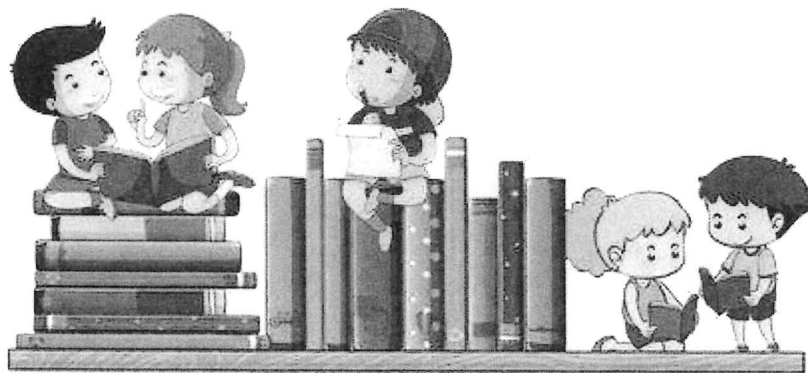


Second Grade Summer Reading Packet



Dear Parents,

Summer is finally here! Reading during the summer is so important! I encourage you and your child to read together or independently at least 20 minutes on a daily basis.

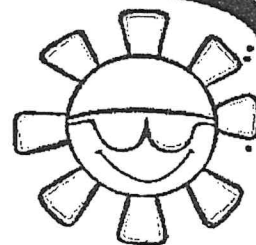
To help your child stay on track with their reading, I'm sending home this reading packet. Students will record their reading with a reading log, complete one row of the summer bingo challenge a month, and the reading activities that go with the challenge.

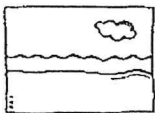
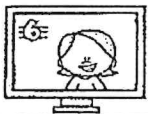
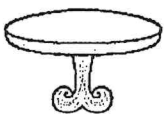
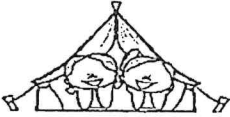
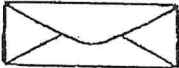
Thank you for being an active part in your child's learning. Have a great summer!

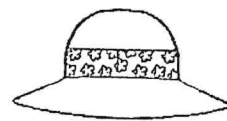
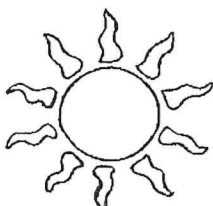
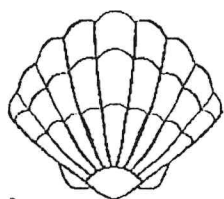


June

BINGO



Read a book while eating ice cream 	Read a book and then write a book summary 	Read a book in a new place 	Write and draw a picture about what you read 	Read a book to a grandparent either on a phone or in person 
Read a book in your living room 	Read a non-fiction book 	Read a non-fiction book and write 3 facts you learned 	Read a book while eating popcorn 	Read a book that's also a movie 
Read a fairy tale and complete a story map 	Read a book in your kitchen 	Free 	Read for 20 minutes 	Read a book to an adult, brother, sister, or friend 
Read a book in the grass 	Read a book about an insect 	Read in your pajamas 	Read in a fort 	Visit the local library and read or checkout a new book 
Read a book with no pictures 	Read a book under the stars 	Read a book on a rainy day 	Read a book and then write a book summary 	Read a magazine, letter, or newspaper 



Pick one book you read this month!

Story Map

Name: _____ Date: _____

Title: _____ Author: _____

Characters



Setting



Beginning

Middle

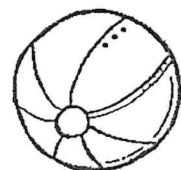
End

July

BINGO



Read outside for 30 minutes	Read a book and then write a book summary	Read a poem	Read a book at bedtime	Read a book to an adult
Read under a tree	Read a non-fiction book	Read a non-fiction book and write 3 facts you learned	Read a book in your backyard	Read two books by the same author
Read a fairy tale and complete a story map	Read a book in bed	Free	Read to a pet or stuffed animal	Read a book to a brother, sister, or friend
Read in the car	Read a book about an animal	Read a fiction book	Read a chapter book	Visit the local library and read or checkout a new book
Read in the dark with a flashlight	Read a book under the covers	Read a book in a bathing suit	Read a book and then write a book summary	Read on vacation or at a park



Pick one book you read this month!

Story Map

Name: _____

Date: _____

Title: _____

Author: _____

Characters



Setting



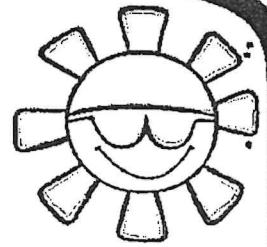
Beginning

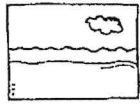
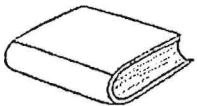
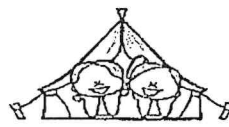
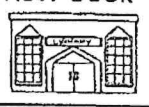
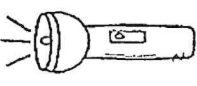
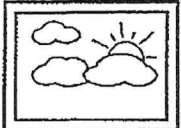
Middle

End

August

BINGO



Read a biography book 	Read a book and then write a book summary 	Read a book about dinosaurs 	Read a book while eating breakfast 	Read a book to an adult 
Read a book about the beach 	Read a book that has won an award 	Read a non-fiction book and write 3 facts you learned 	Read a book while eating a popsicle 	Read a funny book 
Read a fiction book & complete a story map 	Read a book after dinner 	Free 	Read for 30 minutes 	Read a book under a tree 
Read a book on a Saturday 	Write and draw a picture about what you read 	Read wearing sunglasses 	Read in a fort 	Visit the local library and read or checkout a new book 
Read in the dark with a flashlight 	Read a book outside 	Read a book on a sunny day 	Read a book and then write a book summary 	Read on vacation or at a park 



Pick one book you read this month!

Story Map

Name: _____

Date: _____

Title: _____

Author: _____

Characters



Setting



Beginning

Middle

End



Reading Log

[illegible]

A black and white line drawing of an ice cream cone. It features two scoops of ice cream stacked on a waffle cone. The top scoop is larger and has a small dot on its right side. The bottom scoop is smaller and also has a small dot on its right side. The waffle cone is depicted with a series of intersecting lines forming a diamond pattern. The entire illustration is enclosed within a rectangular frame.





Ms Reading Log

[illegible]



CVCE WORDS

Guided Phonics + Beyond UNIT 4: SET 1

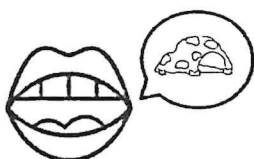
Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

cave



/c/, /ā/, /v/
cave

Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



cave

Name: _____

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (game, cane, tape, rake)

cave



High Frequency (Sight) Words -

Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

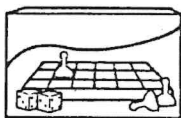
her

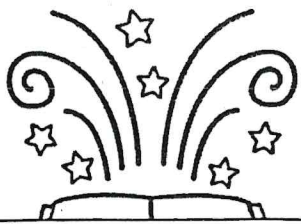
We hear 2 sounds. We hear /h/.
The heart sound we hear is /er/.
er spells /er/ in her.



h er

/er/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
shake What shape is this?		Listen to an adult and write the following: pave, late, flame	Listen to an adult and map the following: her, came, cake
tame Her name is Jane.		Listen to an adult and write the following: date, glaze, mane	Listen to an adult and map the following: were, make, gave
flake That is a big wave!	SUMMER At-Home Learning quick-tasks		Listen to an adult and map the following: upon, ate, name
shade The pet is tame.			Listen to an adult and map the following: once, take, came
chase We will bake a cake.		Listen to an adult and write the following: fame, crave, stake	Listen to an adult and map the following: little, made, make
haze He gave her a hug.		Listen to an adult and write the following: blade, frame, grade	Listen to an adult and map the following: have, late, ate



CVCE WORDS

Guided Phonics + Beyond UNIT 4: SET 2

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

vine



/v/, /i/, /n/
vine

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.

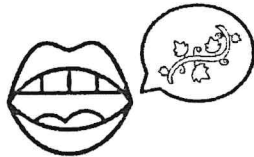
Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (time, hive, kite, bike)



vine



Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



vine



High Frequency (Sight) Words -

Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

were

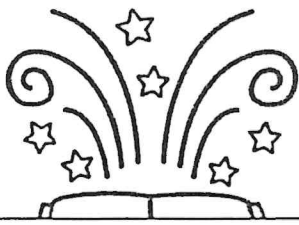
We hear 2 sounds. We hear /w/. The heart sound we hear is /er/. ere spells /er/ in were.



were

/er/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
mile We can hide in here.		Listen to an adult and write the following: lime, nine, swipe	Listen to an adult and map the following: love, like, take
shine I like to bite into limes.		Listen to an adult and write the following: tide, site, glide	Listen to an adult and map the following: give, ride, made
grime The hike was a mile.	SUMMER At-Home Learning quick-tasks		Listen to an adult and map the following: live, five, late
wide They will line up.			Listen to an adult and map the following: come, white, cake
tribe Wipe up this mess!		Listen to an adult and write the following: size, spine, dime	Listen to an adult and map the following: some, like, gave
five She will dive into it.		Listen to an adult and write the following: life, bribe, file	Listen to an adult and map the following: done, ride, name



CVCE WORDS

Guided Phonics + Beyond UNIT 4: SET 3

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

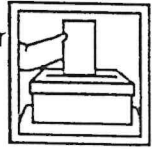
vote



/v/, /ō/, /t/
vote

Name: _____

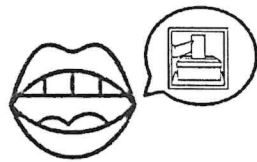
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (robe, nose, cone, bone)

vote

Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



vote

High Frequency (Sight) Words -

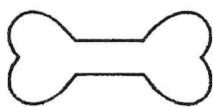
Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

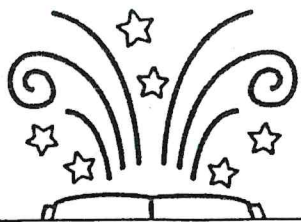
little

We hear 4 sounds. We hear /l/ and /t/. The heart sound we hear is /i/. It spells /l/. le spells /i/ in little.

little

/l/ /i/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
stone I hope I win a prize.		Listen to an adult and write the following: code, dome, note	Listen to an adult and map the following: none, those, cake
hose He will tell me a joke.		Listen to an adult and write the following: yoke, shone, spoke	Listen to an adult and map the following: now, white, make
broke Stuff it in this tote.	SUMMER At-Home Learning quick-tasks		Listen to an adult and map the following: how, five, made
quote The flag is on a pole.			Listen to an adult and map the following: her, ride, gave
mode Is it time to go home?		Listen to an adult and write the following: mole, choke, lone	Listen to an adult and map the following: were, like, ate
lobe We rode on the bus.		Listen to an adult and write the following: chose, drove, clone	Listen to an adult and map the following: once, name, late



CVCE WORDS

Guided Phonics + Beyond UNIT 4: SET 4

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

cute

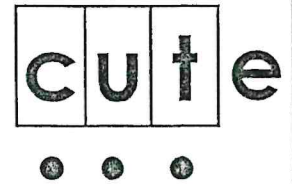


/k/, /ū/, /t/
cute

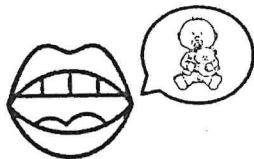
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (cube, tube, mule, mute)



Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



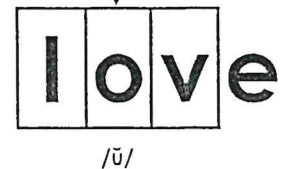
cute



High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

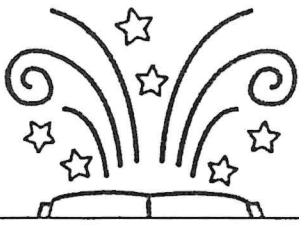
love

We hear 3 sounds. We hear /l/ and /v/. The heart sound we hear is /ū/. The e is silent and goes outside of the box.



/ū/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
fume The little kid is so cute.		Listen to an adult and write the following: theme, use, cute	Listen to an adult and map the following: upon, use, made
tune Those dunes are hot.		Listen to an adult and write the following: haze, brute, mute	Listen to an adult and map the following: little, these, those
eve Give me the fuse.	SUMMER At-Home Learning quick-tasks		Listen to an adult and map the following: have, came, white
Pete He broke the rule.			Listen to an adult and map the following: love, take, five
June I love this tune!		Listen to an adult and write the following: lute, rude, plume	Listen to an adult and map the following: give, cake, ride
prune That dude can skate!		Listen to an adult and write the following: tune, Steve, flute	Listen to an adult and map the following: live, make, like



SOFT SOUNDS

Guided Phonics + Beyond UNIT 4: SET 5

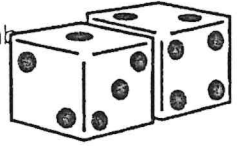
Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

dice



/d/, /i/, /c/
dice

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.

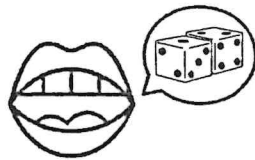


Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (page, race, mice, cage)

dice



Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



dice



High Frequency (Sight) Words -

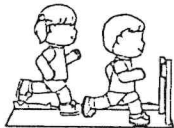
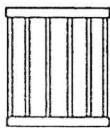
Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

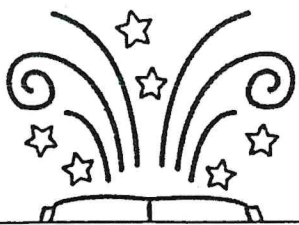
done

We hear 3 sounds. We hear /d/ and /n/. The heart sound we hear is /ū/. The e is silent and goes outside of the box.

done

/ū/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
spice He ate all the rice.		Listen to an adult and write the following: grace, twice, huge	Listen to an adult and map the following: come, place, ride
huge I got a slice of cake.		Listen to an adult and write the following: page, brace, rice	Listen to an adult and map the following: some, these, like
ace The dress has lace.	SUMMER At-Home Learning quick-tasks		Listen to an adult and map the following: done, use, name
price Look at the ice cube.			Listen to an adult and map the following: none, those, late
nice She was in a rage!		Listen to an adult and write the following: slice, face, space	Listen to an adult and map the following: now, white, came
wage You are on the stage.		Listen to an adult and write the following: stage, trace, age	Listen to an adult and map the following: how, five, make



Y /ī/ WORDS

Guided Phonics + Beyond UNIT 4: SET 6

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

spy



/s/, /p/, /ī/
spy

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.

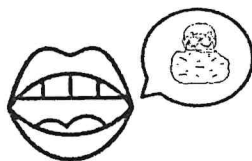


Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (flu, sky, fry, shy)

s p y



Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



spy



High Frequency (Sight) Words -

Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

none

We hear 3 sounds. We hear /n/ and /n/. The heart sound we hear is /ū/. The e is silent and goes outside of the box.

n o n e

/ū/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
try Why did the tot cry?		Listen to an adult and write the following: try, kite, spike	Listen to an adult and map the following: have, why, take
dry A fly is by the trash.		Listen to an adult and write the following: cry, spy, scale	Listen to an adult and map the following: little, by, made
ply This fox has a sly look.	SUMMER At-Home Learning quick-tasks		Listen to an adult and map the following: once, my, late
sly He is a shy dude.			Listen to an adult and map the following: upon, place, white
pry You can dry the dish.		Listen to an adult and write the following: dry, dive, cove	Listen to an adult and map the following: were, use, those
cry Try this plum.		Listen to an adult and write the following: stale, ply, role	Listen to an adult and map the following: her, these, ate

Summer * Schedule

M

Make Something Monday

Create a Pinterest board to dedicate to Mondays! Let each child choose a project just for them.

T

Time to Read Tuesday

It's time for the weekly trip to your local library. Return old books and look for new books to read together.

W

Water Fun Wednesday

Head out to your favorite splash pad, water park, or go swimming. Don't leave out backyard water fun too!

TH

Take a Trip Thursday

Early morning hikes, childrens museums, parks, fishing, drive out of state, or visit a farm.

F

Fabulous Friday FUN!

Field Trips, playdates, family picnic, head to the beach or lakes, Your Families Favorite Activity!

Summer fun

- make lemonade
- giant bubbles
- make ice cream in a baggie
- makes a clothesline tent
- have a picnic
- play hopscotch
- make kool aid pay dough
- paint rocks
- set up an obstacle course
- ride bikes and trikes
- run through sprinklers
- play in the pool
- watch a parade
- blow some bubbles
- have an ice cream party
- plant a garden
- watch fireworks
- draw with chalk
- throw a Frisbee
- build sandcastles
- go to the zoo
- set up a lemonade stand
- play soccer

- go to a library program
- have a barbeque
- play baseball
- make chalk paint
- go to the beach
- play on water slides
- make jello boats
- fly kites
- watch clouds
- make popsicles
- roast marshmallows
- go to the exhibition
- eat watermelon
- go to the park
- splash in puddles
- paint the fence
- with water
- make mud pies
- make milk carton boats
- color scavenger hunt
- make a pizza
- write a story
- homemade finger paints
- treasure map & hunt
- puppet show
- outdoor bowling
- mini golf
- go to the duck pond
- bake some cupcakes
- coke and mentos experiment
- cheerio necklace
- family pizza party
- make a tin foil river with floating bottle caps
- wash the car
- freeze toys in ice cube trays
- pick some flowers
- water the garden
- make car wash sprinkler
- chase butterflies
- play on swing set
- water balloons