



SPRINGER

Lower School & Middle School

Literature and Wilson Summer Packet

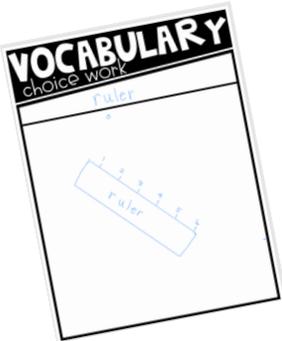
This packet is intended for Green students
entering the 1st grade

This packet includes summer Literature work covering vocabulary skills, fluency, and comprehension. We aim to promote a love for reading and maintain the skills learned during the school year. *The idea behind the summer work is to partner **with** your child and model key elements already taught to your child this past school year. Modeling the strategies and oral discussions about their reading will help retain concepts for your students when they return in the fall.*

#1. Learning Activities FOR VOCABULARY (Words of the Week)

What to work on:

- Understanding everyday vocabulary using the Word of the Week.



How:

1. Use your Word of the Week word list (attached) to create a vocabulary page on a work map. **Do one Word a Week.**
2. Be creative and add pictures to describe your words.
3. When you are finished, use your word orally in a sentence.
4. Share your word of the day page and sentence with an adult.

#2 Learning Activities FOR FLUENCY

What to work on:

- Trick words: reading and spelling
 - Students will need their own set of Word Cards (attached)
- Oral reading using sounds and word lists (attached)
- Foundations cut and paste activities



How:

1. Practice orally reading your Trick Words, word lists, and letter sounds in the attached fluency packet.
 - First read: silently.
 - Second read: students read orally, practicing until they can read with ease and expression
2. Additional activities to do with Fluency:
 - a. Alphabetize small sets of alphabet cards and then think of a word that starts with that sound.
 - b. Read the alphabet sounds out loud, then, using sidewalk chalk, sand, flour, or shaving cream, trace the letter that makes that sound.
 - c. Read the Trick Words out loud, then, using sidewalk chalk, sand, flour, or shaving cream, trace the letters that make each word.
 - d. Practice writing the Trick Words from your deck of cards on a dry-erase tablet or board in your best handwriting. Then, write these Trick Words in the space provided on the practice worksheet. Do this in your best handwriting.
 - e. Read 5 Trick Words as quickly and accurately as possible. Record your time in seconds.
 - f. Complete the Foundations cut-and-paste activity packet.



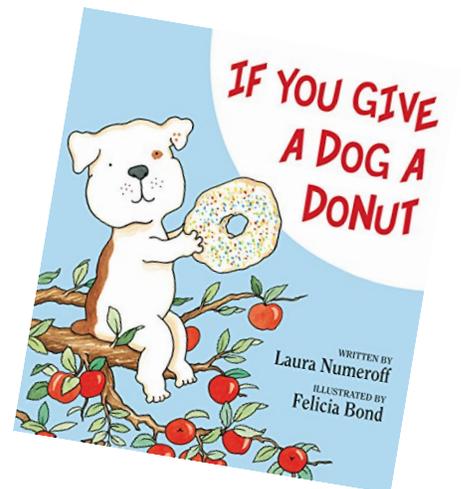
#3 Learning Activities FOR COMPREHENSION

What to work on:

1. Comprehension – comprehension strategies
 - Think Alouds-
 - i. Use the reading comprehension strategies to help the student with summarizing, predicting, visualizing, and questioning through think-aloud prompts. (see attached)
 - Read & Respond
 - i. Build and develop working knowledge of language arts skills through a project

How:

1. Reading: Read books of interest from your assigned reading level and keep a reading log.
2. Complete the Challenge Board (attached) – read books to your student and ask read aloud questions included in this packet.
3. Create a Summer Alphabet Book (Directions attached).



#1. Independent Learning Activities
FOR VOCABULARY

#1. Learning Activities FOR VOCABULARY through Word of the Week

The idea behind the summer work is to partner **with** your child and model key elements already taught to your child this past school year. Modeling strategies and conducting oral discussions about their vocabulary will help your students retain concepts when they return in the fall.

What to work on:

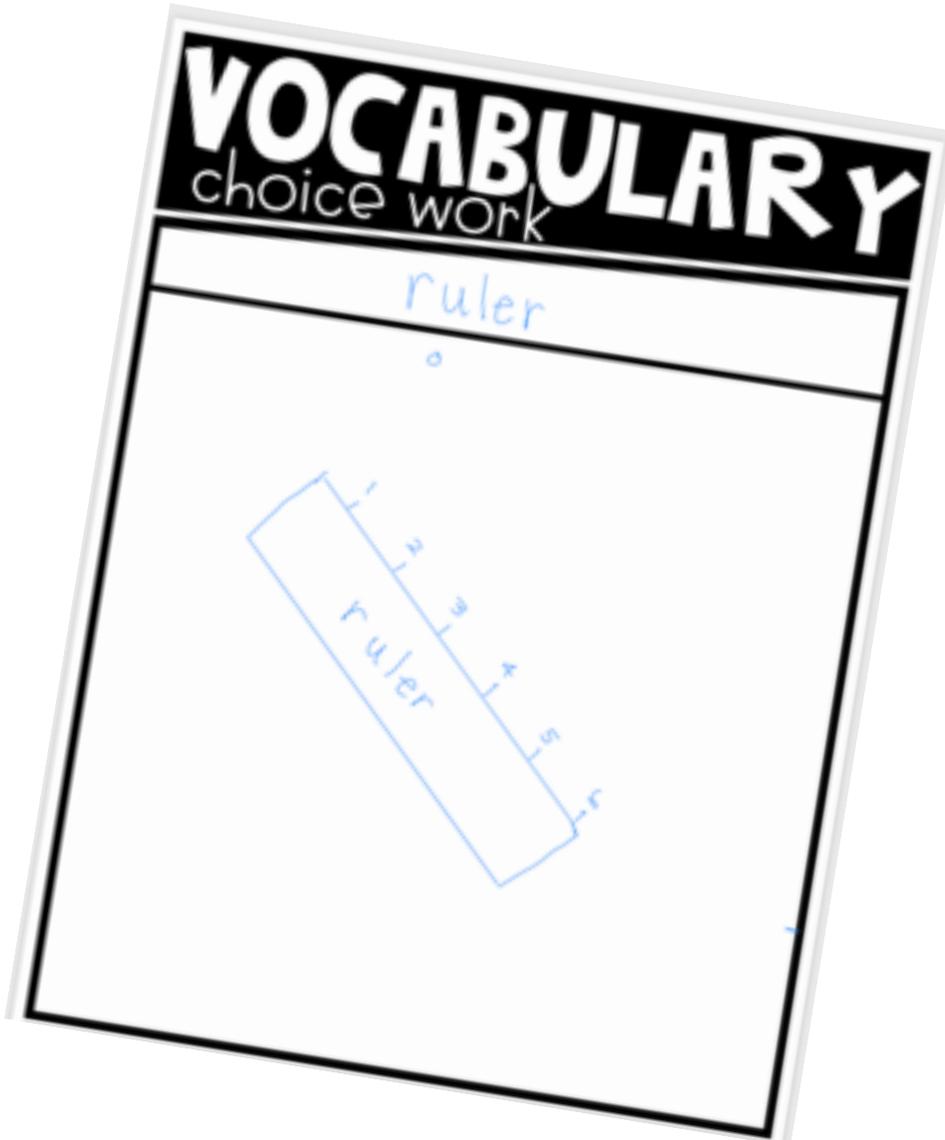
#1. Learning Activities FOR VOCABULARY (Word of the Week)

What to work on:

- Understanding everyday vocabulary using the Word of the Week.

How:

5. Use your Word of the Week word list (attached) to create a vocabulary page on a work map.
- Do one Word a Week.**
6. Be creative and add pictures to describe your word.
7. When you are finished, use your word orally in a sentence.
8. Share your word of the week page and sentence with an adult.



VOCABULARY

choice work

#2. Independent Learning Activities

FOR FLUENCY

#2 Learning Activities FOR FLUENCY

The idea behind the summer work is to partner with your child and model key elements already taught to your child this past school year. Modeling the strategies and oral discussions about their reading will help retain concepts for your students when they return in the fall.

What to work on:

- Trick words: reading and spelling
 - Students will need their own set of Word Cards (attached)
- Oral reading using sounds and word lists (attached)
- Foundations cut and paste activities



How:

3. Practice orally reading your Trick Words, word list, and letter sounds in the attached fluency packet.
 - First read: silently
 - Second read: students read orally, practicing until they can read with ease and expression
4. Additional activities to do with Fluency:
 - a. Alphabetize small sets of alphabet cards and then think of a word that starts with that sound.
 - b. Read the alphabet sounds out loud, then, using sidewalk chalk, sand, flour, or shaving cream, trace the letter that makes that sound.
 - c. Read the Trick Words out loud then, using sidewalk chalk, sand, flour, or shaving cream trace the letters that make that word.
 - d. Practice writing the Trick Words from your deck of cards on a dry erase tablet or board with your best handwriting. Then, write these Trick Words in the space provided on the practice worksheet. Do this in your best handwriting.
 - e. Read 5 Trick Words as quickly as possible.
 - f. Read 5 words and record how many seconds it takes.
 - g. Complete the Foundation's cut and paste activities, matching sounds and letters.



What do I do when I come to a word I don't know?

Encourage your readers to THINK about what they are reading.
After all, the goal is to comprehend!

Here are some things you can say to your students to encourage them as they sound out words.

Use Visual Clues from the story

Things you might say to help:

- What would make sense in the sentence?
- You read _____. Does that make sense?
- Look at the picture to help you read the word.
- Think about what is happening in the story right now.
- Go back to the beginning of that sentence and start it again.
- Skip over the word and continue reading until the end of the sentence. Now, go back to the beginning of the sentence and start again.
- Look at the picture. Do you see something in the picture that might help you read this word?

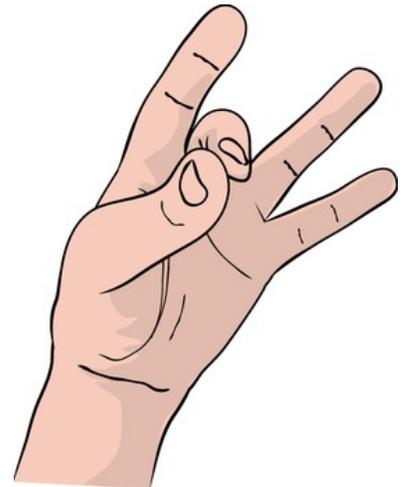


Use Visual Clues from the words.

*Remember, tapping is a way students can sound out unfamiliar words. When tapping, first ask your student to tap out the word. The student should try to tap each sound, then be able to blend the letters together and read. Tapping only happens with real words, **never high-frequency words or trick words**. High-frequency words (trick words) are words that are memorized and practiced in the daily lessons that students learn to be able to read and spell them automatically.*

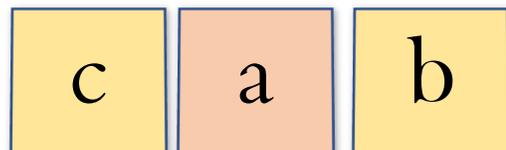
Things you might say to help:

- This is a word you can sound out. Try it by tapping it slowly/use your Foundations strategies.
- Look at the first letter(s) of the word. Say the first sound(s).
- If the word is _____, what would you expect to see at the beginning/middle/end of the word?
- Look at each letter.
- What word that starts with b- would make the most sense in this sentence?
- Do you see a part of the word (word chunk) that you already know?



Let's cover up a part of the word and read the base word. (For example, if the word is jumping, cover up the -ing)

- Tap it out.
- Do you see a suffix in the word that you know? (longer words)
- Can you break the word into syllables?



Duplicate as needed



Trick Word Practice

Name: _____

Unit: ____ Week: ____

Practice writing the Trick Words below on your Dry Erase Writing Tablet with your best handwriting. Practice each word twice: once while looking at the Trick Word on the worksheet and once while covering the Trick Word with an index card. Then write these Trick Words in the space provided in your best handwriting.

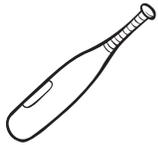
CURRENT TRICK WORDS

	 _____  _____  _____  _____
	 _____  _____  _____  _____
	 _____  _____  _____  _____
	 _____  _____  _____  _____
	 _____  _____  _____  _____

Fluency Practice for Foundations K

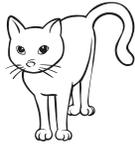
Sounds Charts

b



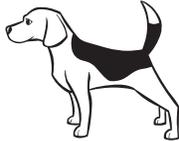
bat /b/

c



cat /k/

d



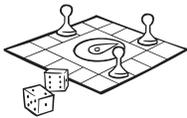
dog /d/

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fun /f/

g



game /g/

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lamp /l/

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man /m/

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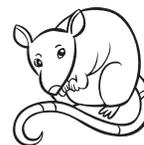
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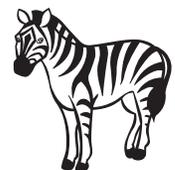
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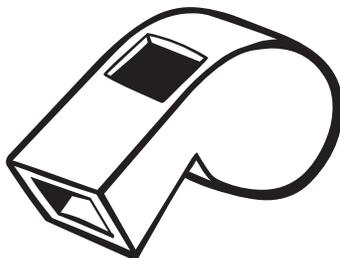
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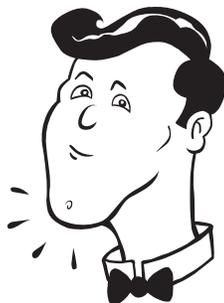
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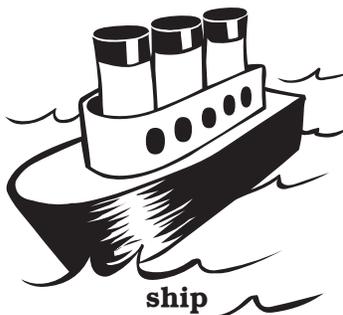
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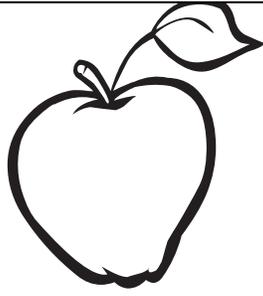
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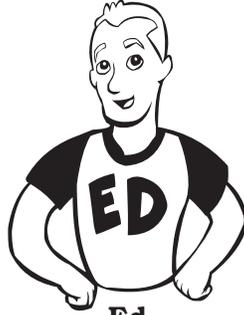
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apple

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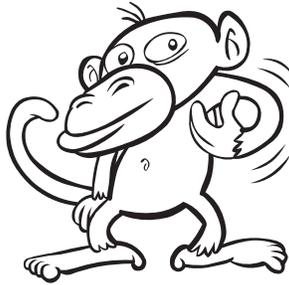
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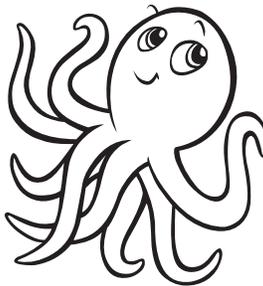
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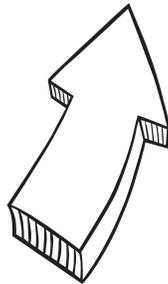
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up

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Foundations K

Words of the Week Word List:

jam ham

ram hen

net dip

rod hut

sub hum

WORD LIST PACKET

The highlighted words are the words your child has been directly taught this year.

Fundations®

SECOND EDITION

LEVEL K: TRICK WORDS (in alphabetical order)

Total Words: 27

a
and
are
as
be
by
do
for
from
has
have
he
his
I
is
me
my
of
one
or
she
the
they
to
was
we
you

High Frequency Cards

a

1 Foundations-2

the

1 Foundations-2

and

1 Foundations-2

is

1 Foundations-2

his

1 Foundations-2

of

1 Foundations-2

as

1 Foundations-3

has

1 Foundations-3

to

1 Foundations-3

into

1 Foundations-3

we

1 Foundations-3

he

1 Foundations-3

she

1 Foundations-3

be

1 Foundations-3

me

1 Foundations-3

for

1 Foundations-3

or

1 Foundations-3

you

1 Foundations-4

I

1 Foundations-4

they

1 Foundations-4

was

1 Foundations-4

one

1 Foundations-4

said

1 Foundations-4

from

1 Foundations-5

have

1 Foundations-5

do

1 Foundations-5

does

1 Foundations-5

your

1 Foundations-5

were

1 Foundations-6

are

1 Foundations-6

who

1 Foundations-6

what

1 Foundations-6

when

1 Foundations-6

where

1 Foundations-6

there

1 Foundations-6

here

1 Foundations-6

why

1 Foundations-7

by

1 Foundations-7

my

1 Foundations-7

try

1 Foundations-7

put

1 Foundations-7

two

1 Foundations-7

too

1 Foundations-7

very

1 Foundations-7

also

1 Foundations-7

some

1 Foundations-7

come

1 Foundations-7

would

1 Foundations-8

could

1 Foundations-8

should

1 Foundations-8

her

1 Foundations-8

over

1 Foundations-8

number

1 Foundations-8

say

1 Foundations-9

says

1 Foundations-9

see

1 Foundations-9

#3. Independent Learning Project-Based Activities

FOR COMPREHENSION

#3 Learning Activities FOR COMPREHENSION

*The idea behind the summer work is to partner **with** your child and model key elements already taught to your child this past school year. Modeling the strategies and oral discussions about their reading will help retain concepts for your students when they return in the fall.*

Thinking aloud prompts to help with comprehension:

- I'm thinking...
- I'm noticing...
- I'm wondering...
- I'm seeing...
- I'm feeling...
- That reminded me of...
- My guess is...
- I wonder...
- Why...
- I don't understand...
- It confused me...
- What if...
- I want to remember...
- It's interesting that...
- I can feel...

smell...
taste...
touch...
hear....



What to work on:

Comprehension – comprehension strategies

- Think Alouds-
 - Use the reading comprehension strategies to help the student with summarizing, predicting, visualizing, and questioning through think-aloud prompts. (see attached)
- Read & Respond
 - Build and develop working knowledge of language arts skills through a project.

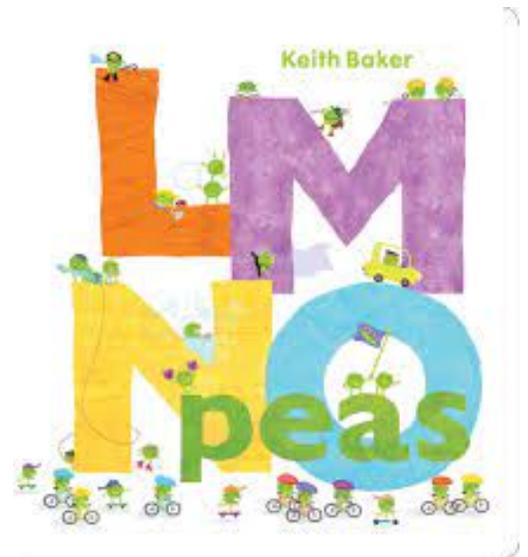
How:

- Reading books of interest from your assigned reading levels and keep a reading log.
- Complete the attached Challenge board. Read books to your students and ask the read-aloud questions included in this packet.
- Create an Alphabet Book for all things summer. (Directions attached)

Book Ideas:

10 Great Books for Teaching the Alphabet

- LMNO Peas, By Keith Baker
- Alphabet, by Pail Thurlby
- Click Clack Quackity Quack, by Doreen Cronin
- The Graphic Alphabet, by David Pelletier
- Alphabeasties, By Sharon Werner
- Alphabeep, By Debora Pearson
- The Hidden Alphabet, by Laura Vaccaro Seeger
- Chicka Chicka Boom Boom, by Bill Martin Jr.
- Alphabet City, by Stephen Johnson
- Eating the Alphabet, by Lois Ehlert
- If you Give a Dog a Donut, by Laura Numeroff



- Many stories by Laura Numeroff reinforce letter work and working with the alphabet. Explore these stories with your student and engage your student in oral discussions about the words and letters that they begin with. The following website had a listing of all of her stories. <https://lauranumeroff.com/books/>

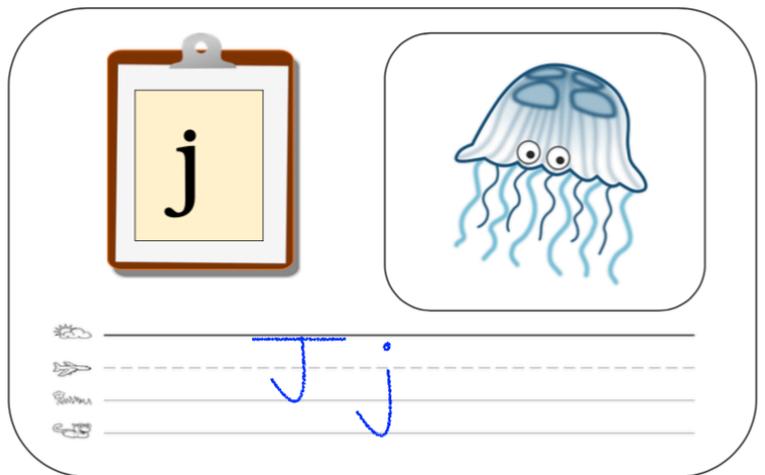
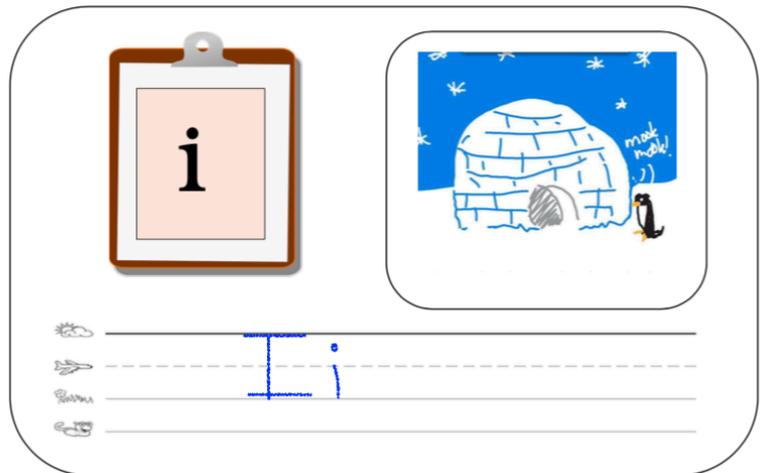
SUMMER Alphabet Book

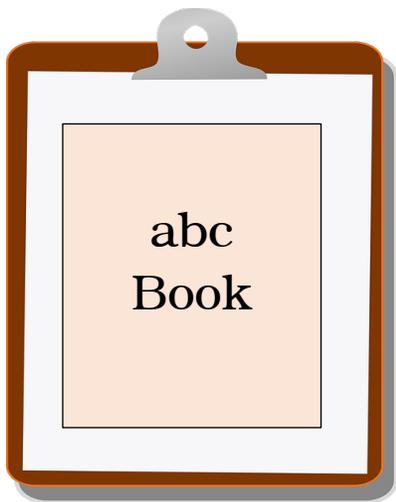
Step 1: Read a familiar alphabet book to your student. Then, invite your student to make a SUMMER alphabet book. Review the alphabet to help prepare them for the activity. Write each letter of the alphabet (upper and lowercase) down on the bottom line of each page as they state it.

Step 2: Ask the student to think of a word that begins with each letter, starting with A. Say a few words that begin with the letter to help them to hear the first letter sound — apple or alligator. Record their words beside each letter.

Step 3: Distribute the alphabet sheets. Explain to your students that they can draw pictures of things that begin with the letter or cut out pictures from a magazine, newspaper, or catalog.

Step 4: Once your student has completed the activity, cut the pages apart and assemble an alphabet book. Ask them to share their work with an adult.





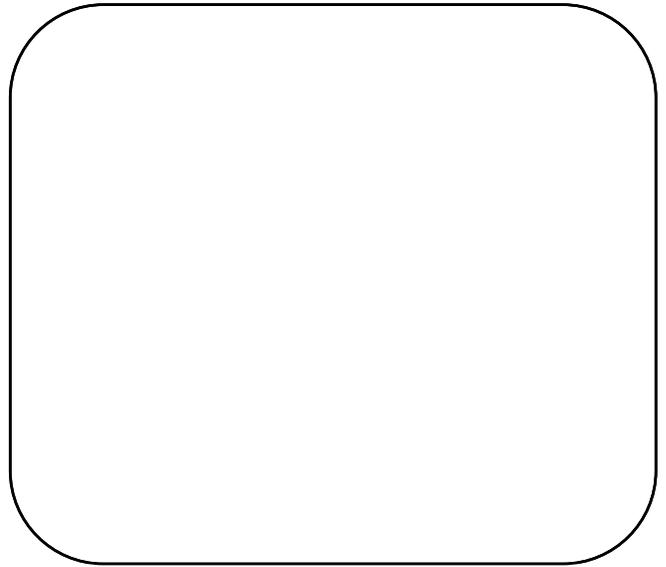
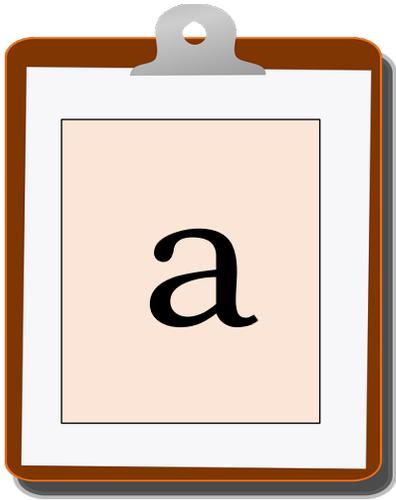
Alphabet Book



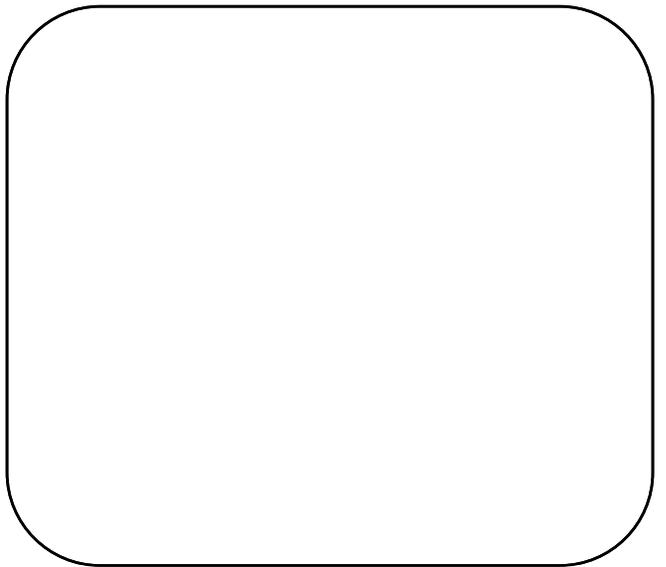
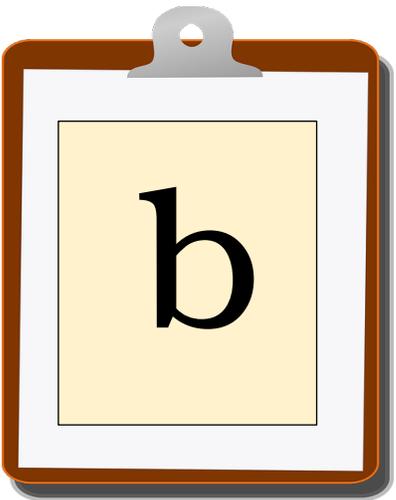




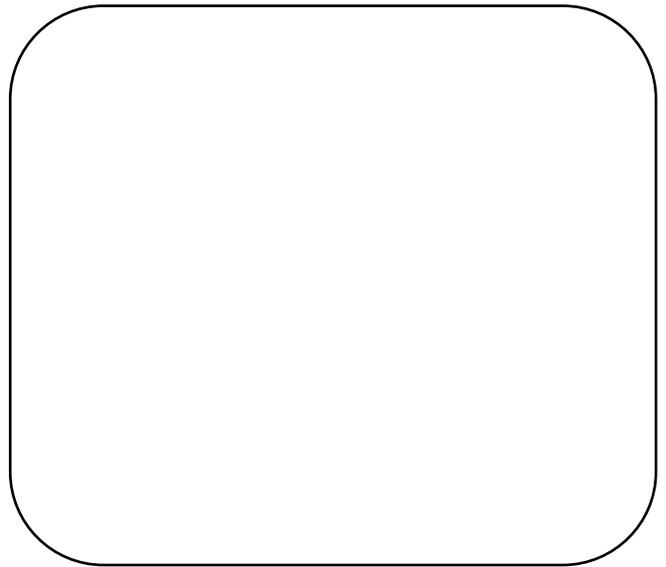
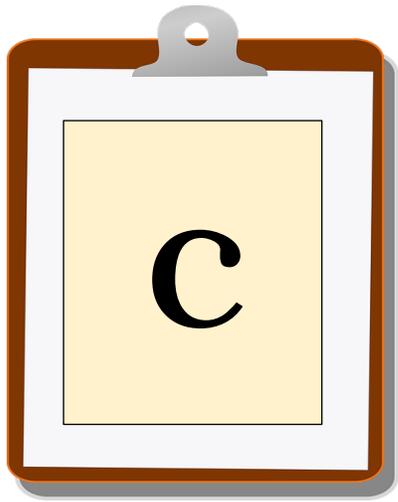




Four horizontal lines for handwriting practice: a solid top line, a dashed middle line, and two solid bottom lines.



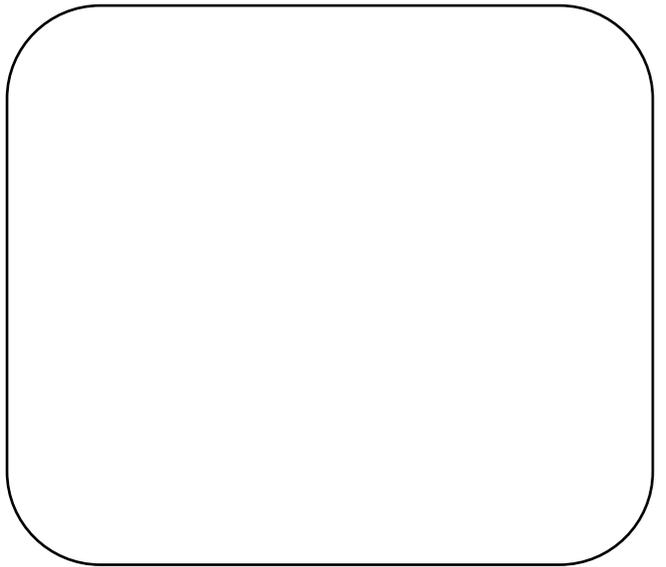
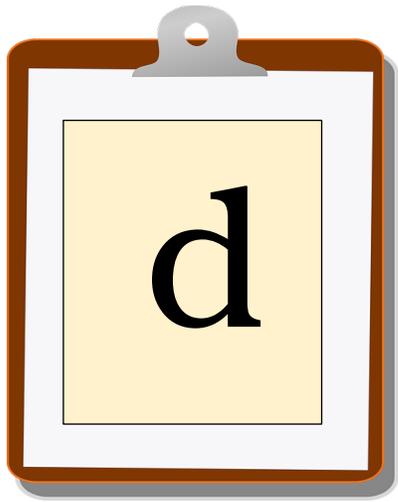
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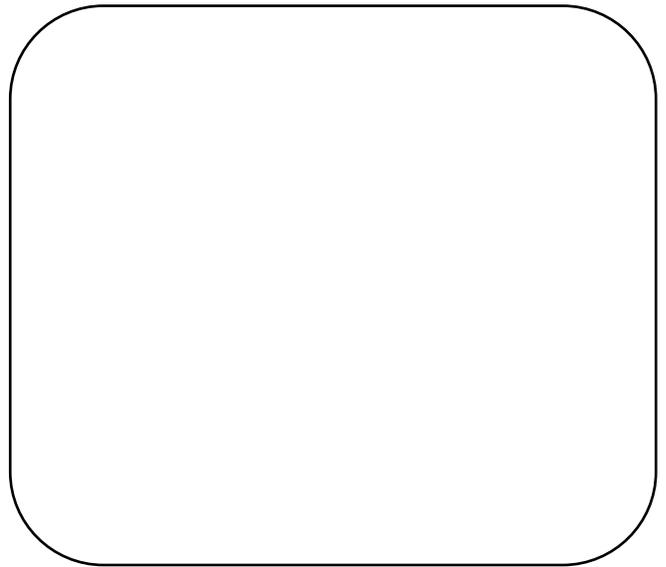
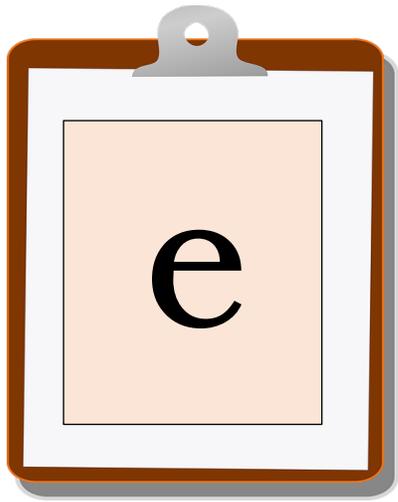




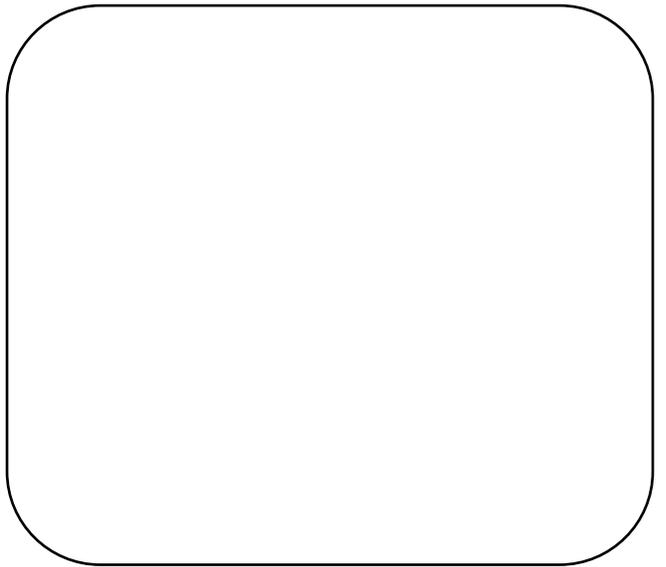
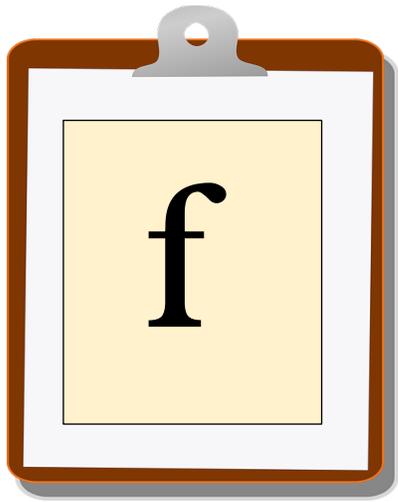




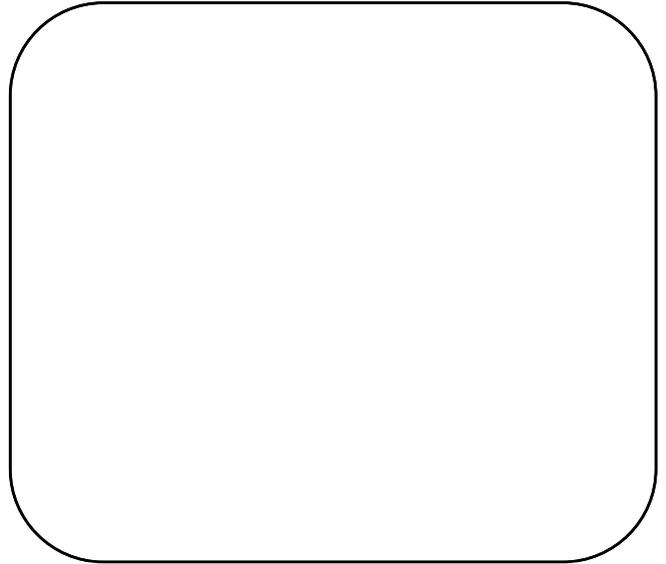
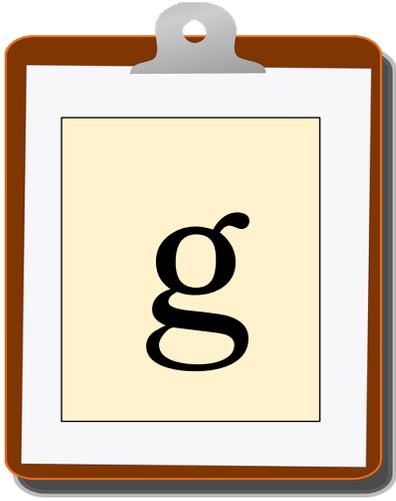




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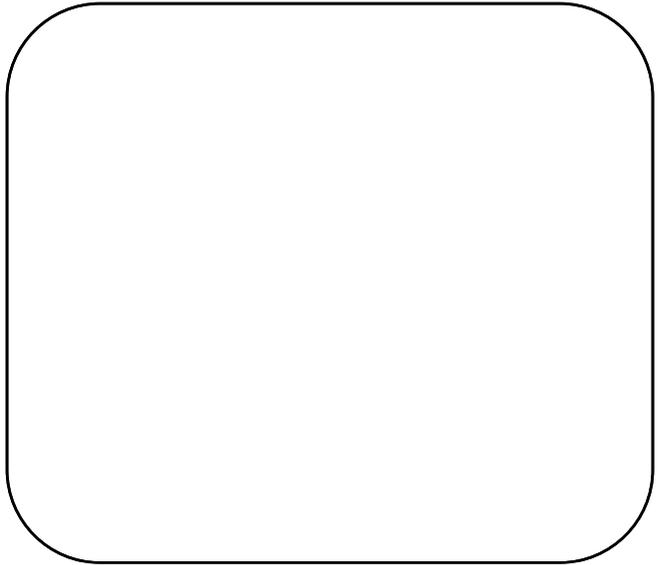
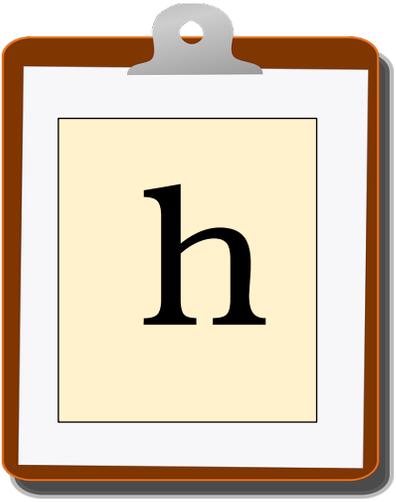
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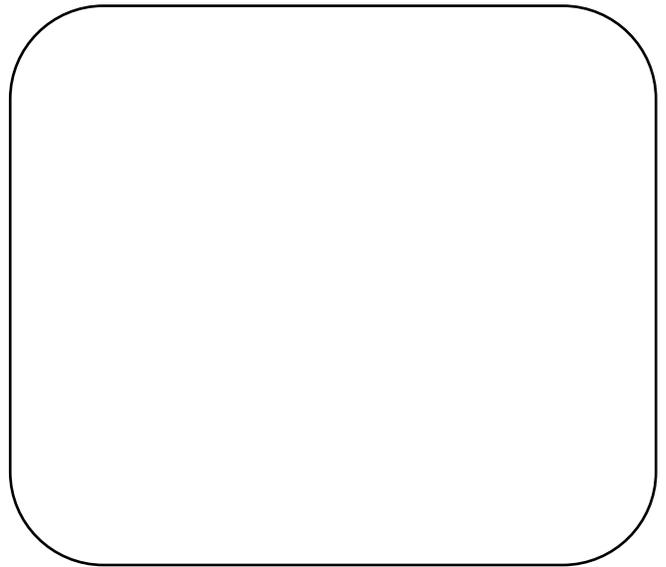
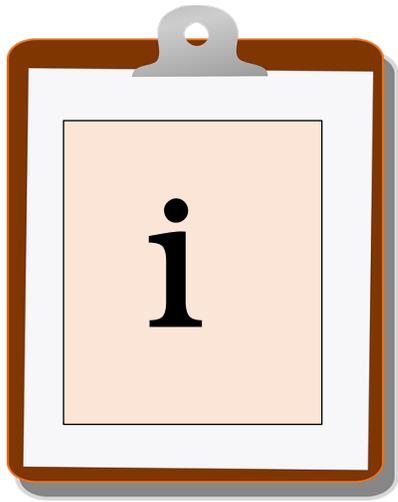




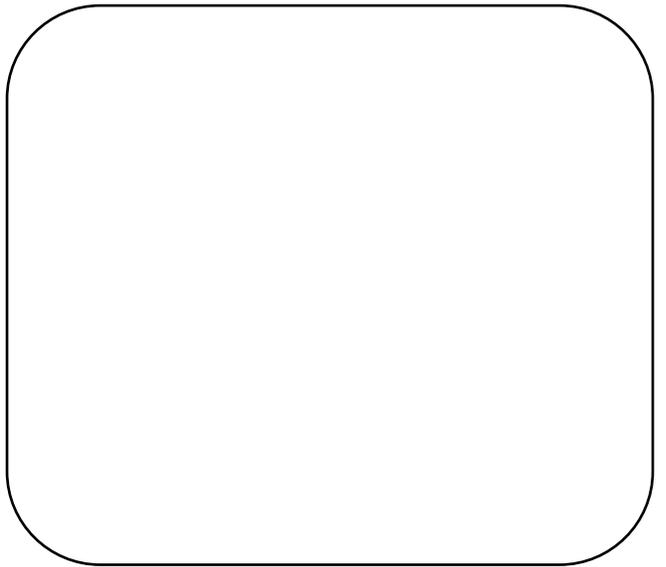
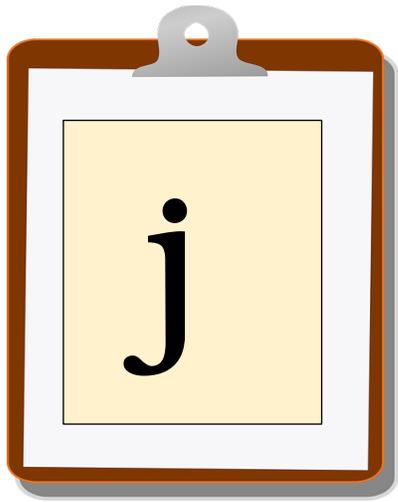




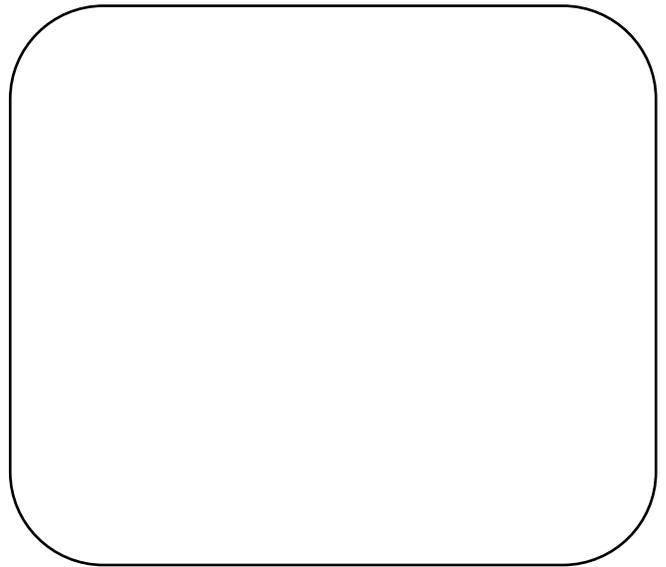
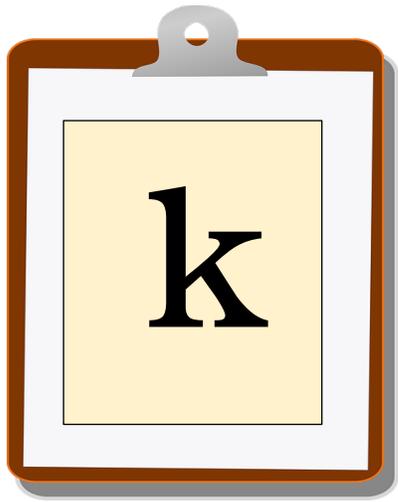




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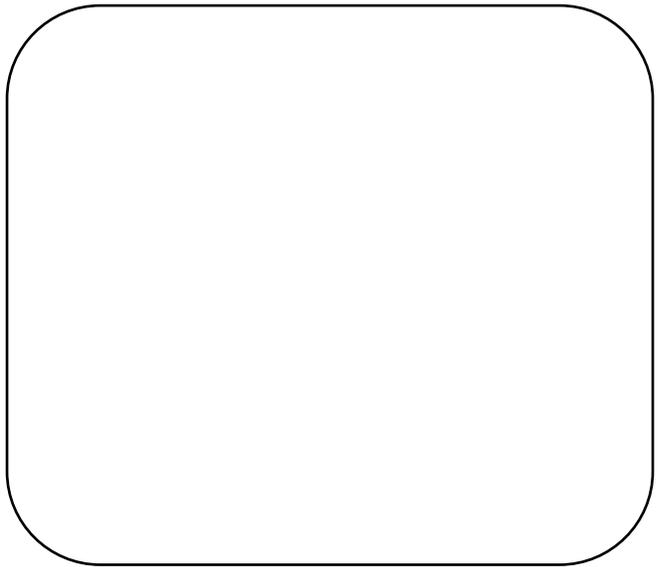
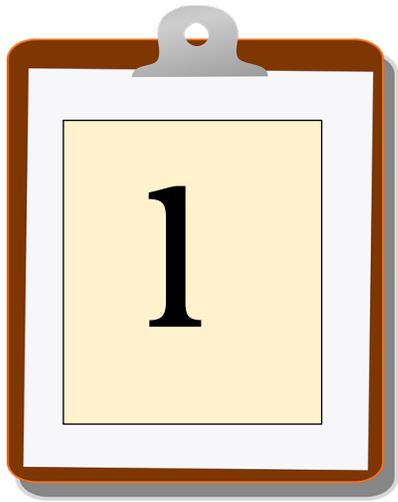
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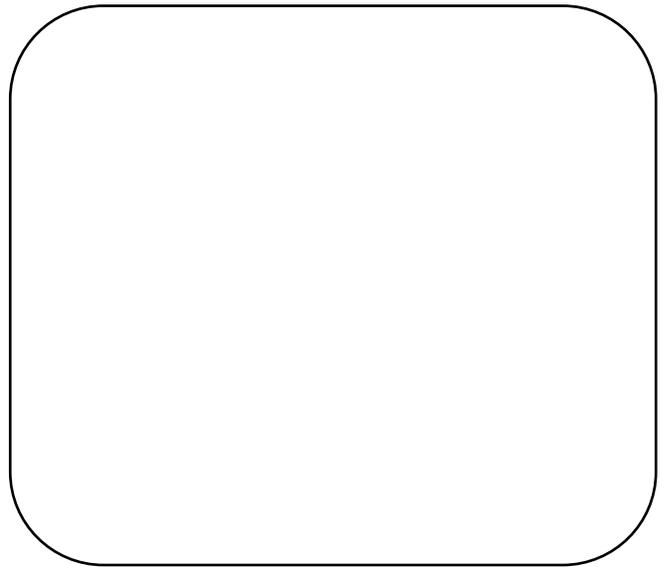
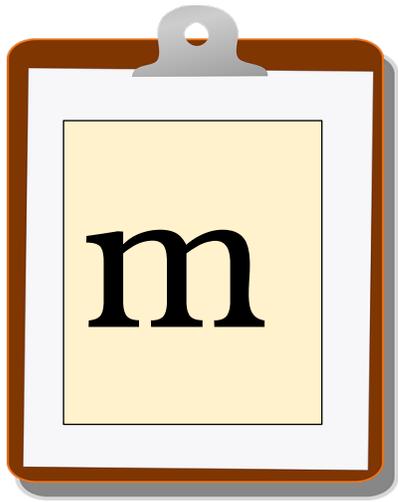








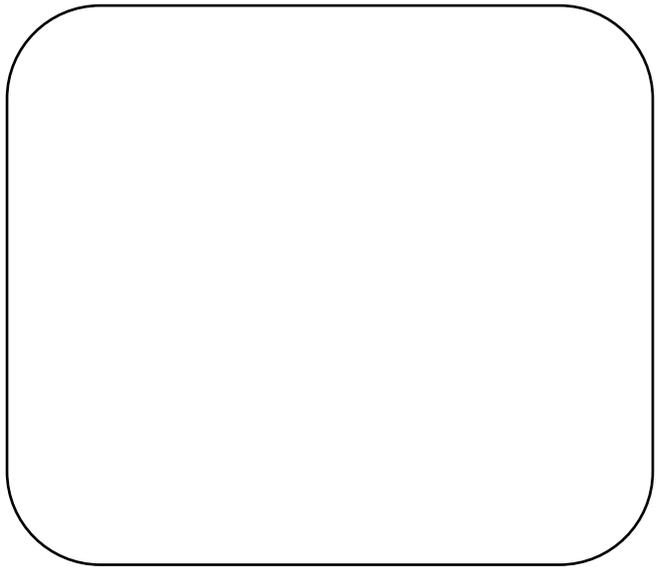
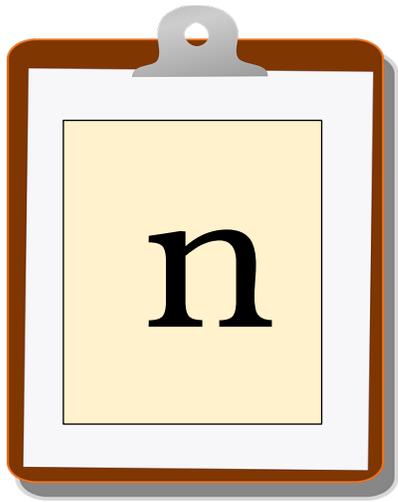








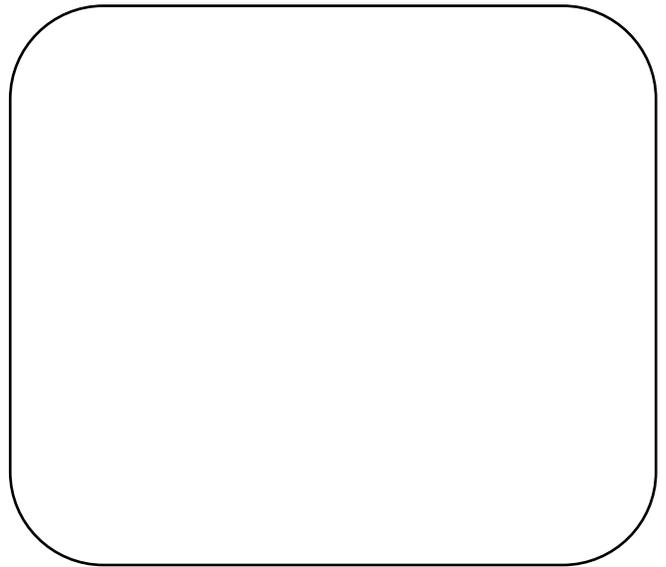
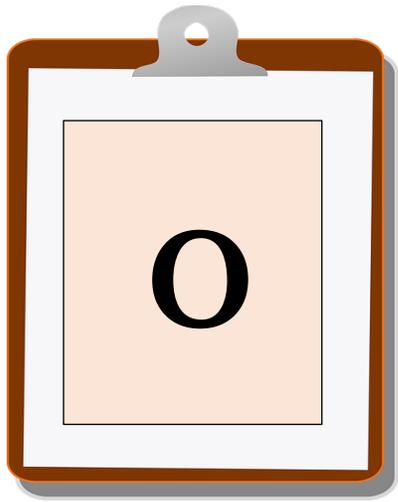








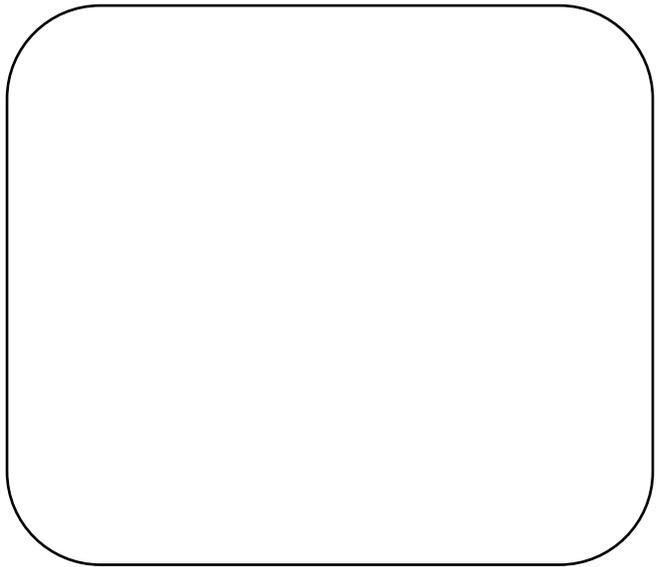
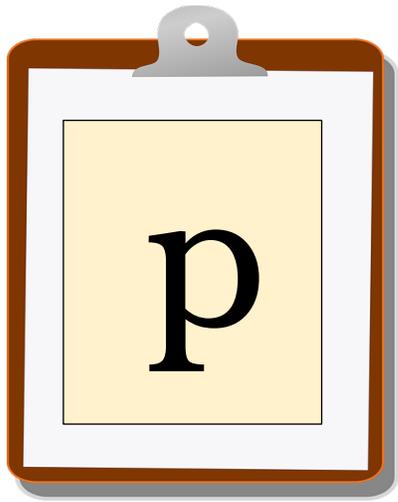








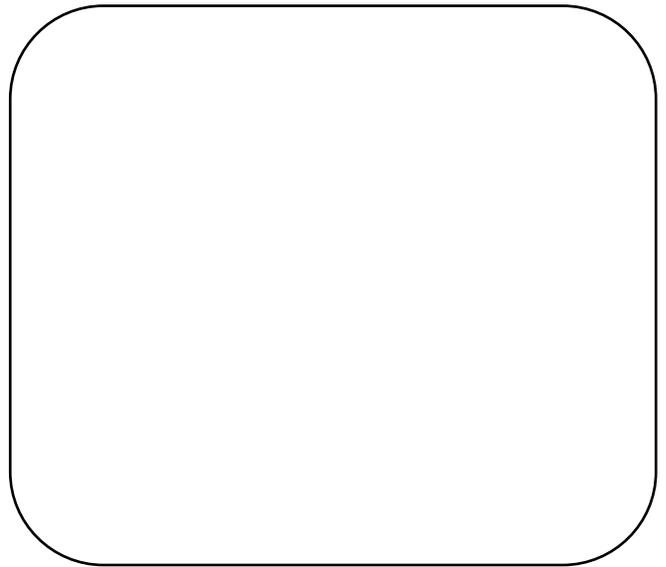
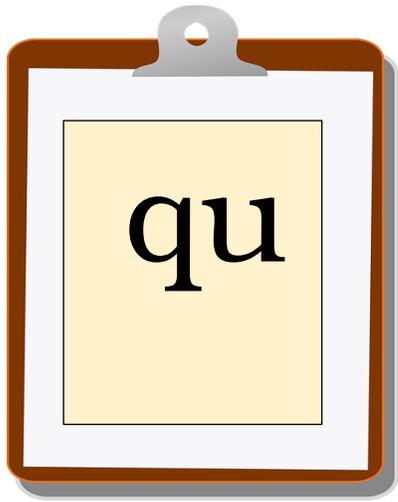








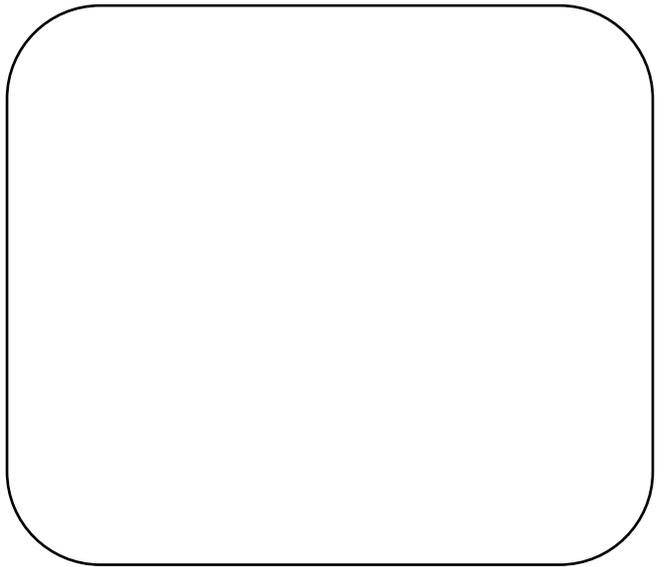
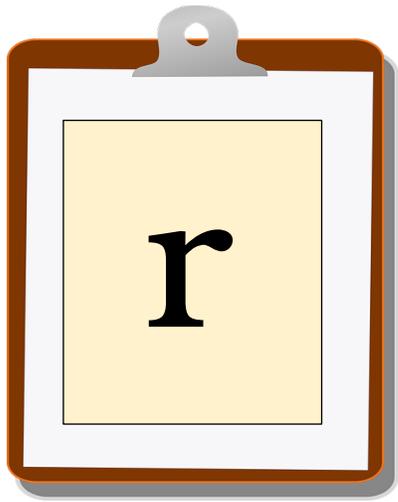








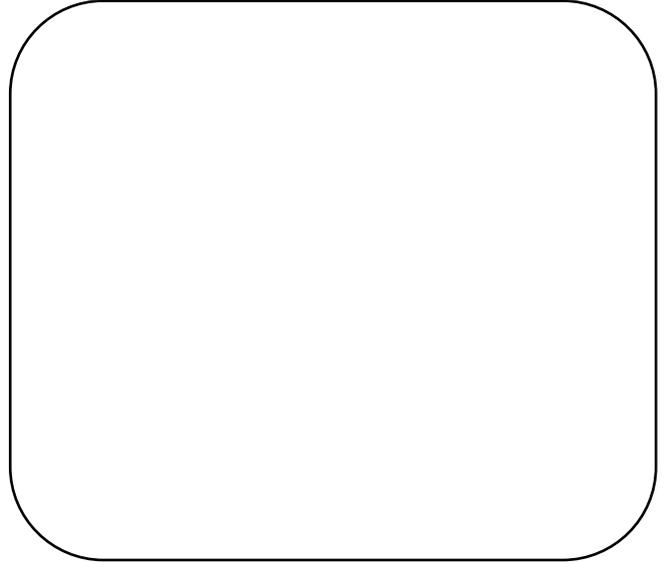
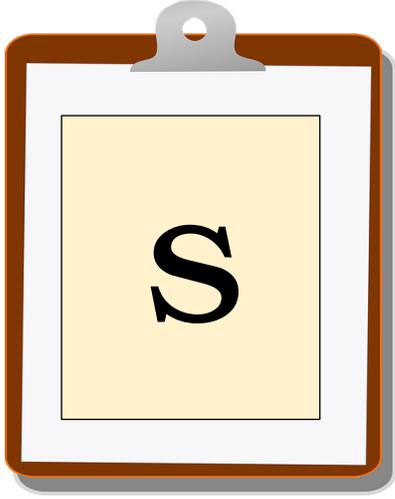








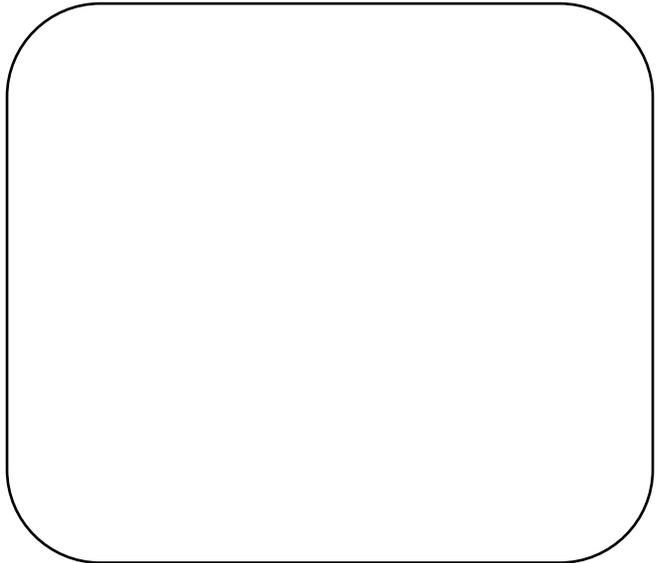
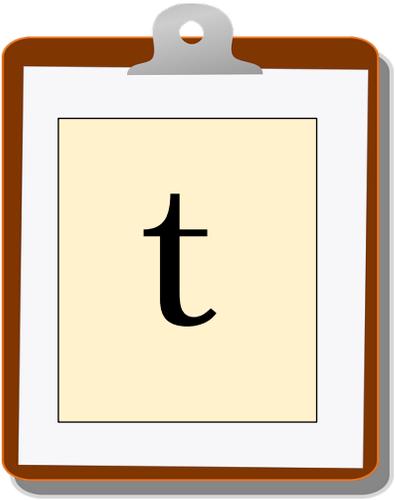








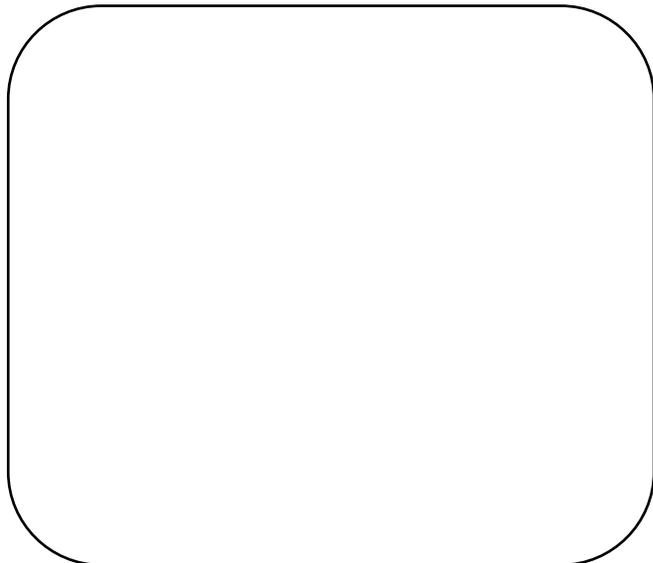
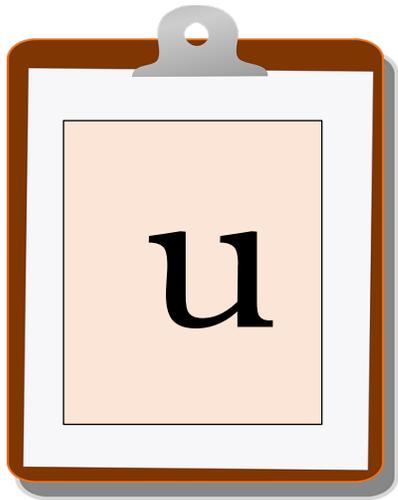




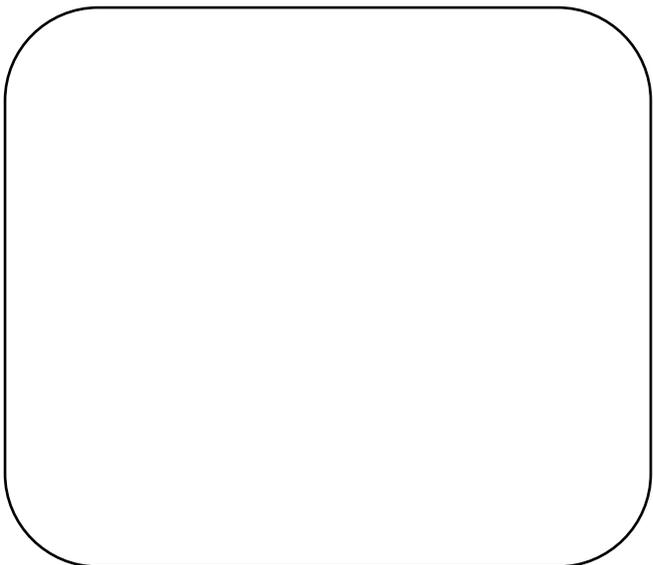
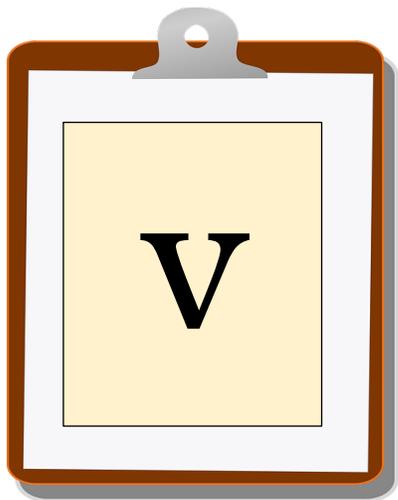








Four horizontal lines for handwriting practice: a solid top line, a dashed middle line, and two solid bottom lines.



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