



SPRINGER

Lower School & Middle School

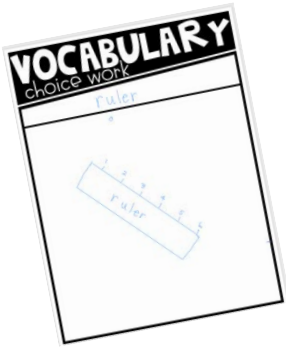
Literature and Wilson Summer Packet

This packet is intended for Green students
Entering 2nd and 3rd 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 day- attached)

What to work on:



- Understanding everyday vocabulary using the Words of the Day list.

How:

1. Use your words of the day word list to create a vocabulary page on a word map. **(attached in word list packets)**
2. Be creative and add pictures to describe your word.
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 (attached)

What to work on:

- Trick words: reading and spelling
 - Students will need their own set of Word Cards (attached and labeled Trick Word flashcards).
- Oral reading using stories, sounds, word lists, and phrases (attached)



How:

1. Practice orally reading your Trick words or phrases in the attached fluency packet. Begin by using the highlighted words in the Trick Words List. These are the words your child was directly taught this year. If your child master's these words, begin with the additional words on the list.
2. Use Wilson passages to practice oral reading for the summer. While reading, follow this procedure:
 - a. First read: silently
 - b. Second read: students read orally, practicing until they can read with ease and expression
 - c. Third read: students read orally to someone else as a performance
3. Additional activities to do with Fluency stories:



1. “Once Again” – Using a passage you’ve read in a previous practice session, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read.
2. “Act it Out!” – Using a passage you’ve read in a previous practice session, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read. Then, practice acting out the story – either alone or with a friend or family member. Perform it in front of an audience once it’s stage-ready!

4. Practice reading and spelling your Trick words. Then do an activity below:
 - a. Practice writing the Trick Words from your deck on a dry-erase tablet or board in 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 on the practice worksheet. Do this in your best handwriting.



**You can also practice this using sidewalk chalk, flour, sand, yogurt, pudding, and shaving cream.*

- b. Read as many words as possible in 20 seconds
- c. Read 20 words and see how many seconds it takes
- d. Alphabetize small sets of flashcards and then write the words in an alphabetical list.

#3 Learning Activities FOR COMPREHENSION (attached)

What to work on:

1. Process Skills—Use the Think Aloud strategy while exploring different texts. Challenge yourself to predict, visualize, and ask questions using informational text, fiction, nonfiction, and fairy tales.
2. Comprehension – comprehension strategies
 - a. Think-Alouds- (examples attached)
 - b. Use the reading comprehension strategies to help the student with summarizing, predicting, visualizing, and questioning through think-aloud prompts (examples attached).
 - i. Build and develop a working knowledge of language arts skills through a project (attached).

How:

1. Read books of interest from your assigned reading levels and keep a reading log.
2. Complete the Summer Reading Challenge board (attached).
3. Apply what you have learned this year in Literature through a project-based learning activity. Project-based learning engages you in projects and allows you to construct your own knowledge while doing authentic projects that demonstrate your learning.

#1. Independent Learning Activities
FOR VOCABULARY

#1. Learning Activities FOR VOCABULARY through Words of the Day

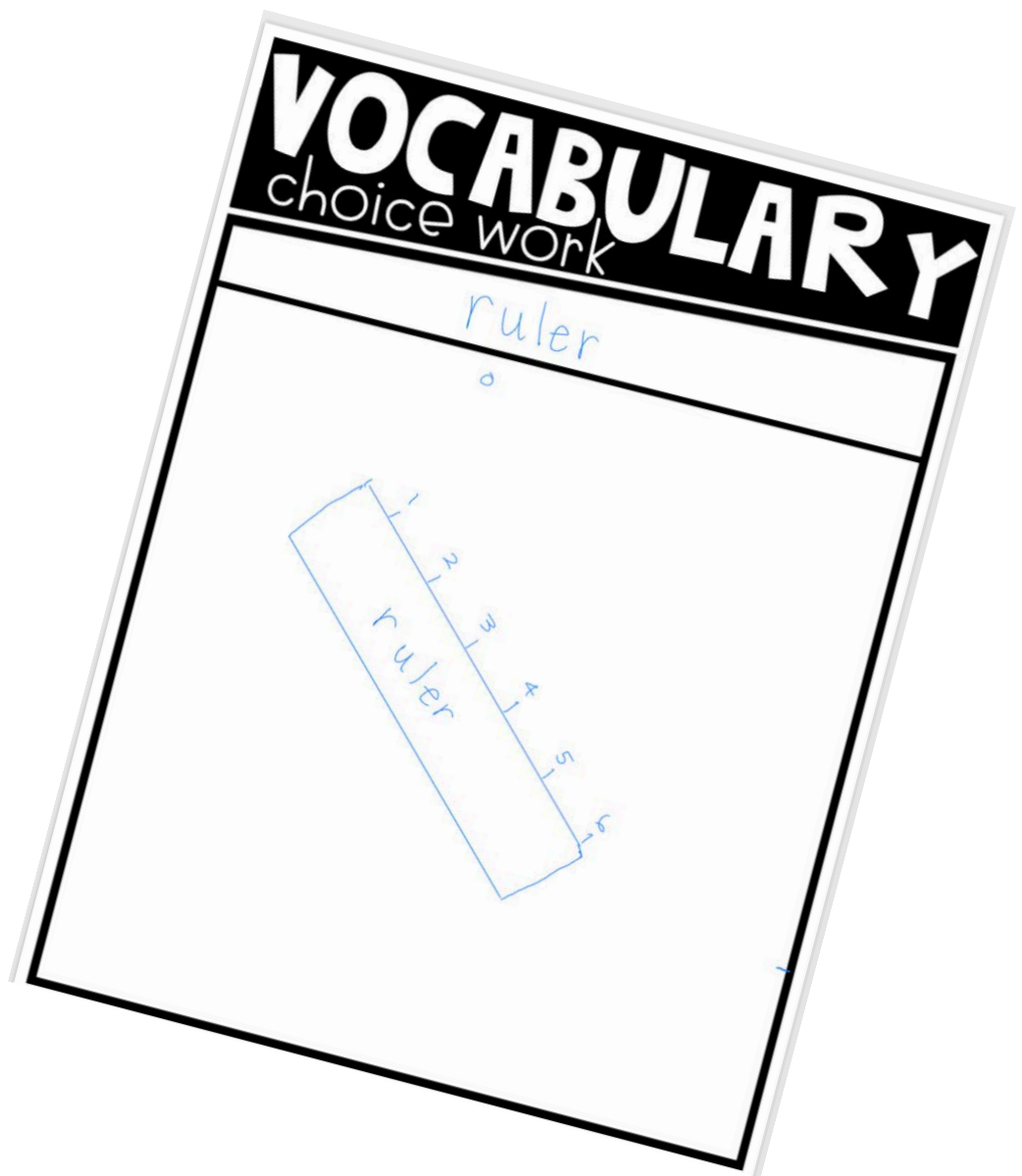
The idea behind the summer work is to partner with your child and model key elements already taught to your child this past school year. Modeling the strategies and oral discussions about their vocabulary will help retain concepts for your students when they return in the fall.

What to work on:

- Understanding everyday vocabulary using Word of the Day words.

How:

1. Use your words of the day word list (attached in Word Packet) to create a vocabulary page on a work map (attached, example to the right).
2. Be creative and add pictures to describe your word.
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.



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.*

1. Practice orally reading your Trick words/High Frequency Words or phrases in the attached fluency packet. Begin by using the highlighted words in the Trick Words List. These are the words your child was directly taught this year. If your child masters these words, begin with the additional words on the list.
2. Use Wilson passages to practice oral reading for the summer. While reading, follow this procedure:
 - First read: silently
 - Second read: students read orally, practicing until they can read with ease and expression.
 - Third read: students read orally to someone else as a performance
3. Additional activities to do with Fluency stories:
 1. “Once Again” – Using a passage you’ve read in a previous practice session, read the story silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read.
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4. Practice reading and spelling your Trick Words. Then do the activity below:
 - a. Cut out your cards and make a deck
 - b. Practice writing the Trick Words from your deck on a dry-erase tablet or board in 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 on the practice worksheet. Do this in your best handwriting.
 - c. Read as many words as possible in 20 seconds
 - d. Read 20 words and see how many seconds it takes
 - e. Alphabetize small sets of flashcards and then write the words in an alphabetical list

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 help encourage them when they are sounding 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?

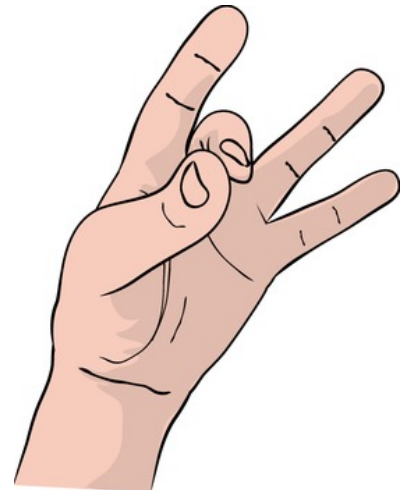


Use Visual Clues from the words

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 memorized and practiced in daily lessons, and students learn to read and spell them automatically.

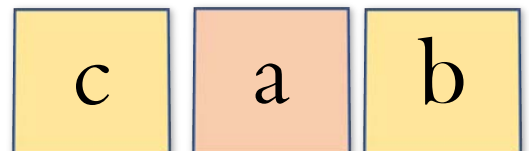
Things you might say to help :

- 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 & High-Frequency Word Practice






CURRENT TRICK WORDS






	<div> _____</div> <div> - - - - -</div> <div> _____</div> <div> _____</div>
	<div> _____</div> <div> - - - - -</div> <div> _____</div> <div> _____</div>
	<div> _____</div> <div> - - - - -</div> <div> _____</div> <div> _____</div>
	<div> _____</div> <div> - - - - -</div> <div> _____</div> <div> _____</div>
	<div> _____</div> <div> - - - - -</div> <div> _____</div> <div> _____</div>





Fluency Practice for Wilson

Sounds Charts

b  bat /b/	c  cat /k/	d  dog /d/	f  fun /f/		
g  game /g/	h  hat /h/	j  jug /j/	k  kite /k/	l  lamp /l/	
m  man /m/	n  nut /n/	p  pan /p/	qu  queen /kw/	r  rat /r/	s  snake /s/  bugs /z/
t  top /t/	v  van /v/	w  wind /w/	x  fox /ks/	y  yellow /y/	z  zebra /z/

a	 apple	/ă/
e	 Ed	/ĕ/
i	 itch	/ĭ/
o	 octopus	/ŏ/
u	 up	/ŭ/

Foundations® Digraphs		
wh	 whistle	/w/
ch	 chin	/ch/
sh	 ship	/sh/
th	 thumb	/th/
ck	 sock	/k/

Foundations® Glued Sounds		
nk		
ank	 bank	/ank/
ink	 pink	/ink/
onk	 honk	/onk/
unk	 junk	/unk/

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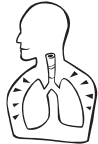
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fist

frog

bluffs

junk

milk

cliff

stuff

sent

brag

loft

flap

drum

rest

smells

lamps

chunks

drips

rings



planted

skunks

crept

branch

stumps

standing

drafted

drifting

crisping

blimp

stinging

drank

shrimps

slanted

stunted

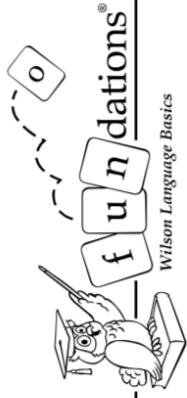
printing

drinks

blended

pranks

spending



Wilson Language Basics

Cod Fish

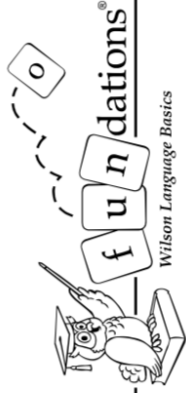
Unit 3

Jack had a net to get a cod fish for Jed, the cat. Jack sat on a

rock with his net. Jed sat on a log. Jack had the luck! He was

quick with the net. He got the cod fish. Jed had a dish of fish.

Yum!



The Big Mess

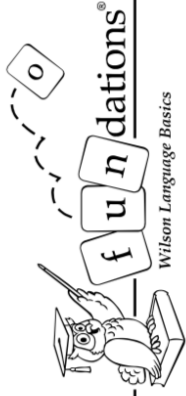
Unit 4

The hall was such a big mess! Mom was not mad. She did not

yell, but she said, “Pick this up!” “What a mess!” said Mom.

“Put your ball in the box and get this mud off the wall.” Jill and

Bill did the big job. Did they fuss? They did not fuss at all.



Pam and Dan sat on a hill in the sun. Then, Sam sat with them.

Pam had a red and tan ball from the shop. “Can you toss it to me?” said Dan. “Pass it back to me.” said Sam. Sam, Pam, and

Dan had fun with the ball.

Fred the frog **likes** to hop, and jump. He hops over the twig
and he jumps on the grass. He is quick! He jumps over the
mud and between the two dogs. He jumps on the steps.

Then I did not see him. Where did Fred go? Did Fred hop
up on that bench? Yes he did. Then he went into my hut.

Did Fred hop up on my bed? Yes he did.

“Yuck! Get off Fred!”

WORD LIST PACKET

Fundations®

SECOND EDITION

LEVEL 1: TRICK WORDS (in alphabetical order)

Total Words: 93

a	is	they
about	little	to
also	look	too
and	many	try
another	may	two
any	me	very
are	month	want
as	Mr.	was
be	Mrs.	water
been	my	way
being	new	we
between	none	were
by	nothing	what
called	now	when
come	number	where
could	of	who
day	one	why
do	or	word
does	other	work
down	our	would
each	out	write
first	over	you
for	own	your
friend	people	
from	put	
good	said	
has	say	
have	says	
he	see	
her	she	
here	should	
his	some	
how	the	
I	their	
into	there	

SECOND EDITION

LEVEL 2: TRICK WORDS (in alphabetical order)

Total Words: 84

again	know	world
against	large	young
always	laugh	
America	learn	
animal	lose	
answer	Monday	
August	mother	
away	move	
beautiful	night	
both	ocean	
bought	often	
breakfast	once	
brother	only	
brought	picture	
carry	piece	
change	place	
city	please	
country	pretty	
couple	pull	
cousin	ready	
daughter	right	
December	Saturday	
different	school	
done	shall	
early	something	
earth	son	
eight	special	
enough	sure	
every	talk	
family	thought	
father	Thursday	
favorite	together	
February	tomorrow	
full	trouble	
goes	Tuesday	
great	use	
head	used	
house	walk	
January	Wednesday	
July	whose	
knew	won	

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 1

Substep 1.3	the a	and	was	is his	I
Substep 1.4	to into	do does	of	you your	shall
Substep 1.5	me he she we be	are	as has	or for	want
Substep 1.6	they	have	one	from	both

STEP 2

Substep 2.1	her	were	how now	could would should	asked
Substep 2.2	who	what	where here there	when which	why by my try
Substep 2.3	some	come comes coming become becomes becoming	any anywhere anyone anything many	been	put putting
Substep 2.4	out about	their	front	said	only
Substep 2.5	too two	no go so also	very every everywhere everyone everything	each	work word world

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 3

Substep 3.1	full pull pulled	push pushed	month	first	number
Substep 3.2	new	other another	after	over under	down
Substep 3.3	Mr. Mrs.	know knew	walk talk	water	right write
Substep 3.4	day today may way away	say says	always	people	our hour
Substep 3.5	through throughout	friend	often	called	great

STEP 4

Substep 4.1	use uses using used	move moved remove removed	taste waste paste	none done	sure
Substep 4.2	never ever however whenever wherever	cause because	goes going	took look good book	food
Substep 4.3	nothing	please pleases pleased	together altogether	year	once
Substep 4.4	important	again against	place	part	found sound around

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

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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

shall

2 Foundations-2

full

2 Foundations-2

pull

2 Foundations-2

both

2 Foundations-2

talk

2 Foundations-2

walk

2 Foundations-2

done

2 Foundations-3

goes

2 Foundations-3

pretty

2 Foundations-3

again

2 Foundations-4

please

2 Foundations-4

animal

2 Foundations-4

sure

2 Foundations-4

use

2 Foundations-4

used

2 Foundations-4

against

2 Foundations-5

knew

2 Foundations-5

know

2 Foundations-5

always

1 Funda2

often

2 Foundations-5

once

2 Foundations-5

only

2 Foundations-5

house

2 Foundations-5

move

2 Foundations-5

write

2 Foundations-6

place

2 Foundations-6

together

2 Foundations-6

eight

2 Foundations-7

large

2 Foundations-7

change

2 Foundations-7

city

2 Foundations-7

every

2 Foundations-7

family

2 Foundations-7

knight

2 Foundations-7

carry

2 Foundations-7

something

2 Foundations-7

world

2 Foundations-8

answer

2 Foundations-8

different

2 Foundations-8

picture

2 Foundations-9

learn

2 Foundations-9

earth

2 Foundations-9

father

2 Foundations-9

brother

2 Foundations-9

mother

2 Foundations-9

great

2 Foundations-10

country

2 Foundations-10

way

2 Foundations-10

america

2 Foundations-10

school

2 Foundations-10

thought

2 Foundations-10

whose

2 Foundations-11

won

2 Foundations-11

son

2 Foundations-11

breakfast

2 Foundations-11

head

2 Foundations-11

ready

2 Foundations-11

favorite

2 Foundations-12

early

2 Foundations-12

ocean

2 Foundations-12

Monday

2 Foundations-13

Tuesday

2 Foundations-13

cousin

2 Foundations-13

loss

2 Foundations-13

tomorrow

2 Foundations-13

beautiful

2 Foundations-13

Wednesday

2 Foundations-14

Thursday

2 Foundations-14

Saturday

2 Foundations-14

bought

2 Foundations-14

brought

2 Foundations-14

piece

2 Foundations-14

January

2 Foundations-15

February

2 Foundations-15

July

2 Foundations-15

enough

2 Foundations-15

special

2 Foundations-15

December

2 Foundations-15

August

2 Foundations-16

laugh

2 Foundations-16

daughter

2 Foundations-16

trouble

2 Foundations-17

couple

2 Foundations-17

young

2 Foundations-17

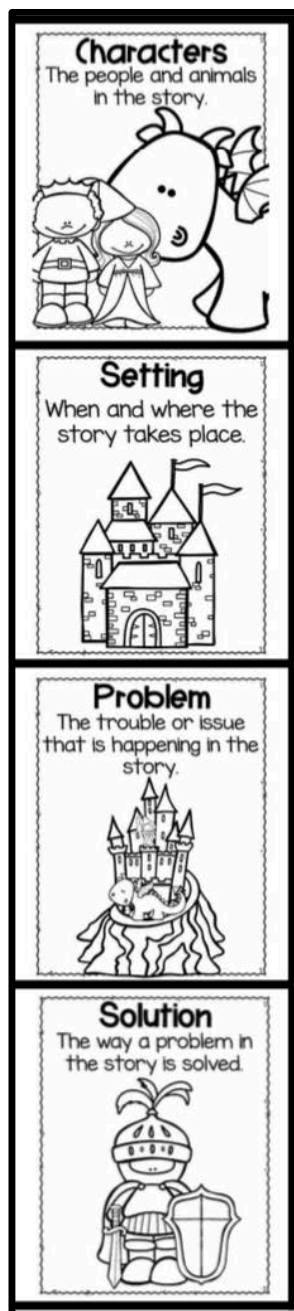
#3. Independent Learning Project Based Activities
FOR COMPREHENSION

#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.

What to work on:

1. Read books of interest from your assigned reading levels and keep a reading log (attached).
2. Complete the Summer Reading Challenge board (attached).
3. Apply what you have learned in reading this year through project-based learning.
Choose 1 of the 4 listed projects and complete it after reading your favorite book.



Story Elements



How to work on think-alouds with your students:

What is a think-aloud?

Think-alouds have been described as "eavesdropping on someone's **thinking**." With this strategy, parents and children can verbalize **thinking** while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension.

Ways to start a think aloud:

To stretch your thinking say:

1. I'm thinking...
2. I'm noticing...
3. I'm wondering...
4. I'm seeing...
5. I'm feeling...

To build background and connections say:

1. This reminds me of ...
2. I'm remembering....
3. I have a connection to...
4. I can relate to...

To develop inferring skills say:

1. My guess is...
2. Maybe...
3. Perhaps....
4. It could mean...
5. I predict...
6. I infer...

Question the story by thinking and saying:

1. I wonder...
2. What if...
3. Why...
4. I don't understand...
5. It confused me when...
6. How could...



When deciding what's important you might say:

1. What's important here ...
2. What matters to me...
3. One thing I should notice is...
4. I want to remember...
5. It's interesting that...

To help make mental pictures you might say:

1. I'm picturing...
2. I can imagine...
3. My mental images include...
4. I can hear/see/smell/ taste....

To draw conclusions you might say:

1. Now I understand why...
2. I'm changing my mind about...
3. I used to think____, but now I think ____
4. My new thinking is....
5. I'm beginning to think...

SUMMER READING CHALLENGE

How many of these challenges can you complete over the summer?! Once you have completed a challenge, color in the picture. See if you can finish all of them!

Read on vacation 	Read under a table 	Read at the beach 	Read on a rainy day 
Read aloud with a funny accent 	Read with a flashlight 	Read to a pet 	Read a magazine 
Read at the library 	Read at the pool 	Read in bed 	Read on an airplane 
Read to a stuffed animal 	Read in the car 	Read while eating ice cream 	Read with a friend 

Summer Reading Log

Springer students are encouraged to read more than one book this summer. Once you have finished your first selection, work on your project for that book and then keep going! Keep track of the books you read, get a parent or guardian signature to show you have read the books, and return this log to your literature teacher in fall.

So... keep on reading!

[illegible]

Project Choice #1 Picnic Plate Story

- Create a picnic plate about your favorite book. Think about the different parts of the story: events, setting, and characters. Write a sentence (draw a picture or have someone write a sentence for you) about each part. Add illustrations if you like, as well!
- When assembling the plate, staple your circles as shown at the top of the plate in order.
- When you finish, talk about your story with an adult and retell your story.



Events



Setting

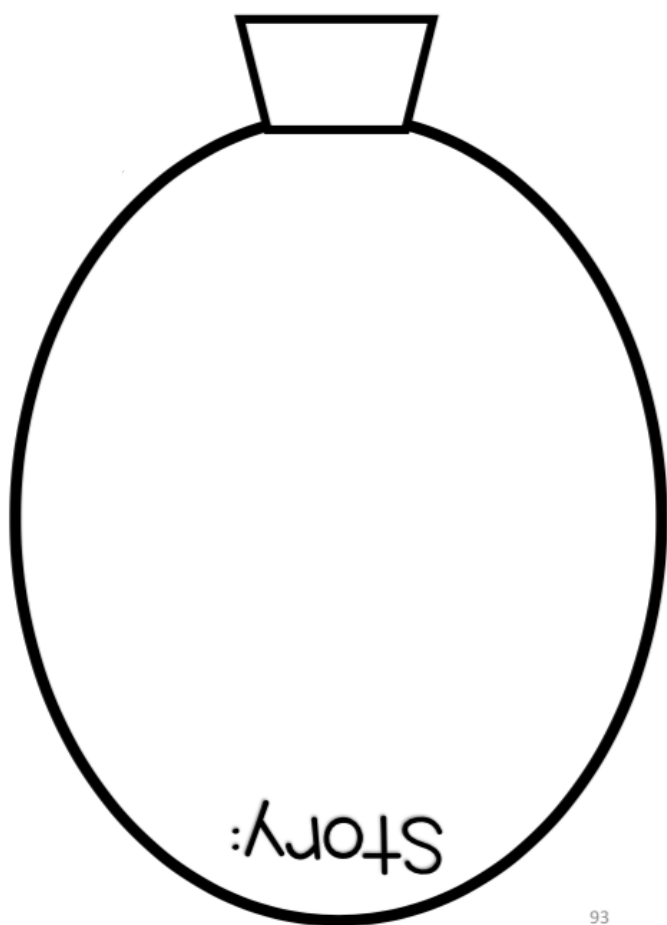
Picnic Book Report

Characters

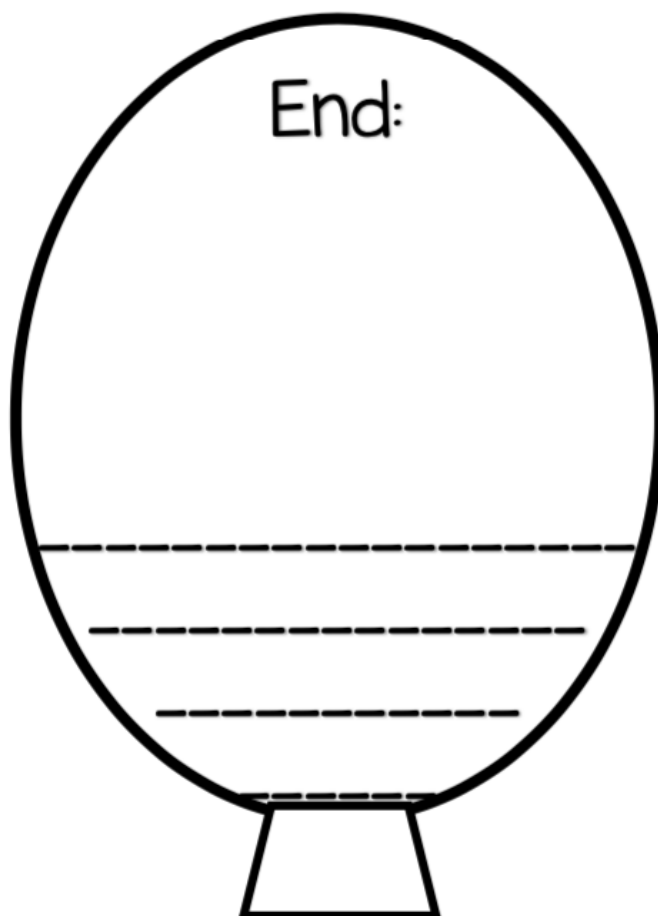
Project Choice #2 Story Balloons

Create a balloon bouquet about your favorite book. Think about the different parts of the story: beginning, middle, end, problem, solution, characters, and setting. Have someone write a sentence about each part, or you can draw a picture.

When assembling the bouquet, choose 5 or 6 balloons from the options below and assemble your bouquet with ribbons. When you finish, talk about your story bouquet with an adult and retell your story.

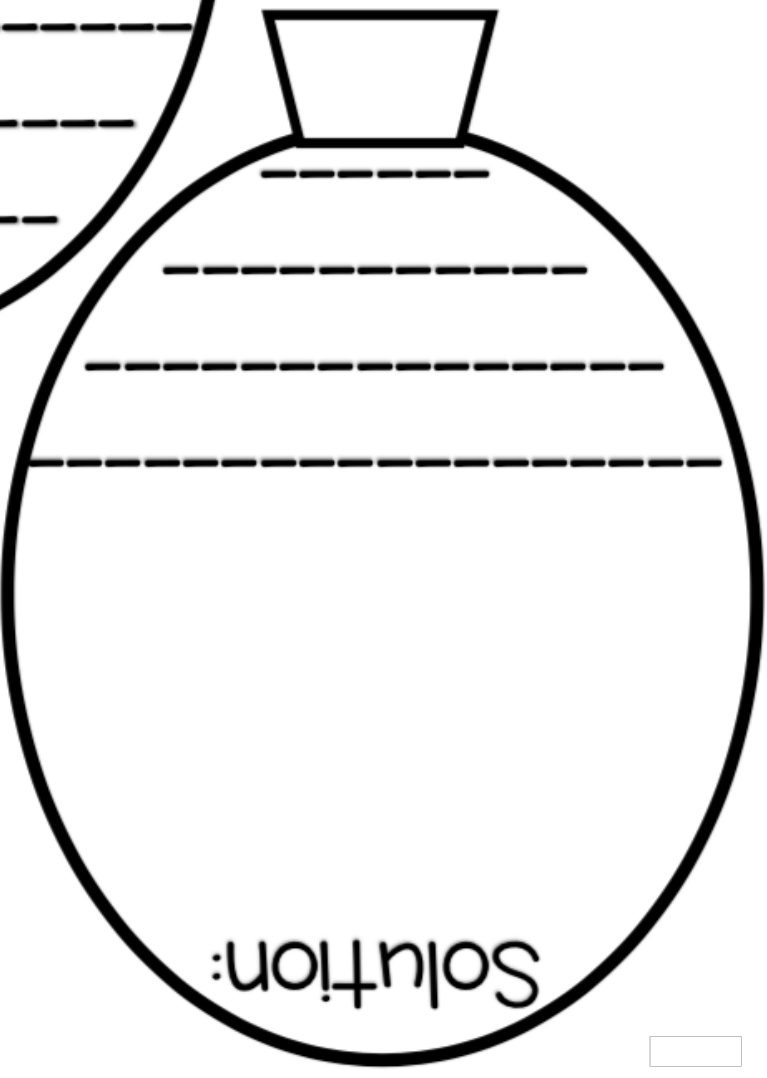
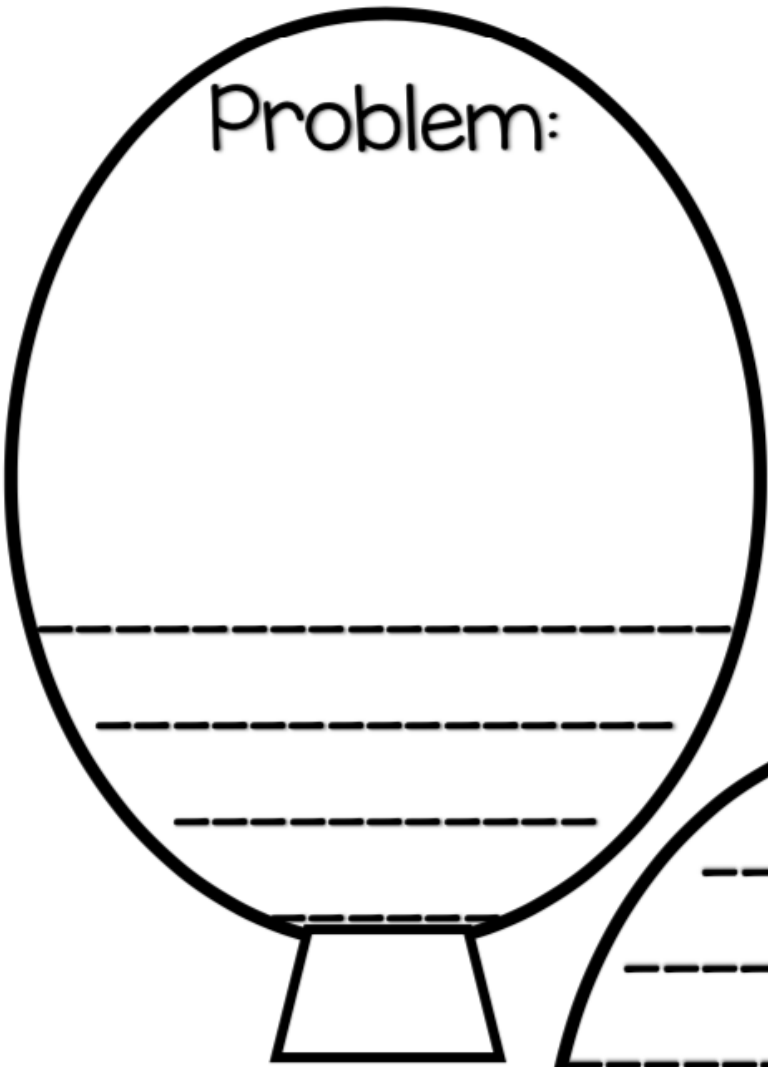


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Beginning:

Middle:

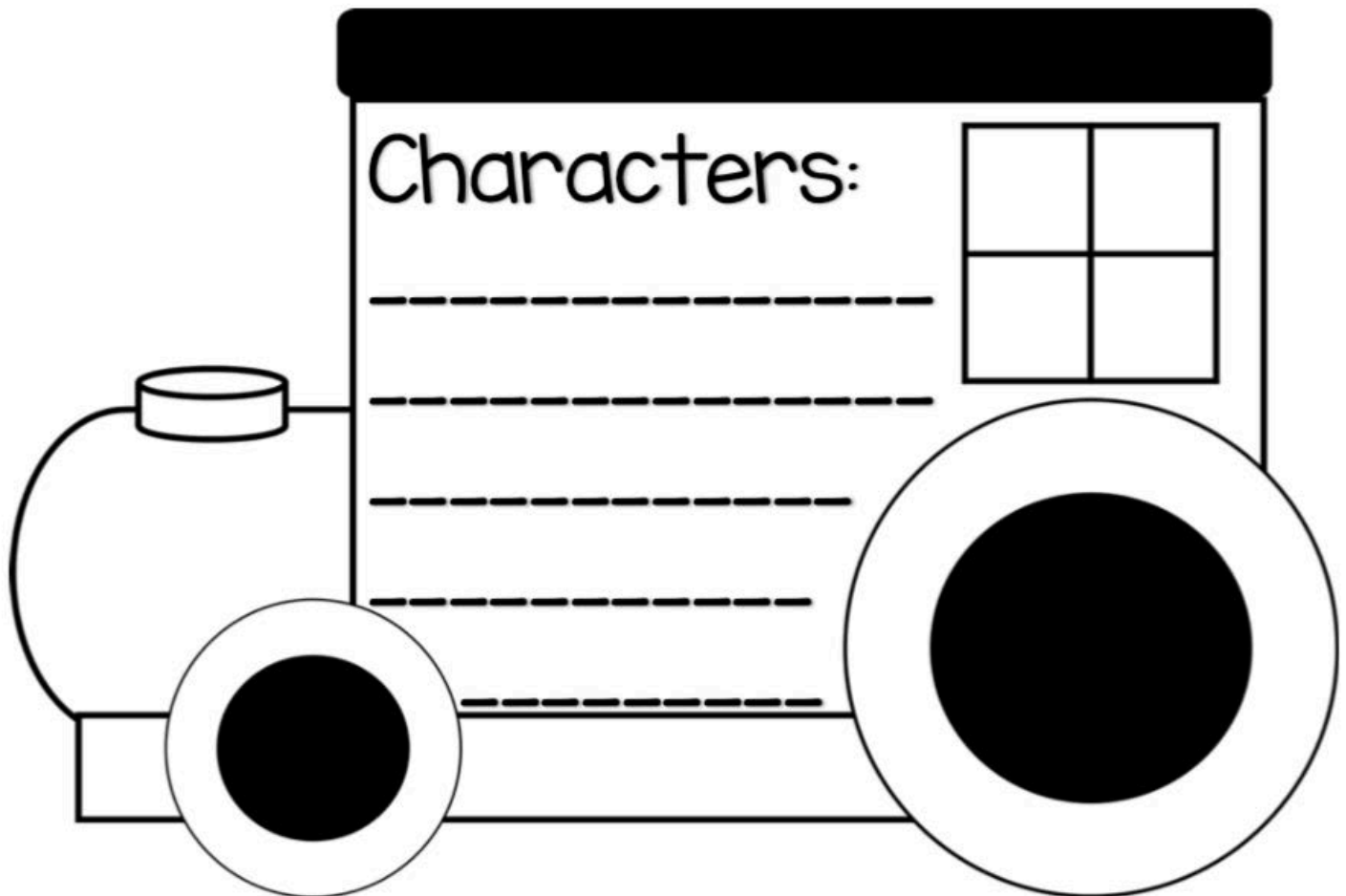
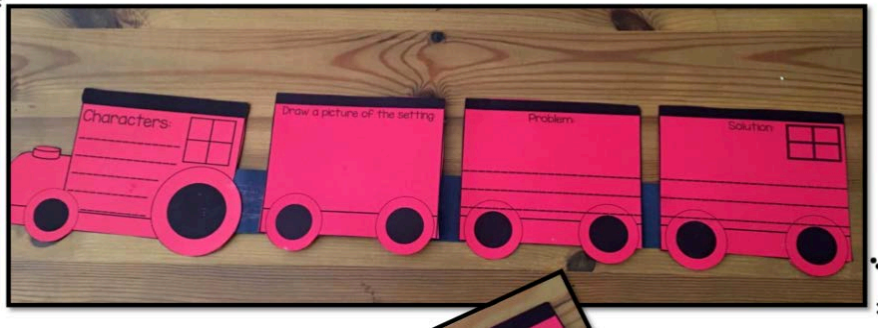


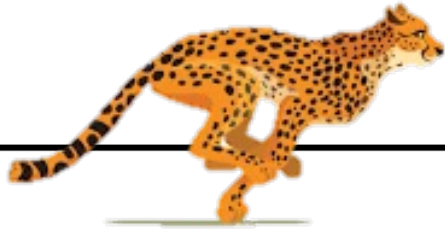
Characters:

Setting:

Project Choice #3 Story Train

To make a story train, cut out your story pieces. Create a train identifying the setting, characters, problem, and solution of a story. Have someone write a sentence about each part or you can draw a picture. When you finish, talk about your story train with an adult and retell your story.





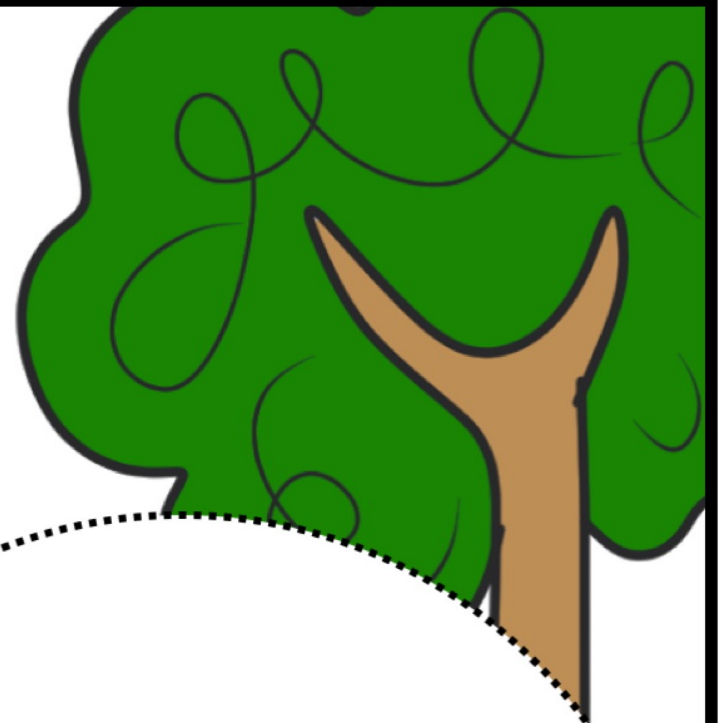
Choice #4 Animal research

Read a book about your favorite animal and collect cool facts about it. What does it look like? Where does it Live? What does it eat?

Draw pictures or write facts about your animal on the graphic organizers. Next, put together an animal book report by putting your pages together.



**What's
Your
Favorite
Animal?**



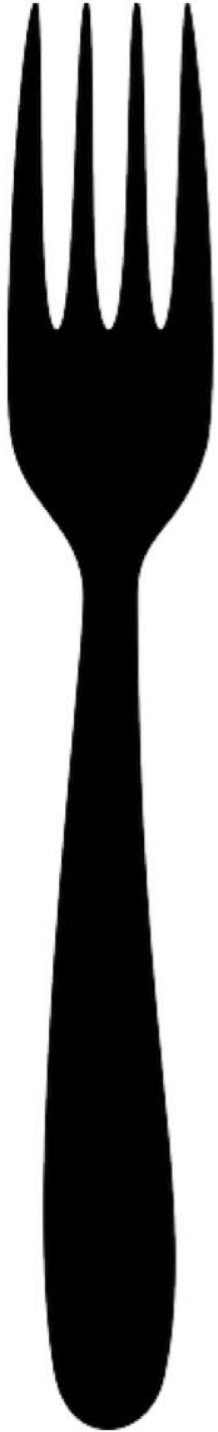
ALL ABOUT

A large, empty rectangular box with a black border, intended for a drawing or a detailed response.

BY: _____

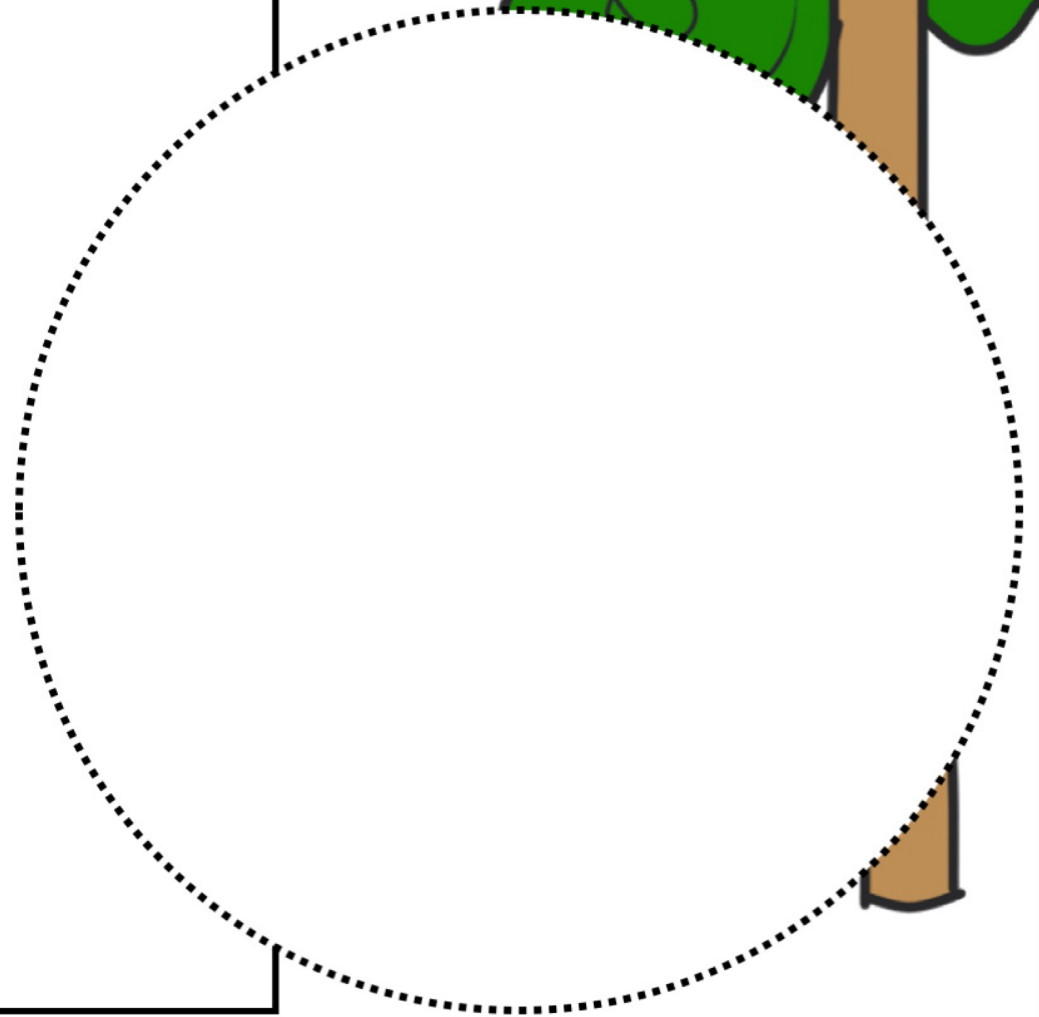
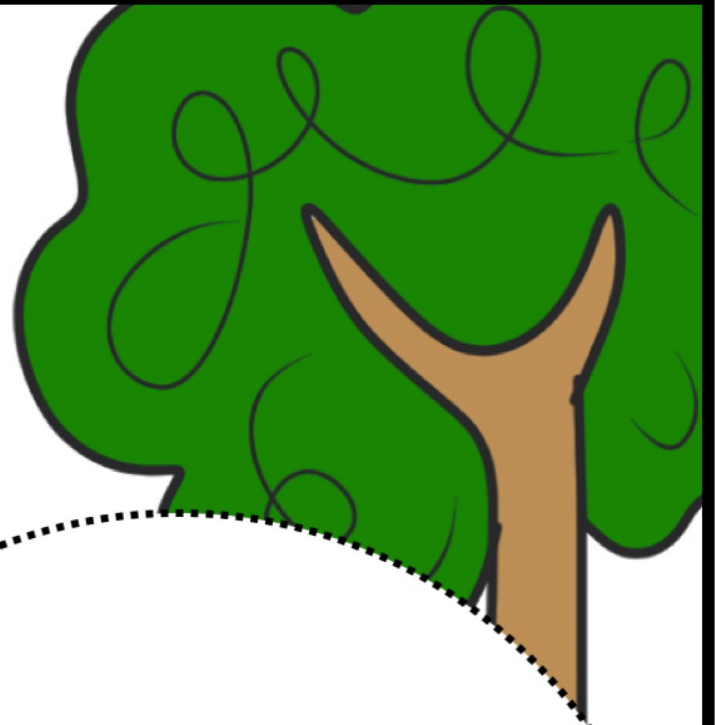
DIET

What does your animal eat?

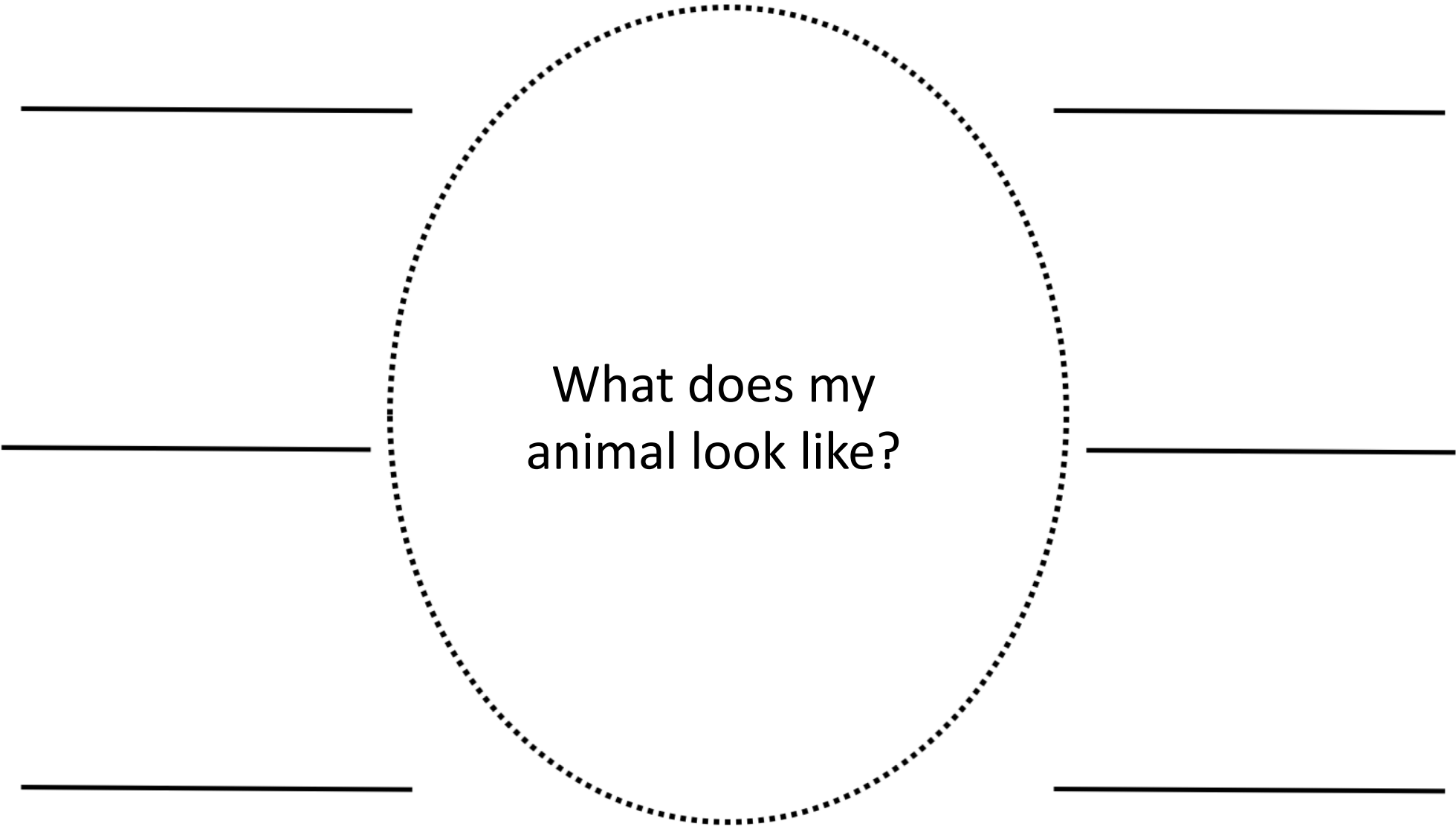


HABITAT

Where does your animal live?



DIAGRAM



What does my
animal look like?

INTERESTING FACTS

Fact #1

Fact #2