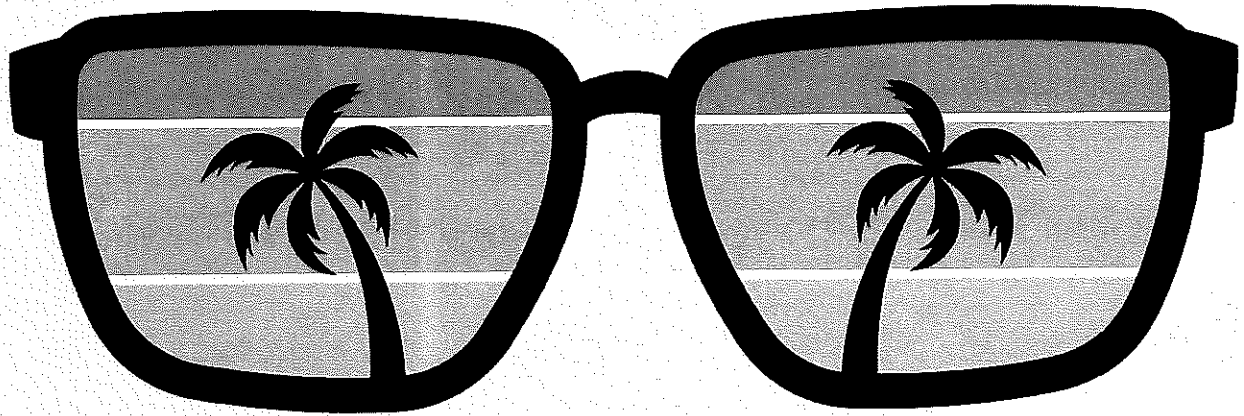




2026 SUMMER LEARNING PACKET



**RIISING 1ST GRADE
ELA PACKET
NAME**

4. After completing a section, rate your understanding of each week's topic by circling the image in the chart below.

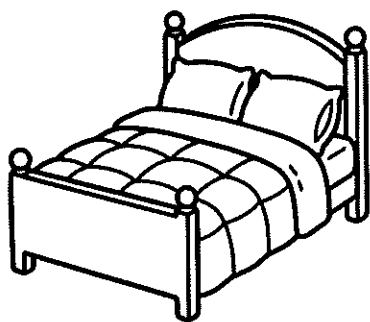
- **Smiley face** – You understand ALL the concepts for that week and would be able to teach it to another student.
- **Neutral face** – You understand the concepts for the most part.
- **Confused face** – You do not understand these concepts and need help reviewing.

WEEK	READING TOPIC	MY RATING		
1	• Find the Missing Sounds • Pam's New Pal • High-Frequency Words			
2	• I Can Write Words • A Hot Pot • High-Frequency Words			
3	• Sort by Vowel • Bugs in a Jar • High-Frequency Words			
4	• The Lost Pet • Beginning Sounds • High-Frequency Words			
5	• Do They Rhyme? • Mom and Her Van • High-Frequency Words			
6	• The Red Pen • The Hot Day • High-Frequency Words			

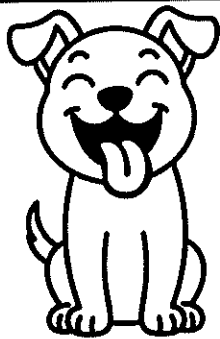
Name : _____

Find the Missing Sound!

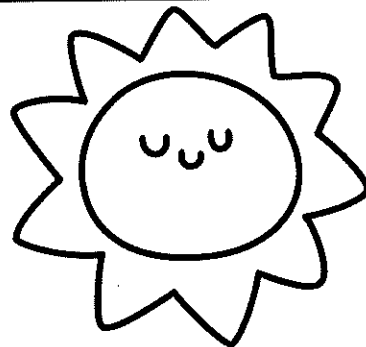
Say the word. What's the middle sound?
Write the vowel!



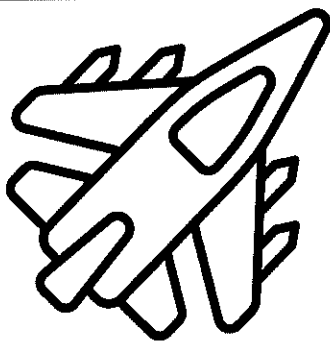
B d



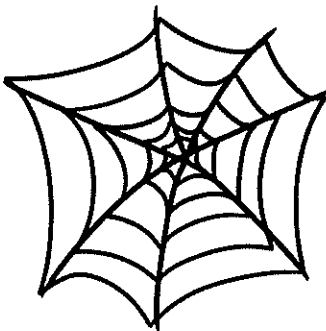
D g



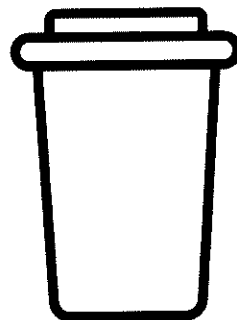
S n



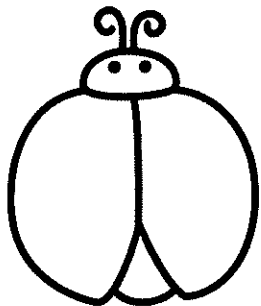
J t



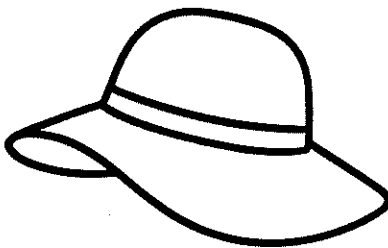
W b



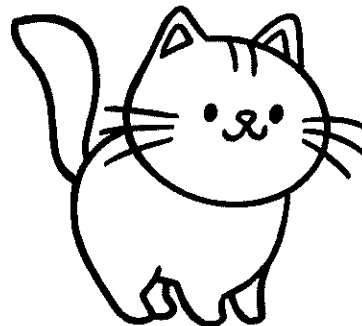
C p



B g

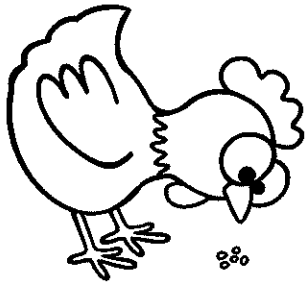


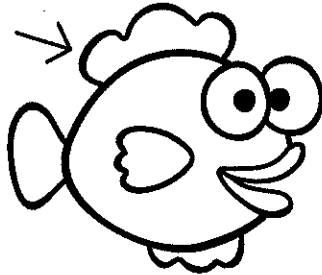
H t



C t

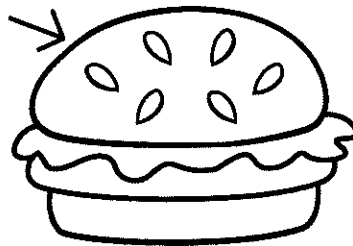
Identify the beginning, middle, and ending sound of the picture.

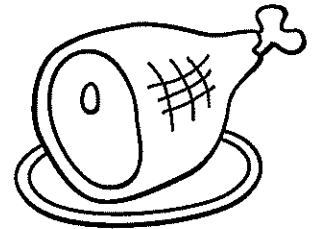


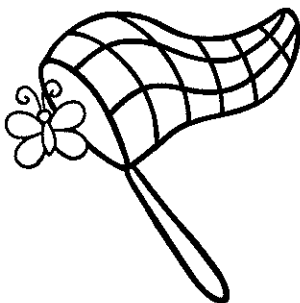




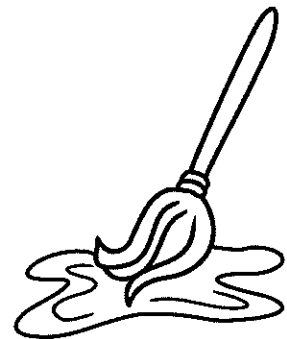




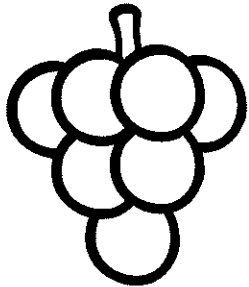




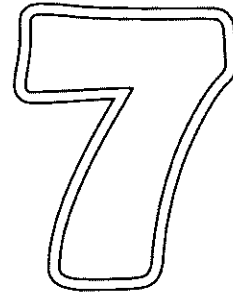




Say the picture name. Write the letter that stands for the middle sound.



gra _ _ e



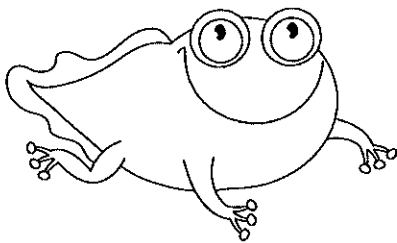
se _ _ en



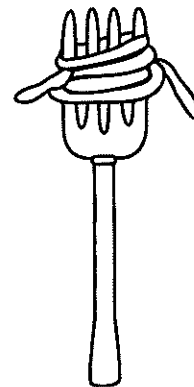
mo _ _ ey



pe _ _ cil



ta _ _ pole



pa _ _ ta

My name: _____

Color a star each time
you read the story.



I can read about...

Pam's New Pal

Pam has a new pal.

She met her pal at the park.

Pam and her pal run and play.

Pam's new pal is Jen.



Where did Pam meet a pal? ☐ park ☐ school

Who is Pam's pal? ☐ Jim ☐ Jen

What do Pam and her pal do? ☐ run ☐ sit



Write the word.

park



Talk About The Text

(Parents ask your child these questions about the text.)

Did the pals have fun?

How can you tell?

Parent
Initials

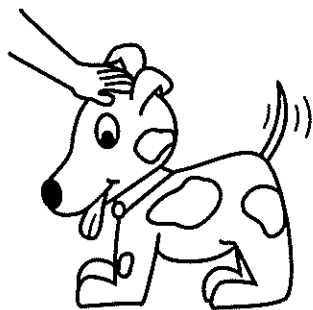
--

I Can Write Words

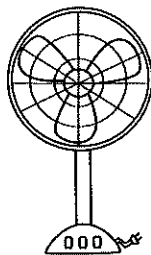
by Worksheets4free.com

Name _____

Write the ending sounds.



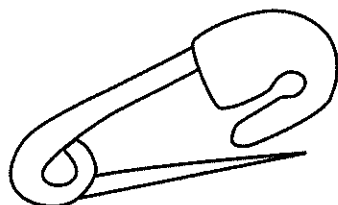
p e



f a



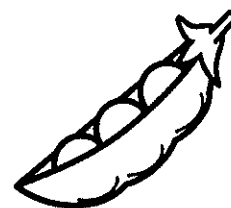
s i



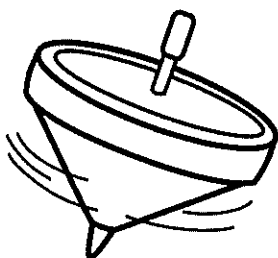
p i



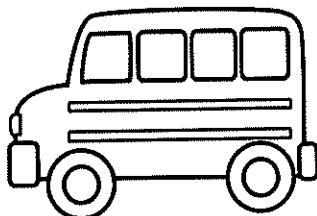
m o



p o



t o



b u

10

t e

My name: _____

Color a star each time
you read the story.



I can read about...

A Hot Pot

That is a very big pot.

I want to look in the pot.

Stop! That pot is too hot!

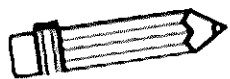
Mom put the lid back on top.



Where do I want to look? ☐ In the pot ☐ on a lid

The pot is very _____. ☐ little ☐ big

What did mom put on top? ☐ the lid ☐ the pot



Write the word.

stop



Talk About The Text

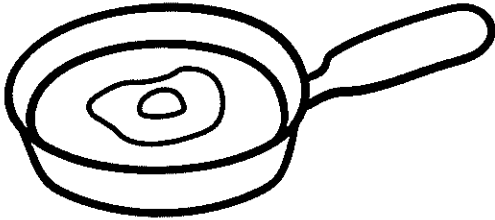
(Parents, ask your child these questions about the text)

What might have happened
if mom didn't say stop?

Parent
Initials

--

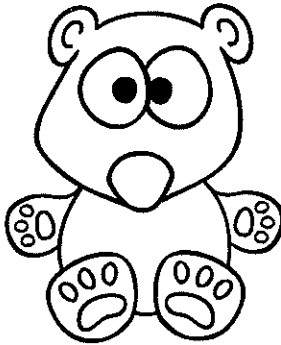
Say each picture name. Write the missing vowel sound.



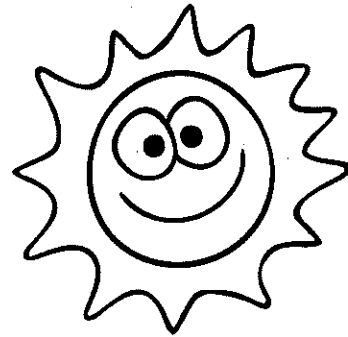
p _ _ n



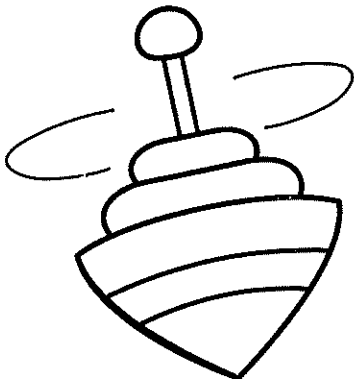
d _ _ g



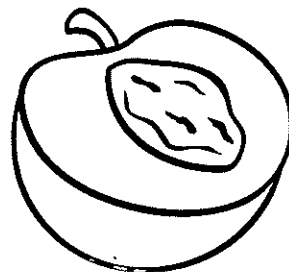
c _ _ b



s _ _ n

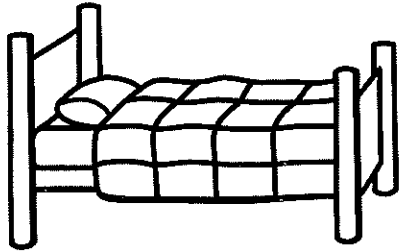


t _ _ p

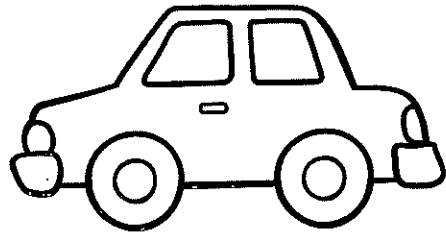


p _ _ t

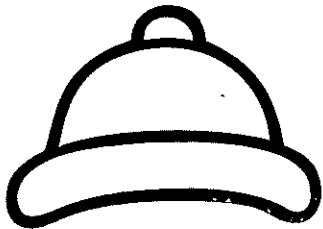
Say each picture name. Write the missing vowel sound.



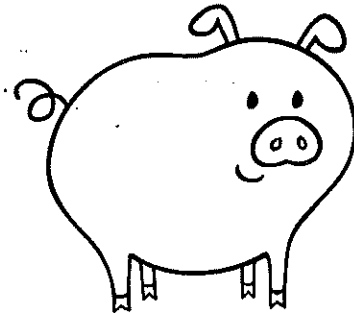
b _ _ d



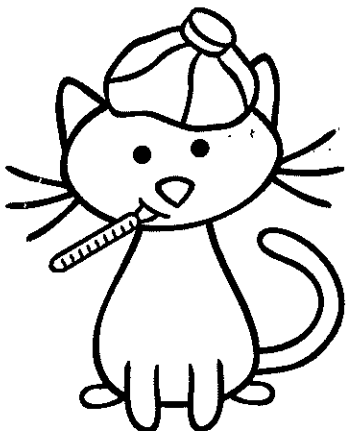
c _ _ b



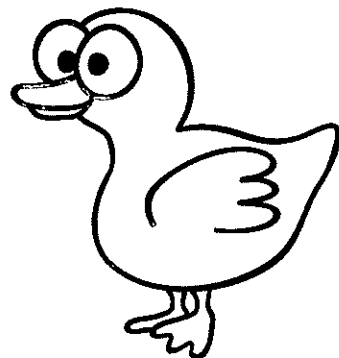
h _ _ t



p _ _ g



s _ _ ck



d _ _ ck

My name: _____

Color a star each time
you read the story.



I can read about...

Bugs In A Jar

Come see my bugs.

One is big and two are little.

I keep my bugs in a jar.

It is fun to look at bugs.



How many bugs are big?

☐

one

☐

two

Where are the bugs?

☐

in a box

☐

in a jar

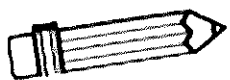
Looking at bugs is _____.

☐

fat

☐

fun



Write the word.

look



Talk About The Text

(Parents, ask your child these questions about the text.)

How many bugs are there
in all? How do you know?

Parent
Initials

My name: _____

Color a star each time
you read the story.



I can read about...

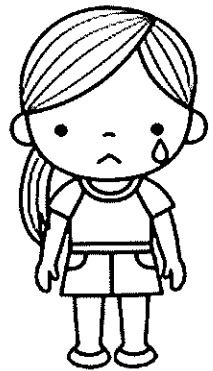
The Lost Pet

Cam can not find her pet rat.

She is so sad.

Cam looks and looks for it.

Cam finds her rat under the bed.



Who is sad?

☐ dad

☐ Cam

What does Cam look for?

☐ her bed

☐ her rat

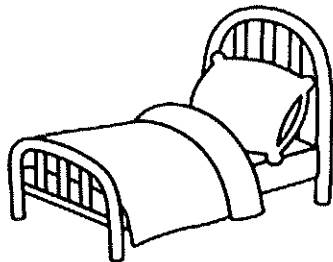
Cam finds it under the _____.

☐ box

☐ bed



Draw where
Cam finds
her rat.



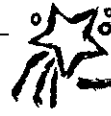
Talk About The Text

(Parents ask your child these questions about the text.)

How do you think Cam feels
at the end of the story?
Why?

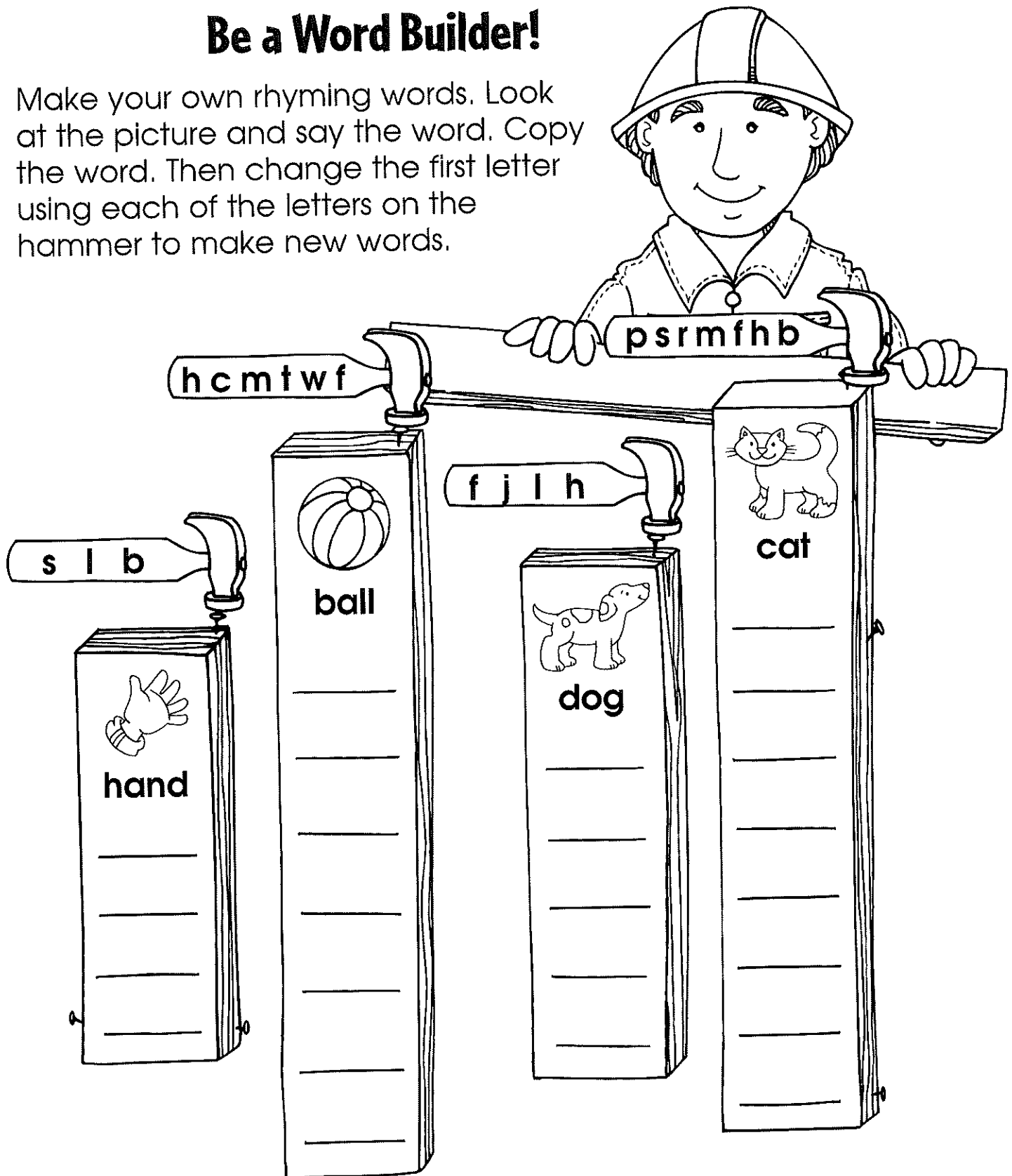
Parent
Initials

--



Be a Word Builder!

Make your own rhyming words. Look at the picture and say the word. Copy the word. Then change the first letter using each of the letters on the hammer to make new words.



This word rhymes with *fish*. It rhymes with *dish*. It is what you make when you blow out the candles on your birthday cake! What is it? Draw yours on another sheet of paper.

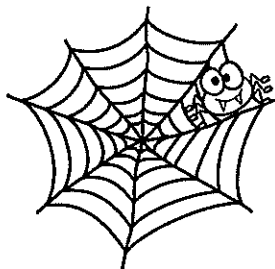
Read the word in the box. Then, look at the picture and change the sound to match it.

fat



___at

wet



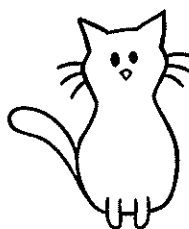
we___

best



___est

mat



___at

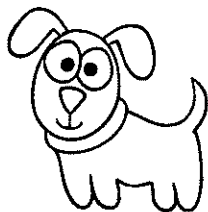
Write the letters.



ho___



hu___



do___

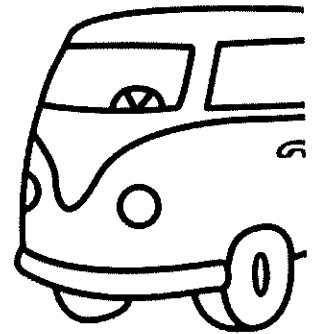


mu___

DATE	DESCRIPTION	AMOUNT	CHECK NO.	BANK	INTEREST	FEES	TOTAL	BALANCE
12/31/2011	OPENING BALANCE	100.00					100.00	100.00
1/15/2012	DEPOSIT	50.00	101				150.00	150.00
2/10/2012	WITHDRAWAL	25.00	102				125.00	125.00
3/05/2012	DEPOSIT	75.00	103				200.00	200.00
4/01/2012	WITHDRAWAL	30.00	104				170.00	170.00
5/01/2012	DEPOSIT	60.00	105				230.00	230.00
6/01/2012	WITHDRAWAL	40.00	106				190.00	190.00
7/01/2012	DEPOSIT	80.00	107				270.00	270.00
8/01/2012	WITHDRAWAL	50.00	108				220.00	220.00
9/01/2012	DEPOSIT	90.00	109				310.00	310.00
10/01/2012	WITHDRAWAL	60.00	110				250.00	250.00
11/01/2012	DEPOSIT	100.00	111				350.00	350.00
12/01/2012	WITHDRAWAL	70.00	112				280.00	280.00
12/31/2012	CLOSING BALANCE						280.00	280.00

Mom And Her Van

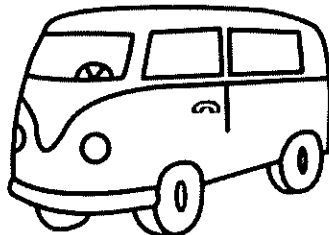
We ride to school in mom's van.



O big

☐ home

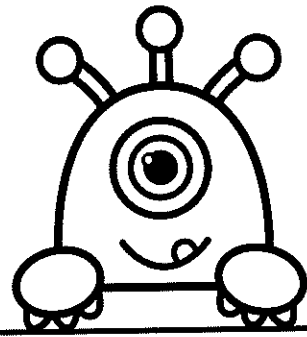
06

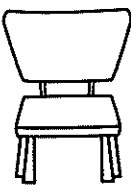
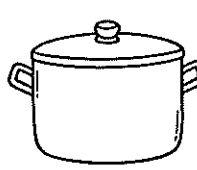


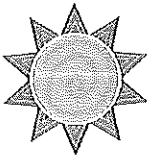
Parent Intent

Do They Rhyme ?

Colour the thumbs up if both words rhyme, or
colour thumbs down if they do not rhyme.

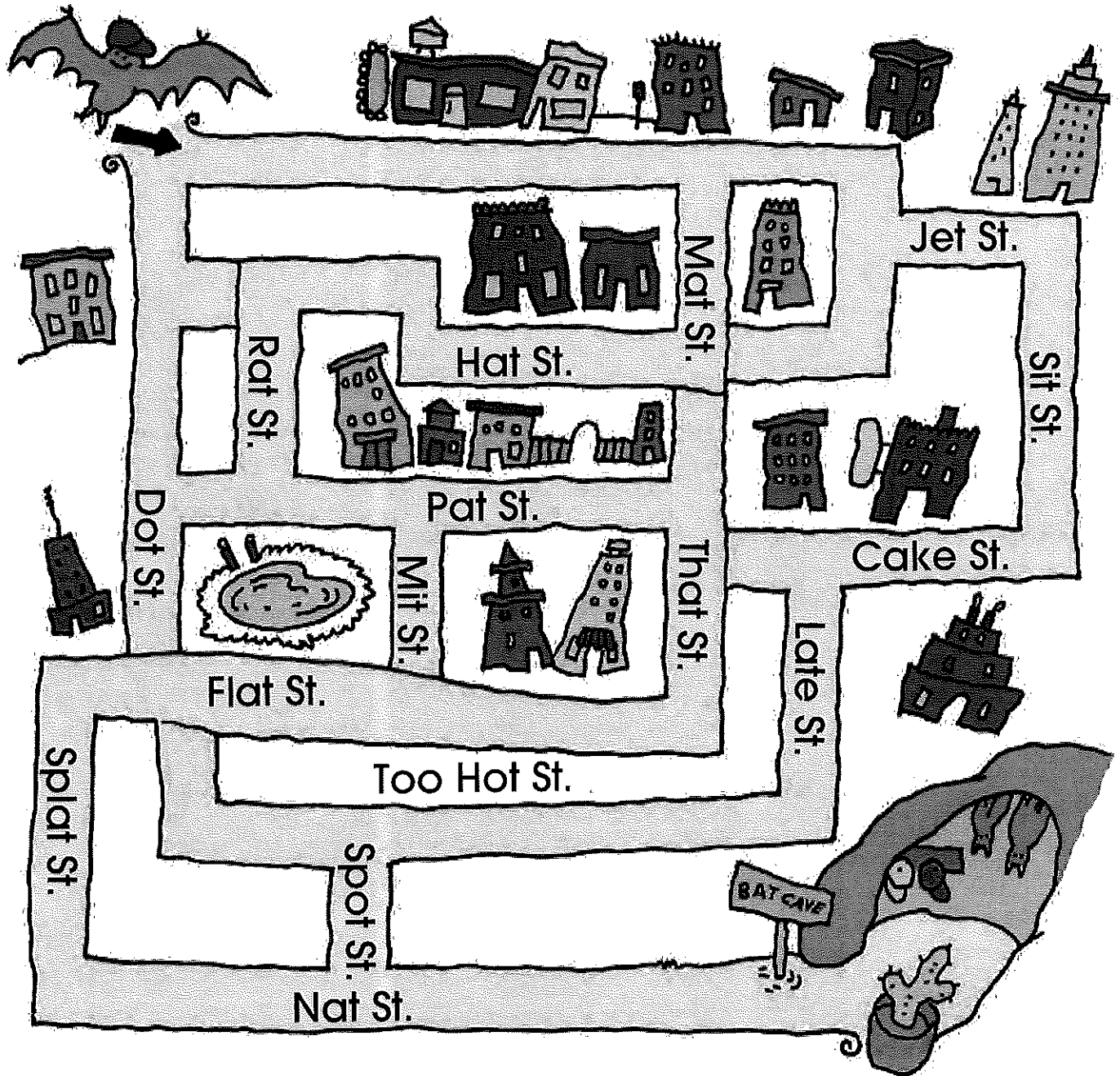


 Chair	 Pot	 
 Pup	 Cup	 
 Ox	 Fox	 
 Rat	 Lip	 
 Hat	 Cat	 
 Cap	 Map	 
 Fish	 Bear	 
 Heart	 House	 



Scat, Billy Bat!

Billy Bat is lost in the city. Help him get home to his cave. Follow the streets whose names rhyme with *bat* to find the way.



My name: _____

Color a star each time
you read the story.



I can read about...

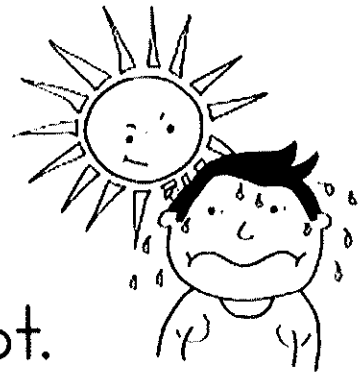
The Hot Day

It is a sunny day.

The sun makes it hot.

Pat does not like to be hot.

He will put on his red cap.



What makes it hot?

☐ the sun

☐ the cap

Does Pat like to be hot?

☐ yes

☐ no

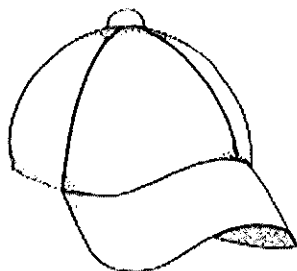
Who will put on a red cap?

☐ Pat

☐ the sun



Color
Pat's cap.



Talk About The Text

(Parents, ask your child these questions about the text)

Why will Pat put on his cap?

Parent
Initials



Name _____

The Red Pen

Ben had a red pen. He set the pen on his bed. It bled red on his bed. What a mess!

1. What did Ben have?

☐ red hen

☐ red ten

☐ red pen

2. What did the pen do?

☐ bled

☐ fed

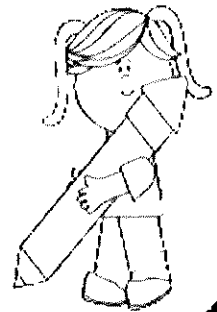
☐ red

3. Ben set the pen on his

☐ bed

☐ sled

☐ ten

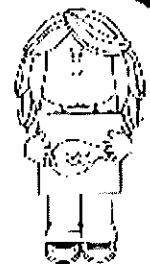


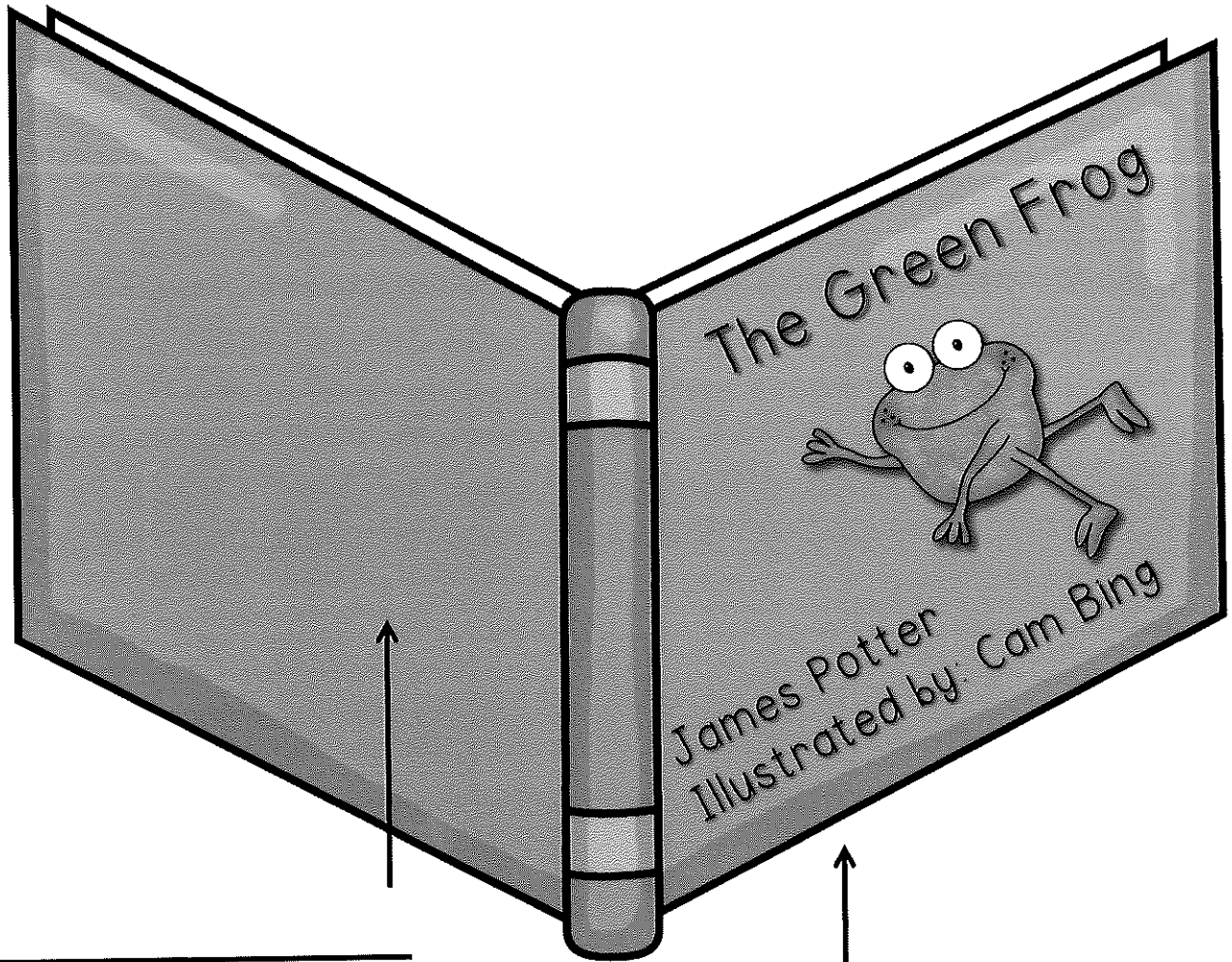
Circle the -ed family words in the story with red.

Circle the -en family words in the story with blue.



Draw a picture to go with the story.





Label the front cover.

Label the back cover.

Who is the author? _____

Who is the illustrator? _____

What is the title? _____

Circle the capital letter and underline the ending punctuation.

1. He is going to the park.
2. Jack and Kate are running.
3. Bobby and I are friends.
4. The scissors are sharp.
5. I will be in the first grade.
6. How old are you?
7. I am going to get ice cream!
8. Who is your teacher?
9. My favorite color is red.
10. Can you help me?

Write the name of the punctuation mark. (Hint... A sentence ends with a period, question mark, or exclamation point.)

? _____

• _____

! _____

Fry Words – The First Hundred

List 1

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

List 2

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

List 3

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

List 4

number
no
way
could
people
my
than
first
water
been
called
who
am
its
now
find
long
down
day
did
get
come
made
may
part

Fry Words – The Second Hundred

List 1

over
new
sound
take
only
little
work
know
place
years
live
me
back
give
most
very
after
things
our
just
name
good
sentence
man
think

List 2

say
great
where
help
through
much
before
line
right
too
means
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small

List 3

set
put
end
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move

List 4

try
kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
world

Summer Reading List

hggv

Rosie Revere Engineer by Andrea Beatty

From Seed to Plant by Gail Gibbons

Stand Tall, Molly Lou Melon by Patti Lovell

The Thing Lou Couldn't Do by Ashley Spires

The Sun and the Moon by Carolyn Cinami DeCristofano

All About Weather: A First Weather Book for Kids **By: Huda Harajli MA**



Rising 1st Grader RESOURCES

Introduction to Bloom's Taxonomy

Bloom's Taxonomy provides learning levels to increase higher order thinking skills for children of all ages. The levels begin with Remembering and progress to Creating. Bloom's Taxonomy provides families with a structure to support reading at home; it ensures that children are answering and asking a range of questions that demand different levels of thinking. It is important for children to progress through the levels in order to develop a deep understanding of text and to be able to apply reading skills across other aspects of learning.

Ask your child questions like these to help them to develop their comprehension and analysis skills at each of the Bloom's Taxonomy levels:

Kindergarten Reading Literature Question Stems

Key Ideas & Details

Standard	Question Stem
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	- Who was in this book? What do we know about them? - When did (event) happen? Where is that in the book? - Why did (event) happen? How do you know? - What does (character) think about (event)? How do you know? - What was the big problem or event in this story? How did they solve the problem? - What do you think (character) will do different next time?
RL.K.2 With prompting and support, retell familiar stories, including key details.	- What happened at the beginning of the story? - What happened in the middle of the story? - What happened at the end of the story? - If you tell a friend about this story, what will you say?
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	- Who is (character name)? What happened to him/her in this story? - How is (character 1) different from (character 2)? Where does the book show or say that? - How are (character 1) and (character 2) the same? Where does the book show or say that? - Where is this story happening? How do you know? - Who is talking in the story?

Craft & Structure

Standard	Question Stem
RL.K.4 Ask and answer questions about unknown words in a text.	- What does this word mean? How do you know? - What does this picture tell you? - What word in the story tells what sound _____ makes? - Are there any words that confuse you?
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	- What kind of story is this? - Is this a real (nonfiction) or made-up (fiction) story? How do you know? - Is this story realistic or fantasy? How do you know?
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	- What does the author of a story do? - Who is the author of this book? Where can you find out? - What does the illustrator of a story do? - Who is the illustrator of this book? Where can you find out?

Integration of Ideas & Knowledge

Standard	Question Stem
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• What does this illustration show? • How do the pictures make you feel? • The story says (insert quote). Where do you see that happening in the illustrations? • Can you draw a picture to show what happened in the book? What detail does your picture show?
RL.K.8 Not applicable for literature	
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• How is (character from book 1) like (character from book 2)? • How would (character from a different story) have acted if they were in this story? • What does (character) do that a real person/animal cannot? • How is this character like you? How are they different? • Do you think (character from book 1) would be friends with (character from book 2)?