

Hempstead School District Summer Reading

2nd Grade Entering 3rd Grade

Dear Parents, Guardians, and Caretakers,

As partners, we invite you to help your children extend their reading skills this summer. Here are a few options that will support student growth during the summer months.

Parent Responsibilities

- Please make sure your child has books to read. (Visit a library)
- Check that your child reads for 15-20 minutes every day.
- Read to your children, if they know words allow them to say the words with you.
- Listen to stories using [Storyline Online](#) or other online reading tools available on Clever.
- Make sure your child writes the activities they complete on their activity log.
- Make sure your child keeps a list of books you read with them, as well as the books they read independently, and add them to their activity log.

Student Responsibilities

- Decide on the books you would like to read, encourage your parents to take you to the library.
- Determine where your daily reading will take place.
- Determine when you will complete your activities.
- Decide on the days during the week you will work on BINGO #1, BINGO #2, practice pages, or the project?
- Add the work you completed to the activity log.

Suggested Weekly Plan

Note: Some activities will require paper, therefore a summer notebook is suggested.

- Complete a phonics activity from BINGO #1
- Complete a reading/writing activity from BINGO #2
- Work on a portion of the research project.
- Complete 1 or 2 ELA practice pages.

Sample Schedule: 20 minutes for reading and 20 minutes for completing the activity.


Monday	Tuesday	Wednesday	Thursday	Friday
-Read -One BINGO #1 Activity	-Read One BINGO #2 Activity	-Read 1-2 Practice Pages	-Read Work on Project	-Read (Free Day)

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BINGO #1 Summer Reading/Writing



Add each completed activity to the activity log.

B	I	N	G	O
<p>Reading Read your favorite book under a table.</p>  <p>Writing Make a list of all digraphs (words with th, sh, wh, ck, and ch) in the book you read under the table.</p>	<p>Reading Read a book that shows the main character as a “Risktaker”</p> <p>Writing Write the names of people or characters who are risktakers.</p>	<p>Reading Read a book about coming to a new place.</p>  <p>Writing Draw a place in your community.</p>	<p>Reading Read with a flashlight</p>  <p>Writing Write the letter P every time you see the letter in your book.</p>	<p>Reading Be a “communicator”</p> <p>Read aloud to a family member in a silly voice.</p> <p>Writing Write/Draw a thank you note to the family member who listened to you read.</p>
<p>Reading Listen to an audio book (Storyline online)</p> <p>Writing Make a list of all words with the same beginning sound from your audio book.</p>	<p>Reading Read a “How to” book (Book with steps)</p> <p>If possible, follow the steps.</p> <p>Writing Write or draw the steps of how to do something.</p> <p>Ex. Tie your shoes, make a sandwich.</p>	<p>Reading Read the instructions to a game. Then play it!</p>  <p>Writing Write/Draw the instructions for how to play an outdoor game.</p>	<p>Reading Read a book about a principled person.</p>  <p>Writing Make a list of all the principled friends you have. (Behave in an honest way.)</p>	<p>Reading Read a book when it is raining outside.</p> <p>Writing Make a list of all the words that end with a N.</p>
<p>Be a thinker everywhere you go! Read 10 labels outside of the house.</p>	<p>Writing: Write down all the words that rhyme.</p>	<p>Show Balance</p> <p>Go outside to play or take time doing your favorite things</p>	<p>Read a book to someone older than you.</p>	<p>Read a rhyming book.</p> 

Name: _____ Grade: _____

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BINGO #2 Phonics and Phonemic Awareness



Add each completed activity to the activity log.

B	I	N	G	O
<p><u>Rhyme Identification</u></p> <p>Parents ask: Do these words rhyme bat/cat? (Repeat)</p>	<p><u>Rhyme Production</u></p> <p>Parent: Say two words that rhyme.</p> <p>Student: bat/mat Wisdom/freedom</p> <p style="text-align: center;">(Repeat)</p>	<p><u>Beginning Sound</u></p> <p>Parent: What sound do you hear at the beginning of hat? Student: /h/</p> <p style="text-align: center;">(Repeat)</p>	<p><u>Ending Sound</u></p> <p>Parent: What sound do you hear at the end of bridge? Student: /j/</p> <p style="text-align: center;">(Repeat)</p>	<p><u>Middle Sound</u></p> <p>Parent: What sound do you hear in the middle of fat? Student: /a/</p> <p style="text-align: center;">(Repeat)</p>
<p><u>Letter Identification</u></p> <p>Parent: What letter is this? Student: A (Use letter flashcards)</p>	<p><u>Letter/Word Formation</u></p> <p>Parent: Write the letter/word A/cat. Student: Write upper and lowercase a or cat. <u>Repeat with other</u></p>	<p><u>Write Words</u></p> <p>Parent: Write the word dog. Student: Sound out the word. Write the word. <u>Repeat with other words.</u></p>	<p><u>Write Phrases</u></p> <p>Parent: Write the phrase "The Cat" Student: Sound out the phrase. Write the phrase. <u>Repeat Phrases.</u></p>	<p><u>Write Sentences</u></p> <p>Parent: Write the sentence "The dog runs fast." Student: Sound out words, if needed, write the sentence. <u>Repeat with other sentences.</u></p>
<p><u>Sing a Song</u></p> <p>Sing a phonics song Jack Hartmann</p>	<p><u>Hop and Say</u></p> <p>Write words on squares. Have kiddo sound out each word and say as they hop from square to square.</p>	<p><u>Cup Building</u></p> <p>Write letters on cups. Allow kiddos to use cups to build words.</p>	<p><u>Phonics Hopscotch</u></p> <p>Say the sound/word as you hop on the space. letter/word</p>	<p><u>I spy</u></p> <p>I spy something that starts with a B. (Continue with other letters)</p>
<p><u>Playdough</u></p> <p>Use playdough to make words.</p>	<p><u>Word Scramble</u></p> <p>Write words cut them into letters. Have student use the letters to make the words.</p>	<p><u>Pick up Sticks</u></p> <p>Write high frequency words on sticks. Put in a cup. Take turns pulling sticks, if they say the word correctly, they keep the stick.</p>	<p><u>Pick up Sticks</u></p> <p>Write high frequency words and the word "DYNAMITE" on popsicle sticks." Take turns pulling sticks if you pull the word "DYNAMITE" you must return all your sticks to the cup.</p>	<p><u>Letter Sound Practice</u></p> <p>Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters.</p>

Name: _____ Grade: _____

My Summer Activity Log

Use this log to keep track of the activities and books you completed this summer!

In September, celebrate your accomplishment!

Activity Completed	Date Completed
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Hempstead School District Summer Inquiry Project

We are Inquirers

During the 1st few months of school, you will be reading books related to How different places affect us so let's bridge our summer learning with our future learning! Listed below is a project option that will help prepare you for the next grade level! You can choose to complete the project below or you can create your own project related to "How Different Places Affect Us"! Share your completed project or response with your new teacher in the fall with the possibility of presenting your work district-wide at a Board Meeting!

Second Grade: You are Here



- Think about places in your community or home, make a list and write one word next to the place that describes how this place makes you feel.
- From this list choose one place that made you feel unhappy what can you do to change it? What action would you take? Make a list and what you did to be the change you wanted to see? Create a visual to show what you did to take action?
- Ex. The park makes me unhappy because there is always trash and broken bottles. Your Action: I made posters that asked neighbors to use the garbage.
- Ex. My bedroom makes me unhappy because it is not clean. Your Action: I created a plan to create a place for everything in my room, organize.
- Extend: Choose more than one place in your community and take action. Take multiple action steps in one place.
- Modify: Only focus on one place either in your home or community to take action. Work on this project with a friend, take action together.



Book Recommendations

May We Recommend...



Favorite Authors

Monica Brown	Kevin Henke's
Eric Carle	Kate McMullan
Lauren Child	Meg Medina
Doreen Cronin	Pat Mora
Matt de la Pena	Christopher Myers
Mem Fox	Mo Willems

Favorite Series

Arnold, Tedd	<i>Fly Guy</i> books
Berenstain, Stan	<i>Berenstain Bears</i> books
Cole, Joanna	<i>Magic School Bus</i> books
Dean, James	<i>Pete the Cat</i> books
Lin, Grace	<i>Ling and Ting</i> books
Manushkin, Fran	<i>Pedro and Katie Woo</i> books
National Geographic	"Animal" books
Parish, Peggy	<i>Amelia Bedelia</i> books
Rylant, Cynthia	<i>Henry and Mudge, Annie and Snowball</i> books
Willems, Mo	<i>Elephant and Piggie</i> books
Scotton, Rob	<i>Splat</i> books <i>Who Was/Who Is</i> biographies

