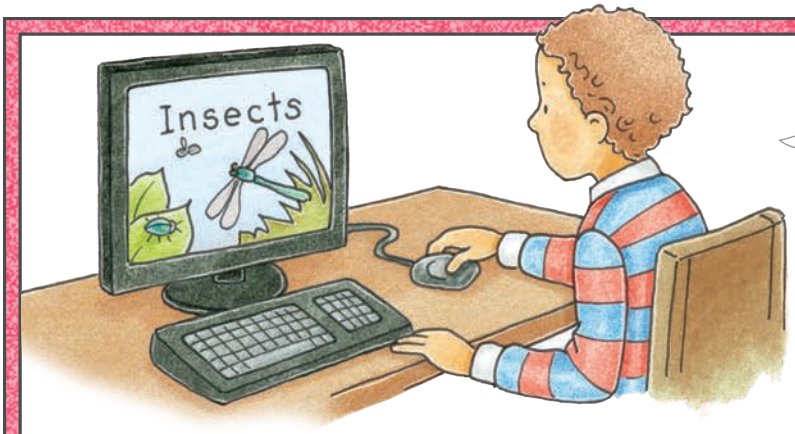


8.



Family: Your child traced the letters on pages 15–16 and then followed a narrator's instructions to write the lowercase letter that stands for the beginning or ending sound in names of make-believe TV shows.

Name _____



I will click on it.



1. Alf will ki_ it.

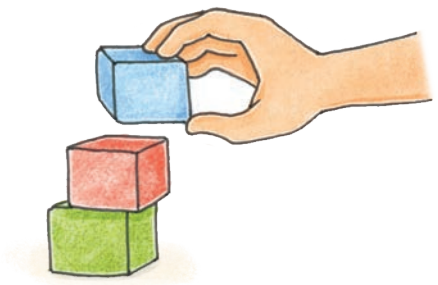


2. Lily will pi_ it.

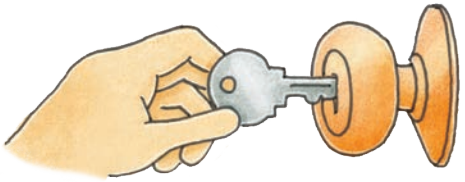
3. Frits will li_ it.



4. Hot Rod will lo_ it.



5. Doc will sta_ it.



Family: Your child completed the *-ck* words and drew a line from each sentence to the picture it describes.

Name _____



Alf

Aa Ee Ii Oo Uu

1.



tint tent

2.



cup cap

3.



jog jug

4.



hat hit

5.



pin pan

6.



sacks socks

7.



list last

Family: Your child underlined the vowel in the word that names each picture and circled the word.

Name _____



1. 





T C is it.

T C is last.

2. 



T C is it.

T C is last.

3. 




T C is it.

T C is last.

Family: Your child wrote a vowel to complete the name in each sentence.

Name _____



Ettabetta

1.



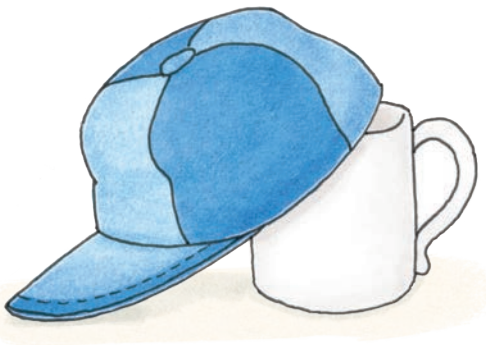
b u g on a b _ g

2.



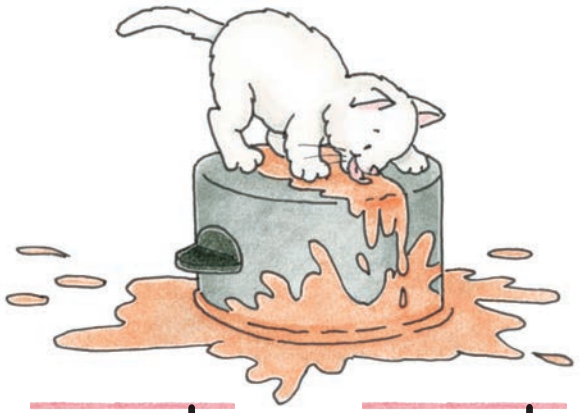
b i ll on a b _ ll

3.



c a p on a c _ p

4.



p e t on a p _ t

5.



m o p on a m _ p

Family: Your child traced and wrote vowels to complete the words.

Name _____



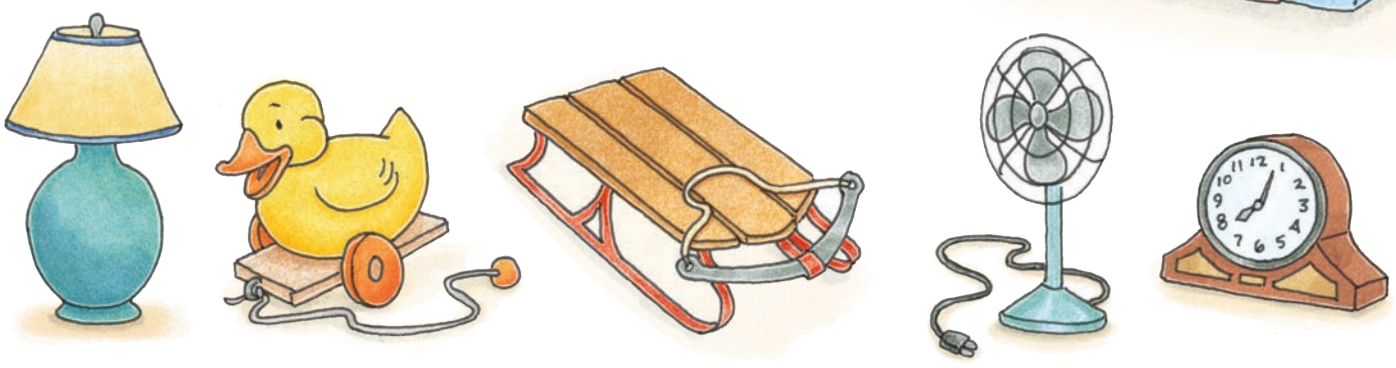
1. I did <u>not</u> get a fan for you.

2. I did <u>not</u> get a clock _____

3. I did <u>not</u> get a duck _____

4. I did <u>not</u> get a lamp _____

5. I got a fast sled _____!



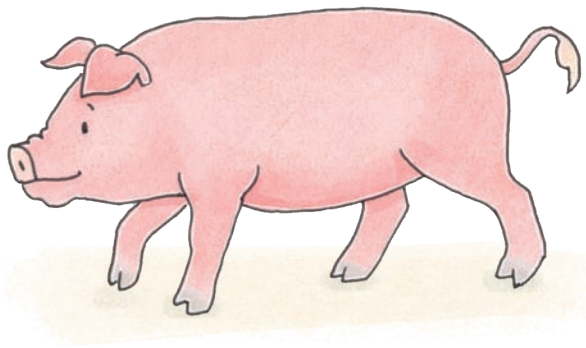
Family: Your child traced and wrote the Memory Words *for you*, traced and wrote end marks, marked an *X* on the pictures that are not the gift, and circled the picture that is the gift.

Name _____



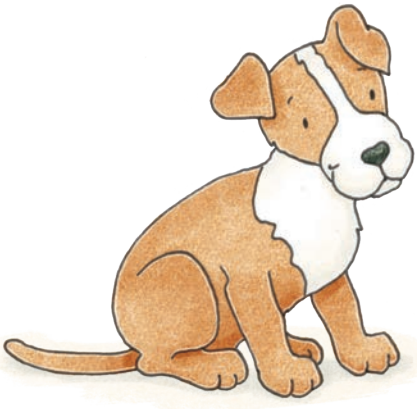
Oswald

1.



pick peg pig

2.



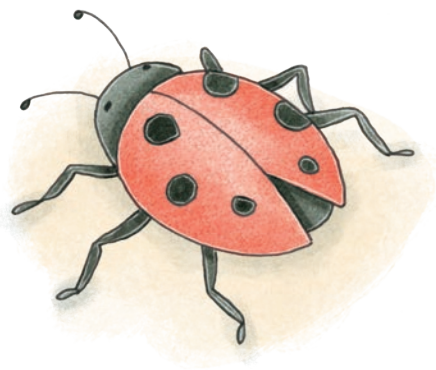
dig dot dog

3.



bet bat bad

4.



bun bug beg

5.



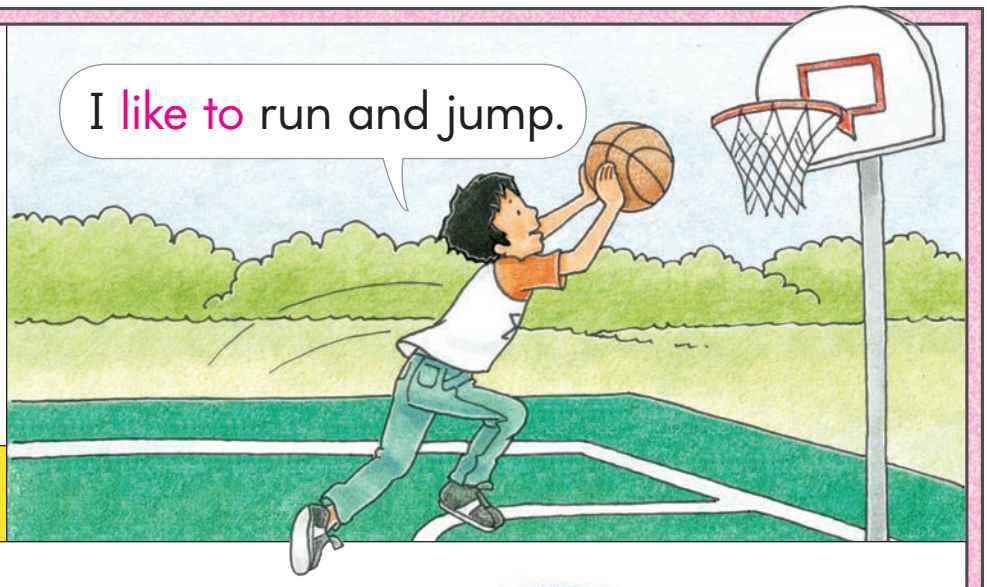
can cat cut

Family: Your child circled the word that names each picture.

Name _____



Sal



1. I like to bat.

2. I _____ _____ swim.

3. I _____ _____ kick.

4. I _____ _____ sled.









Family: Your child traced and wrote the Memory Words *like to* and drew a line from each sentence to the picture it describes.

Name _____



Cass

1. lots of plum

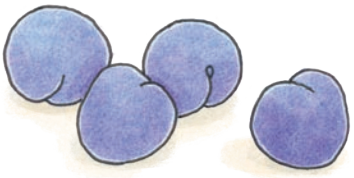
2. lots nut

3. lots drink

4. lots muffin

5. lots pretzel











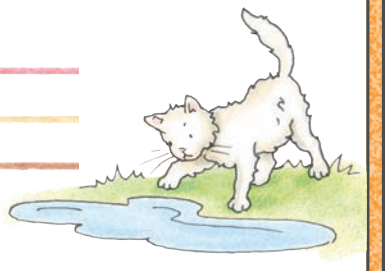
Family: Your child traced or wrote the Memory Word *of*, completed plural nouns, and drew a line from each phrase to the picture it describes.

Name _____

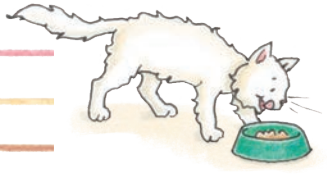




1. Did the cat like it ? No! No!



2. Did the cat like it ?



3. Did the cat like it ?



4. Did the cat like it ?

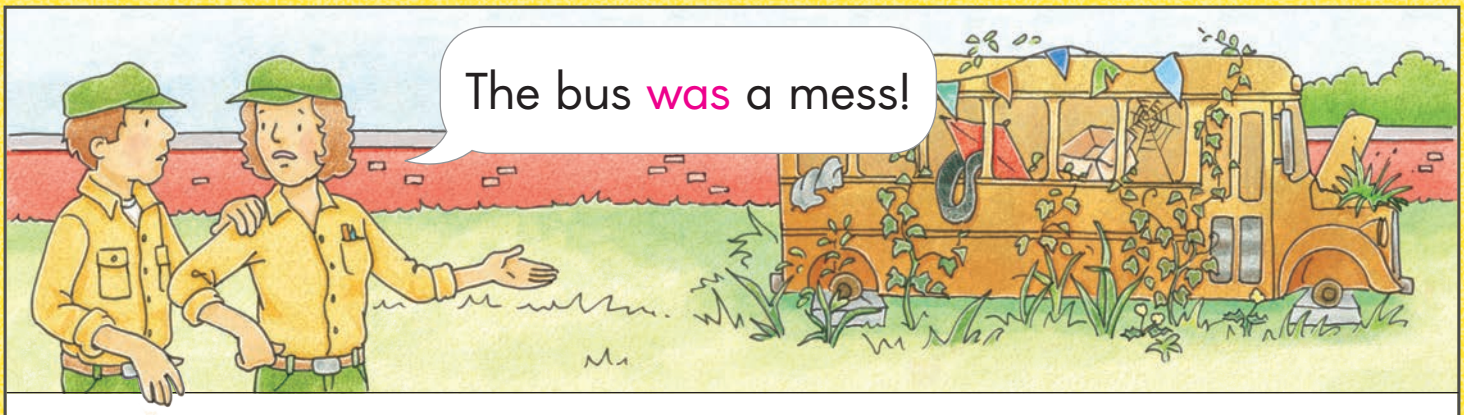


5. Did the cat like it ?



Family: Your child discussed the Memory Word *no*, traced the question marks, and traced or wrote *Yes! Yes!* or *No! No!* to answer each question.

Name _____



big bit

1. The bus was _____.

fix six

2. The bus _____ fun to _____ up.

job jog

3. But it _____ a big _____.

best bent

4. The bus _____ the _____ spot for the club!



Family: Your child traced or wrote the Memory Word *was* and chose and wrote another word to complete each sentence.

Name _____

1.



run rub

2.



fix fill

3.



scrub skunk

4.



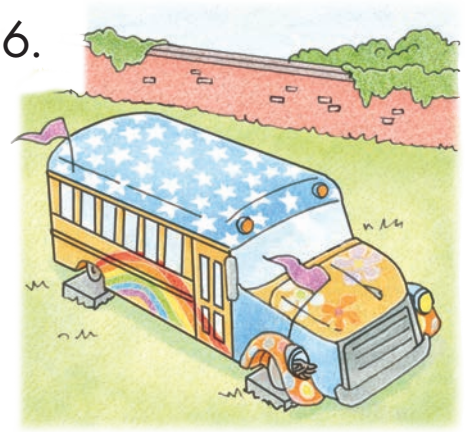
tub tug

5.



mop map

6.



clap club

Spelling List

Pattern Words

-ig

1. big
2. dig

-op

3. hop
4. mop

-ug

5. tug
6. rug

-at

7. cat
8. flat

-est

9. best
10. nest

Family: Your child circled the word that describes each picture. Then he traced the letters on the spelling list, read the spelling words, and discussed the spelling patterns.

Name _____



1. Let's dress up.



The kids get wigs.

The kids get pigs.

2. Let's visit the Tip Top Planet.



The kids stand on stamps.

The kids stand on stilts.

3. Let's visit the Wet Planet.



The kids slip in the mud.

The kids slip in the grass.

4. Let's get off the Wet Planet!

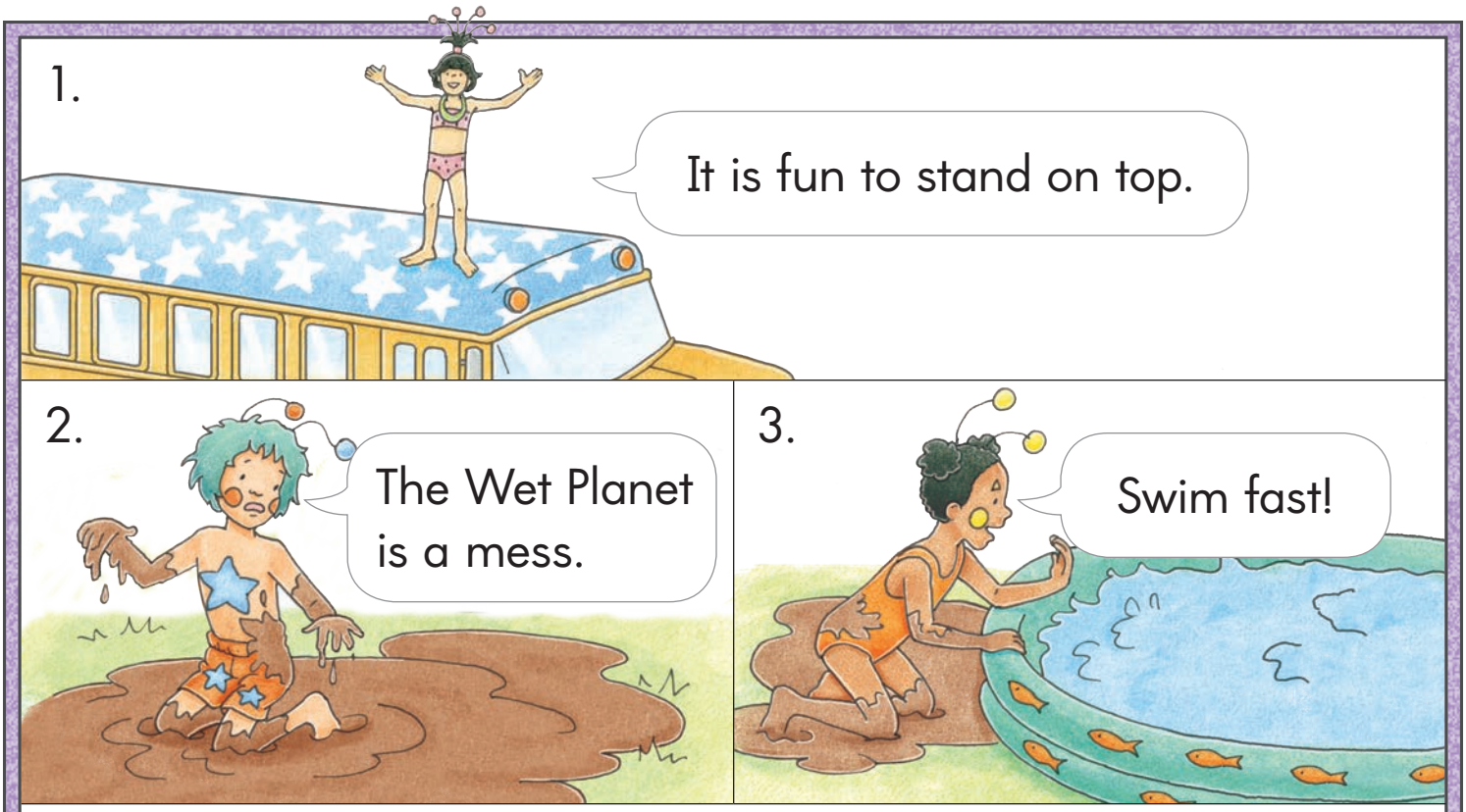


The kids swim fast.

The kids run fast.

Family: Your child circled the sentence that tells about each picture and the story "At the Bus."

Name _____



1. Lily said, "It is fun to stand on top."

   "It is fun to stand on top," said Lily.

2. Sal said , "The Wet Planet is a _____."

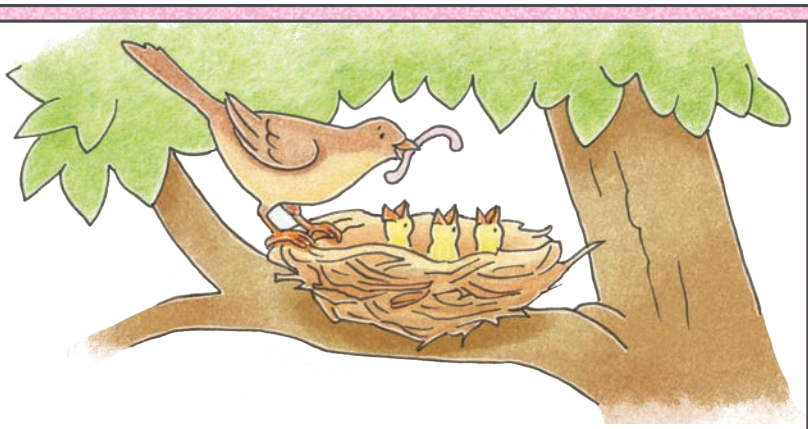
3. Tic _____, "Swim _____!"

Family: Your child traced and wrote the Memory Word *said* and wrote a second word to complete the dialogue sentences.

Name _____

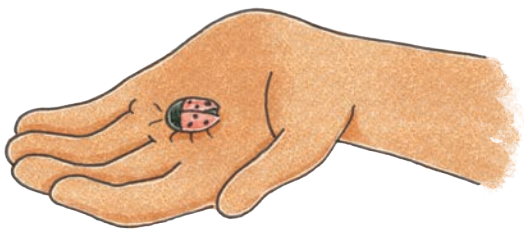
1. The robin has a nest.

   the robin's nest



2. The bug has spots.

   the _____ spots



3. The ant has a hill.

   the _____ hill



4. The frog has a log.

   the _____ log



5. The plant has blossoms.

   the _____ blossoms



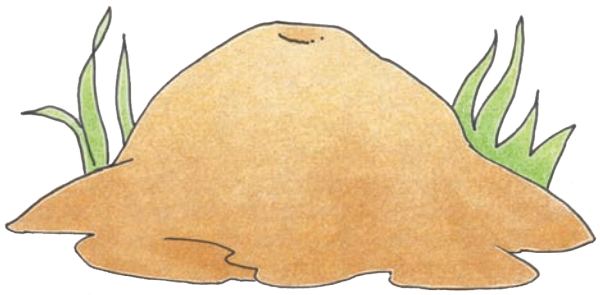
Family: Your child traced or wrote a possessive noun to tell what an animal or plant has.

Name _____



I will put a frog on the log.

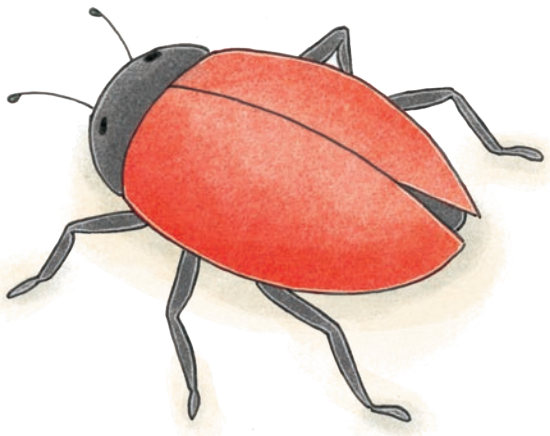
1. Put ants on the hill.



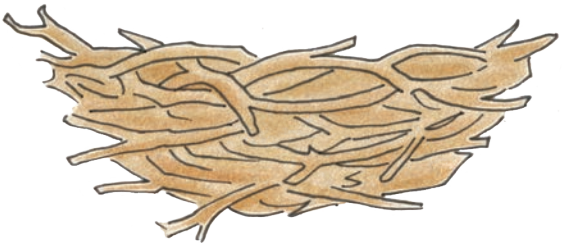
2. Put a blossom on the plant.



3. Put spots on the bug.

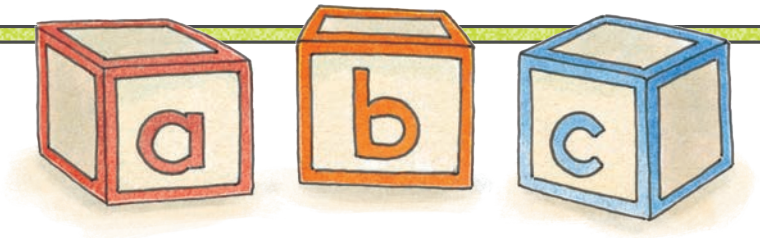


4. Put a robin in the nest.



Family: Your child read the directions and added details to the pictures.

Name _____



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



cat



bug



ant

ant
bug
cat

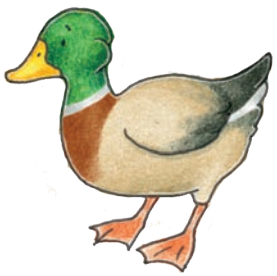
1.



fox

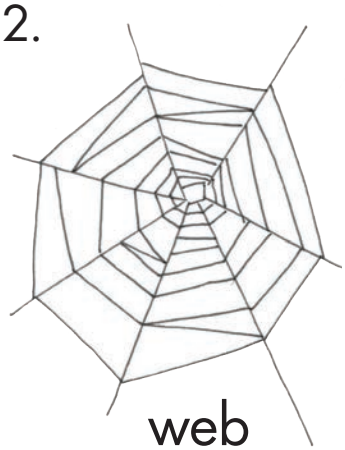


skunk



duck

2.



web



log

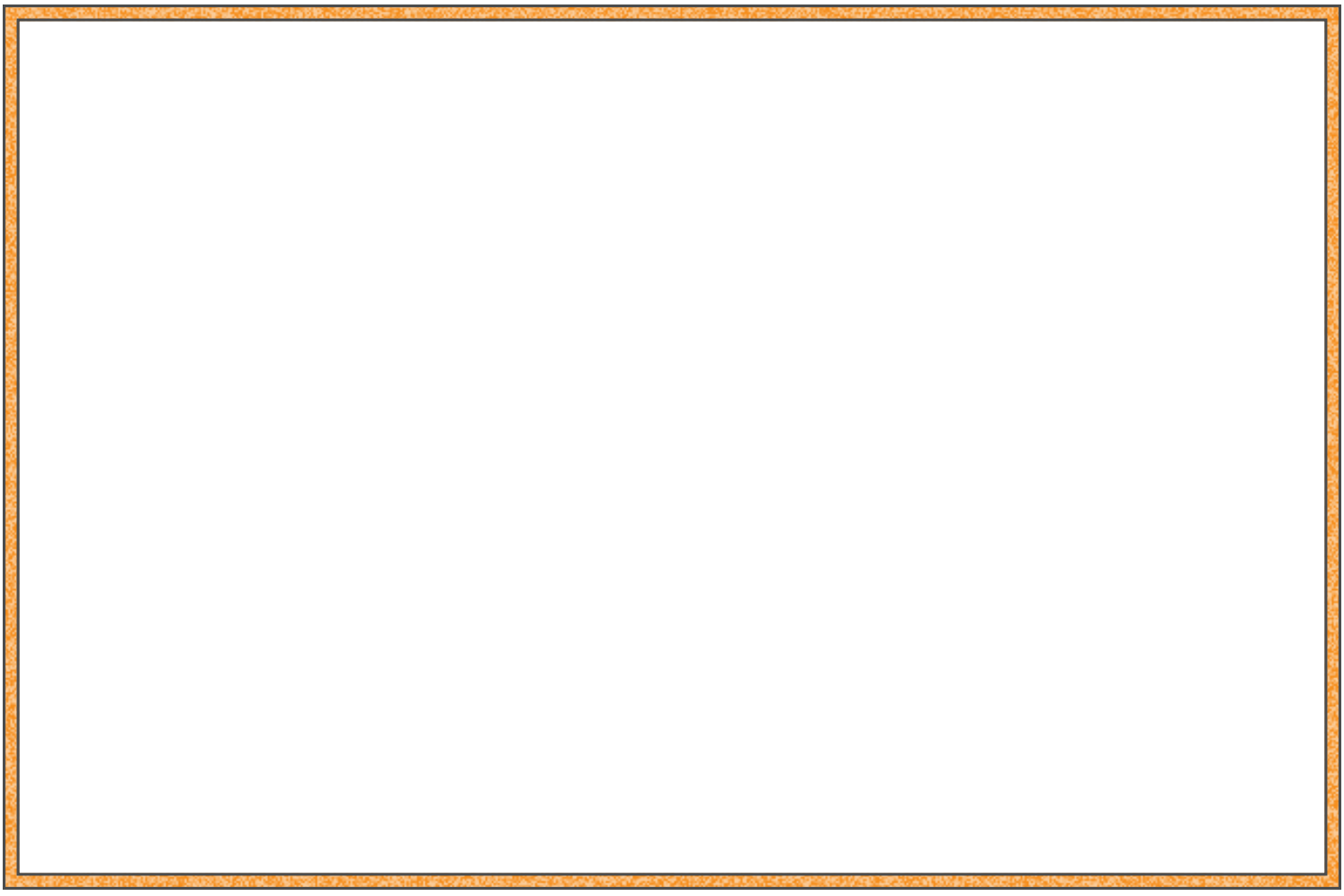


nest

Family: Your child read sets of words and then wrote each set in alphabetical, or ABC, order.

Name _____

Draw and Write

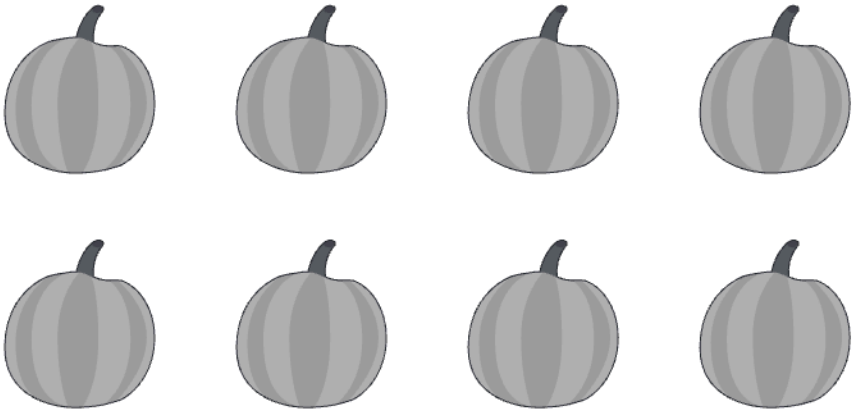


Directions: Have children write sentences and draw a picture to illustrate what they wrote.

Discuss

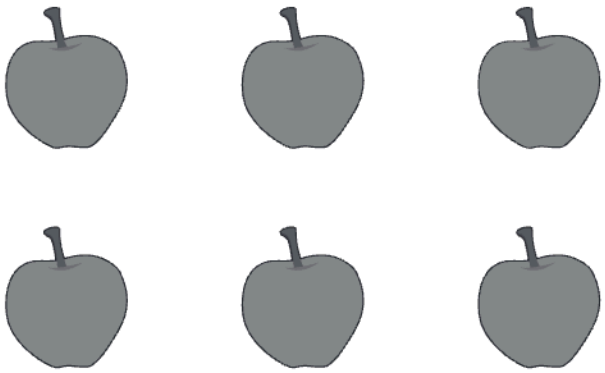
Number: Representing quantities (up to ten)

Place an object on each picture as you count how many.
Then circle the number to match.



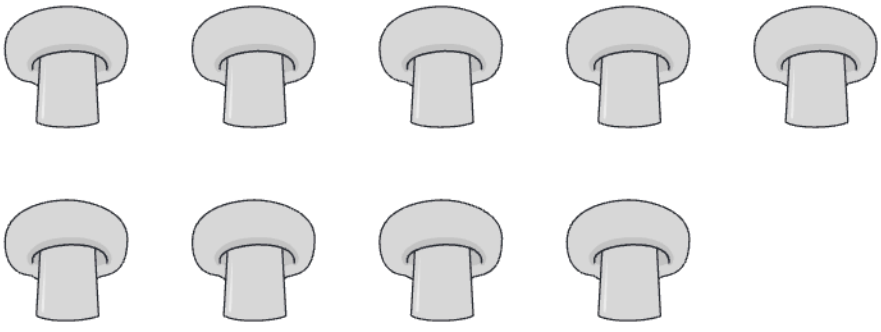
6 7

8 9



6 7

8 9



6 7

8 9

This activity reinforces the one-to-one correspondence principle of counting (i.e. each item being counted must be given one count) and the cardinality principle of counting (i.e. the last count of a group of items tells how many in the group). Ten buttons, coins, or other small objects are needed to complete this activity.

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Practice

Number: Representing quantities (up to ten)

Count the fruit and draw a line to the matching number (one has no match).

9

3

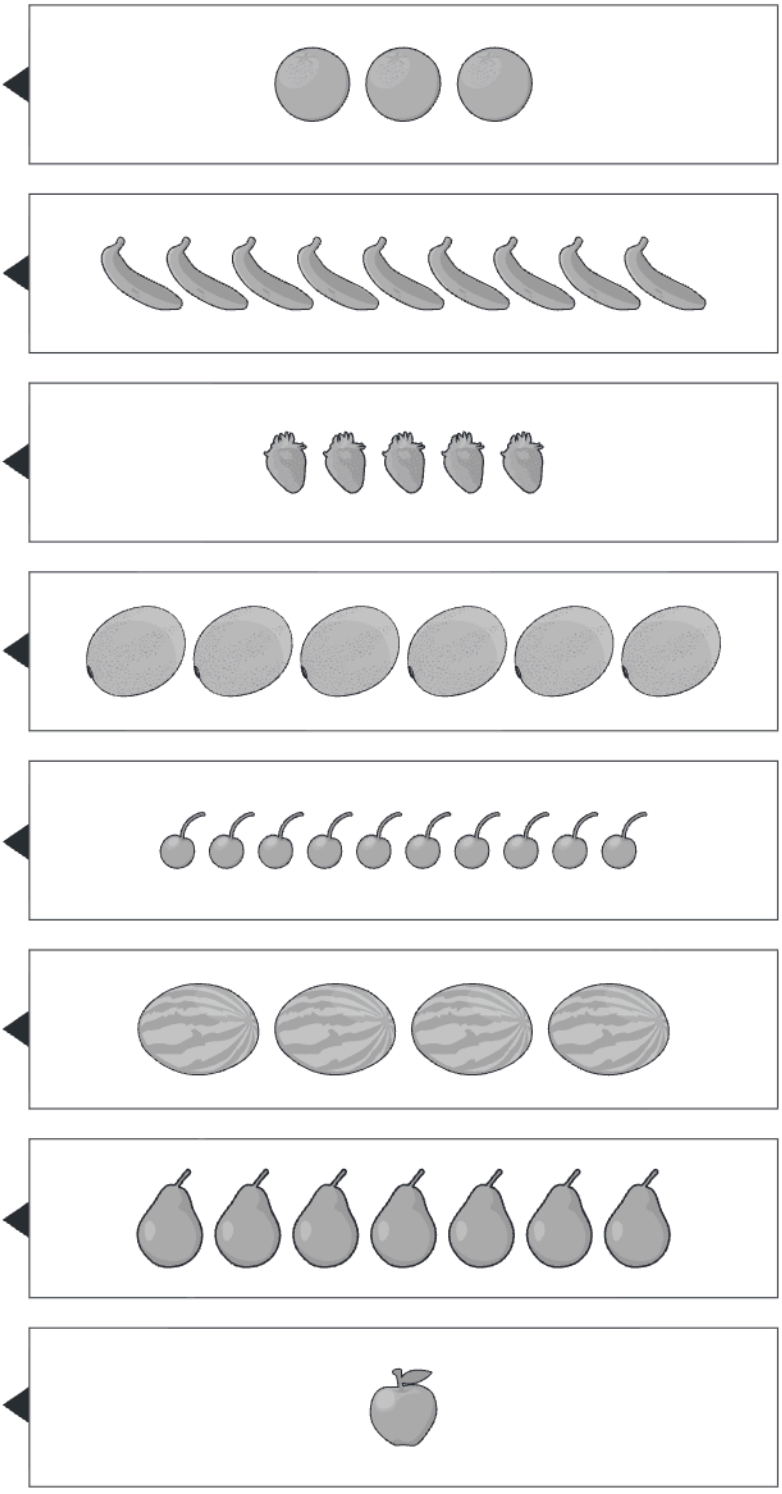
5

10

6

1

7



This activity reinforces the one-to-one correspondence principle of counting (i.e. each item being counted must be given one count) and the cardinality principle of counting (i.e. the last count of a group of items tells how many in the group).

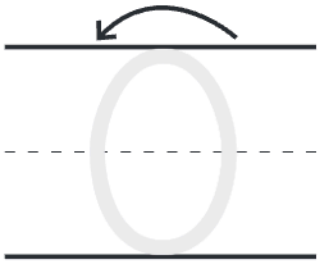
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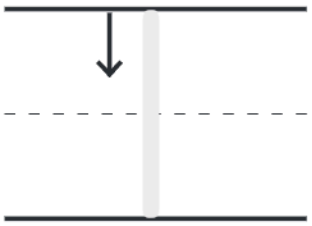
Discuss

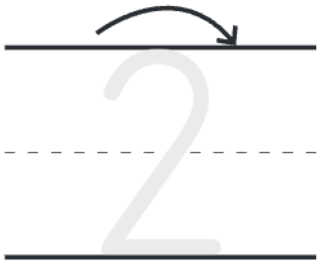
Number: Writing numerals zero to nine

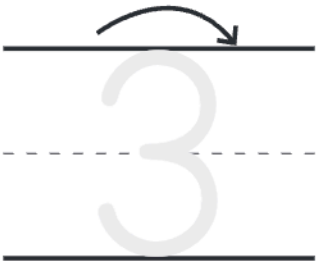


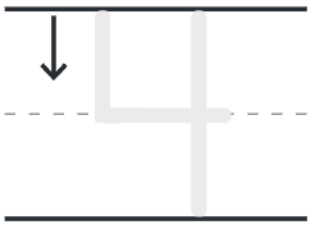
Use your pencil to trace over each numeral. Then read each numeral aloud and show how you would write the numerals in the air.

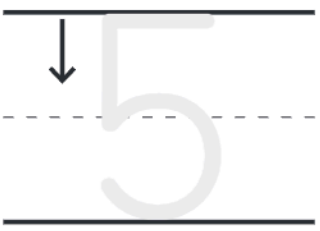


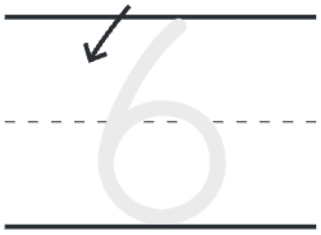


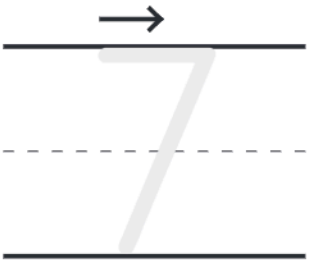


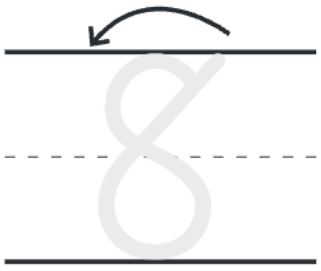


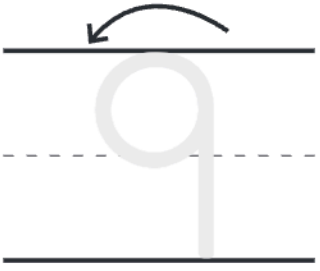












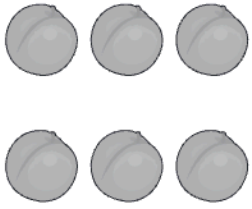
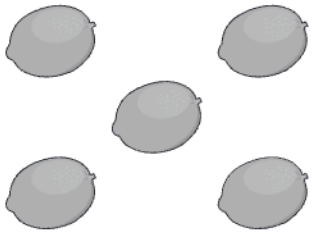
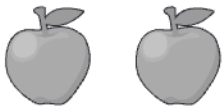
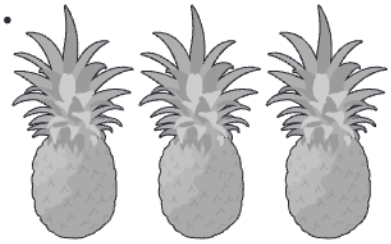
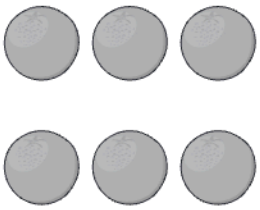
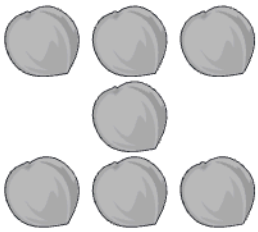
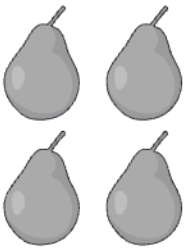
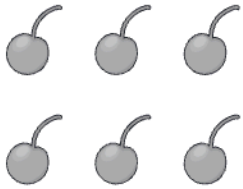
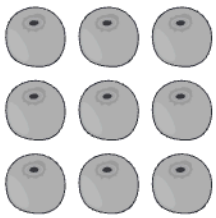
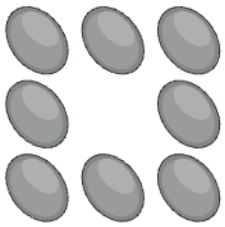
This activity involves writing the numerals 0 to 9, first on paper and then in the air.

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Practice

Number: Writing numerals zero to nine

Count the fruit. Write the matching numeral.

a.  ____ plums	b.  ____ lemons	c.  ____ apples
d.  ____ pineapples	e.  ____ oranges	f.  ____ banana
g.  ____ peaches	h.  ____ pears	i.  ____ cherries
j.  ____ blueberries	k.  ____ grapes	l.  ____ strawberries

This activity involves counting groups of fruit and writing the number in each group.

© ORIGO Education

Discuss

Number: Matching representations (up to ten)

Write the missing number names.

one	six
two	seven
three	eight
four	nine
five	ten

Cut out the cards from the support page. Then mix and sort the cards to show matching numbers.

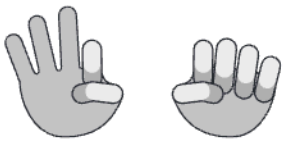
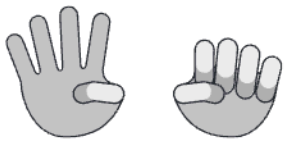
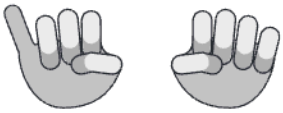
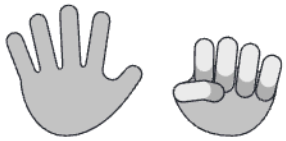
This activity reviews matching representations of numbers one to ten (e.g. number names, pictures of quantities, and numerals).

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Practice

Number: Matching representations (up to ten)

1. Write the number of fingers that are raised.

a. 	b. 	c. 
d. 	e. 	f. 

2. Write each number name. Then draw the matching number of ○.

a.	7	seven	
b.	1	one	
c.	3	three	
d.	6	six	

This activity reviews matching representations of numbers one to ten (e.g. number names, pictures of quantities, and numerals).

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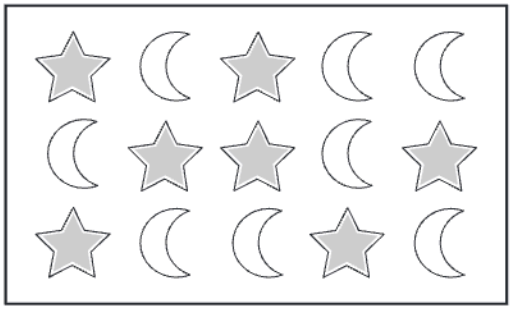
Discuss

Number: Representing quantities (11 to 20)

Look at this sheet of stickers.

How many star stickers are there?

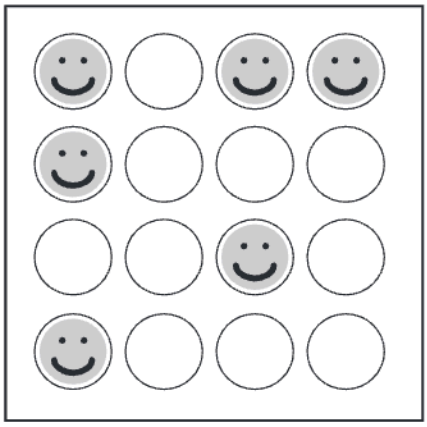
How many moon stickers are there?



Some of these stickers have been used.

How many stickers are left?

How many stickers have been used?





Keep track of your counting by crossing out as you go.

Color ◯ to match each numeral.

a. 18	◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯
b. 11	◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯
c. 15	◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯

This activity focuses on representing quantities up to 20. Encourage your child to see quantities without having to count the items one by one (e.g. in the star and moon arrangement above, he/she may say, "I can see a group of 4 moons and 3 more. That's 4, 5, 6, 7 moons.")

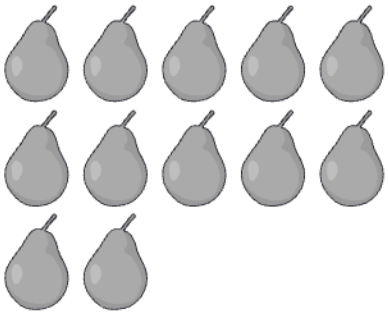
© ORIGO Education

Practice

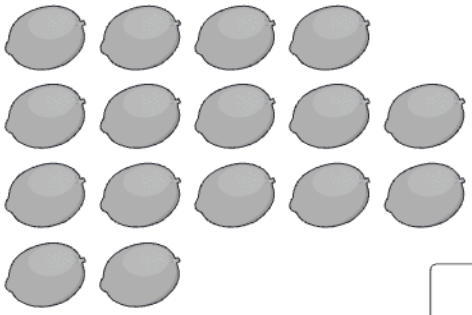
Number: Representing quantities (11 to 20)

Count the fruit. Write the matching numeral.

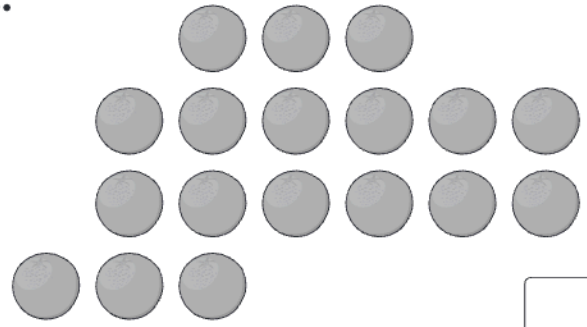
a.



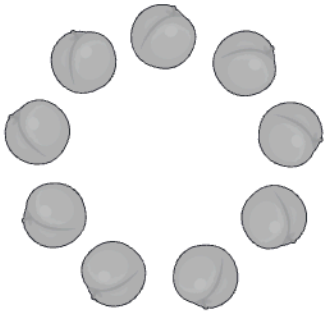
b.



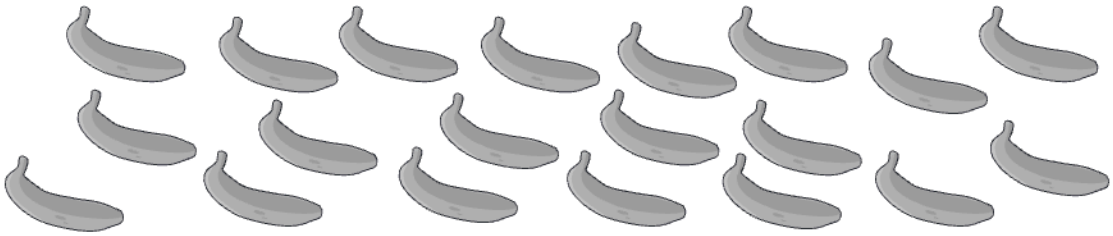
c.



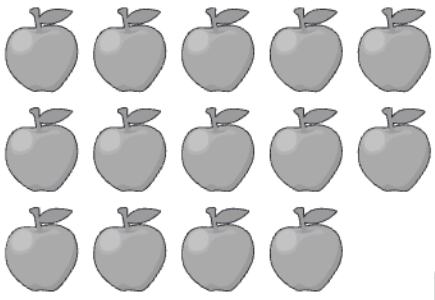
d.



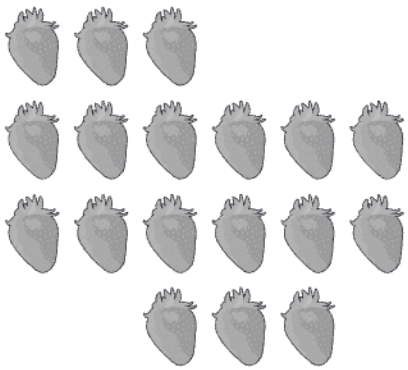
e.



f.



g.



This activity focuses on counting quantities up to 20. Encourage your child to see quantities without having to count the items one by one (e.g. he/she may see a group of 5 pears and start counting from 5.)

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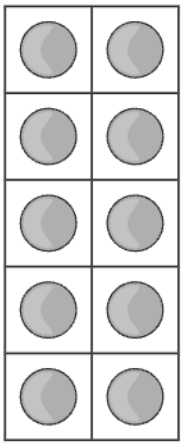
Discuss

Number: Writing teen number names



The word *teen* means *and ten*, so **seventeen** means 7 and 10.

Draw more dots to **show seventeen**.



Write each number name.

a.	14	fourteen	
b.	19	nineteen	
c.	15	fifteen	
d.	12	twelve	

In this activity, numbers from 11 to 19 are represented in words. Understanding "teen" numbers is essential for later work with place value and the development of number sense.

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Practice

Number: Writing teen number names

1. Color the number names that are spelled correctly.

fifteen	nineteen	forteen	eigteen
sixteen	sevnteen	fourteen	twelve

2. Match the number name to the pictures.

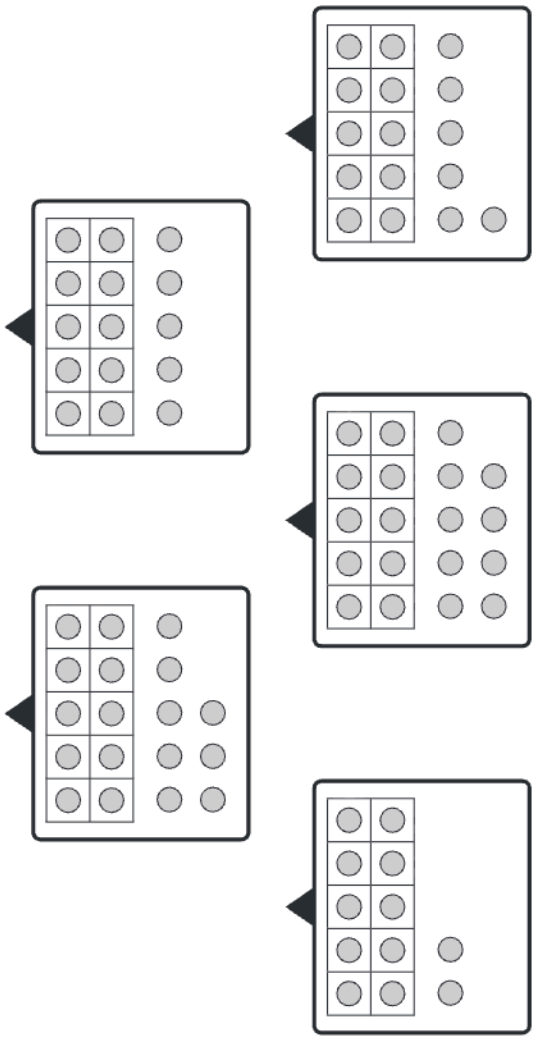
a. fifteen

b. sixteen

c. nineteen

d. twelve

e. eighteen

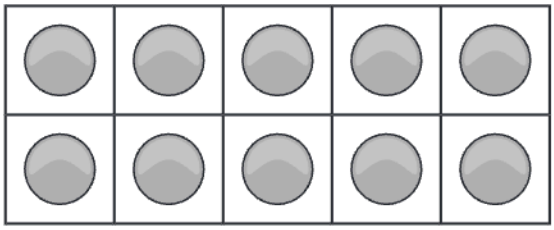


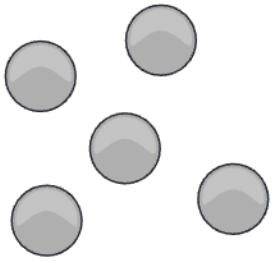
This activity focuses on reading the names for numbers from 11 to 19 and then matching pictures to the names. Understanding "teen" numbers is essential for later work with place value and the development of number sense.

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Discuss

Number: Representing teen numbers





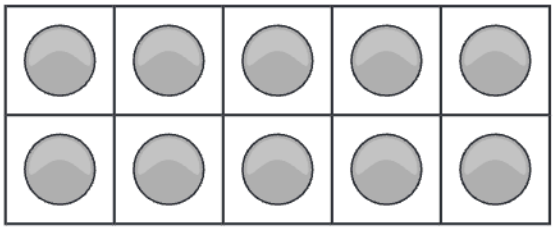


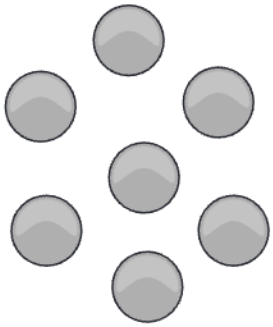
1 ten 5 ones

There is 1 ten and 5 ones in this picture. Write the numbers to match.

Now try these.

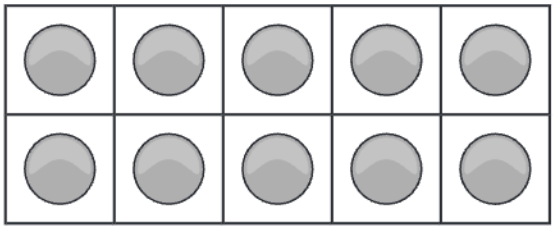
a.

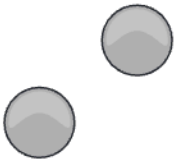




____ ten ____ ones

b.





____ ten ____ ones

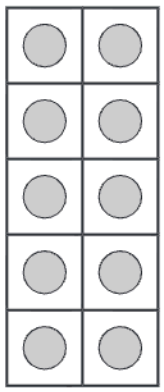
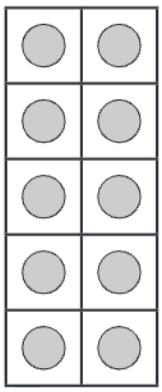
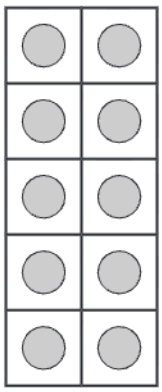
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This activity reinforces that a "teen" number is a group of 10 and some ones.

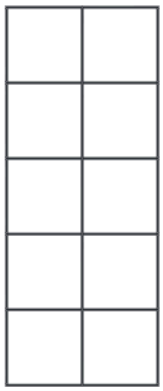
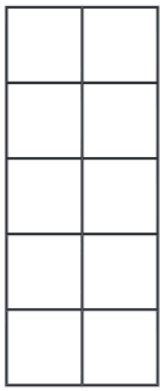
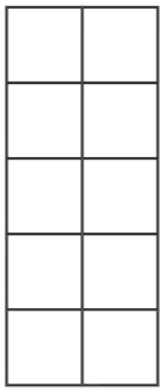
Practice

Number: Representing teen numbers

1. Draw ◯ to match each numeral.

a.  13	b.  11	c.  18

2. Draw ◯ to match each numeral. Remember to fill the ten-frame first.

a.  19	b.  12	c.  15
d.  14	e.  17	f.  16

This activity reinforces that a "teen" number is a group of 10 and some ones.

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MOUNTAIN LAUREL BOOK AWARD

(PA Young Readers Award Nominees 2025-2026)

Burt the Beetle Lives Here by Ashley Spires

Carla's Glasses by Debbie Herman

Champion Chompers, Super Stinkers and other Poems by Extraordinary Animals by Linda Ashman

Dear Street by Lindsay Zier -Vogel

Jose Feeds the World: How a Famous Chef Feeds Millions of People Around the World by David Unger

Jumper: A Day in the Life of a Backyard Jumping Spider by Jessica Lanan

Kaboom!: A Volcano Erupts by Jessica Kulekiian

The Knight Snacker by Valeria Wicker

A Mischief of Mice by Christie Matheson

Most Magnificent Maker's A to Z by Ashley Spires

Mr. Fox's Game of "No!" by David LaRochelle

One Million Trees: A True Story by Kristen Balouch

Reggie: Kid Penguin by Jen de Oliveira

Stella & Marigold by Annie Barrows

Wildfire Rescue (Disaster Squad) by Rekha S. Raian

Award Winning Books

Caldecott Winners:

A Sick Day for Amos McGee by Philip C. Stead

Big by Vashti Harrison

Chooch Helped by Andrea L. Rogers

Hello Lighthouse by Sophie Blackall

Theodor Seuss Geisel Award Winners:

Beak & Ally #1: Unlikely Friends by Norm Feuti

Flubby Is Not a Good Pet! by J.E. Morris

Gigi and Ojiji by Melissa Iwai

Public Libraries

"Color Our World" Summer Reading program at local public libraries runs June 22 through August 16, 2026

Visit your local public library this summer. They offer wonderful free programs for your child. You can also borrow free museum passes!

The Haverford School

First Grade: Suggested Summer Reading List for the year, 2026-2027

The Haverford School
Tabas Library

Picture Books

The Adventures of Beekle, the Unimaginary Friend by Dan Santat

Buffalo Fluffalo by Bess Kalb

The Dot by Peter H. Reynolds

Dreamers by Yuyi Morales

Jabari Jumps by Gaia Cornwall

Knight Owl by Christopher Denise

Smart Cookie by Jon Jory

The Wild Robot on the Island by Dan Brown

Wombats Are Pretty Weird by Abi Cushman

Early Chapter Books

Doggo and Pupper by Katherine Applegate

Don't Throw It to Mo! by David A. Adler

Earl & Worm. The big mess and other stories by Greg Pizzoli

Frog and Dog book: Goat in a Boat by Janee Trasler

Harry & Hedgehog: Let's Have a Sleepover! by Norman Feuti

Surf's up! Moby Shinobi by Luke Flowers

Sports Illustrated Kids by C.C. Joven

Graphic Novels

Chick and Brain: Smell My Foot! by Cece Bell

Narwhal: Unicorn of the Sea! by Ben Clanton

Pea, Bee, & Jay by Brian Smith

Rover and Speck: This Planet Rocks! by Jonathan Roth

Sir Ladybug by Corey R. Tabor

Poetry

Body Music: Poems about the Noises Your Body Makes by Jane Yolen

Forget-me-Nots: Poems to Learn by Heart by Mary Ann Hoberman

Name That Dog! by Peggy Archer

When Green Becomes Tomatoes by Julie Fogliano

Informational

A Star Explodes: The Story of Supernova 1054 by James Gladstone

Can an Aardvark Bark? by Melissa Stewart

First Friend: How Dogs Evolved from Wolves to become Our Best Friends by Kersten Hamilton & Jamie Kim

Snowflake Bentley by Jacqueline Martin

Books in a Series

Bad Seed or **Good Egg** by Jon Jory

Elephant and Piggie by Mo Willems

Creepy Carrots by Aaron Reynolds

Frog and Toad by Arnold Lobel

Henry and Mudge by Cynthia Rylant

Mother Bruce by Ryan T. Higgins

Mr. Putter and Tabby by Cynthia Rylant

Poppleton by Cynthia Rylant

Splat the Cat by Rob Scotton

Chapter Books to Read Aloud

Chocolate Touch by Patrick Skene Catling

Magic Tree House by Mary Pope Osborne

Mercy Watson by Kate DiCamillo

My Father's Dragon by Ruth Stiles Gannett

Sydney & Taylor Explore the Whole Wide World by Jacqueline Davies

Toys Go Out by Emily Jenkins

A SUMMER OF READING

bingo board

How many ways can you make bingo, by reading this summer? Have an adult initial the box (on the back) and write the book on the line!

Follow a new recipe, then enjoy with a friend.	Read a book about a different culture.	Listen to a an audiobook.	Read a book, then watch the movie!
Read with a family member.	Use a flashlight to read in the dark!	Make a tent inside or read in a tent!	Explore in an imaginary story!
Go outside and read without shoes on!	Read in bed, in your pajamas.	Everyone in the family reads!	Read in a comfy spot to a stuffed animal.
Read a book with someone who's not in your family.	Read a book someone recommends to you.	Have someone read to you.	Read a fantasy book.
Read a book, then draw a picture about it.	Read a book with a main character the same age.	Read a nonfiction book.	Read a book that makes you laugh!

A SUMMER OF READING

bingo board

"THE BACK" - Please initial and write the book(s) name.

Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:
Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:
Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:
Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:
Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book:	Initials: _____ Book: