

# Welcome to 2<sup>nd</sup> Grade!!!

Dear Parents and Students,

I am so excited that you will be in my class in next year! We are going to have an awesome school year full of learning and FUN! At the bottom of this letter, I have listed the students summer assignments and provided a detailed supply list that the students will need for the first day of school. Also, below I have provided a brief overview of what we will be covering throughout second grade. Additional details will be provided at our Back-to-School night in September.

- Our religion program will instill in students an enthusiasm for living the Catholic faith and provide an in-depth religious education that includes experiences in prayer, the sacraments, and service. Students this year will also be preparing to receive the Sacraments of Penance and First Holy Communion.
- Our language arts program incorporates reading, writing, speaking, listening, spelling, grammar, and vocabulary in assisting students with the acquisition of effective language skills. We will practice our fluency and comprehension skills, develop our independent learning skills, and enhance our reading skills through guided reading.
- Our mathematics program exposes students to a wide variety of mathematical experiences. It is designed to help students increase their addition and subtraction skills and introduce other important concepts including money, time, measurement, geometry, multiplication, and fractions. Please be sure to work on memorizing your addition and subtraction facts over the summer.
- The science program provides students with a basic knowledge of science as it relates to them and to their own experiences. We will explore plants, animals, the Earth and its resources, weather, energy, motion, and sound. In social studies, students will begin with a study of their world, communities, regions, and government.

## **Summer Assignments:**

- All incoming second grade students are required to read a minimum of two books of their choice over the summer. Additionally, we are requesting that your child completes the provided math and Superkids packets over the summer as well. Students should bring the completed packets and books that they read on the first day of school.

\*Students may bring a snack and drink with them on the first day of school.

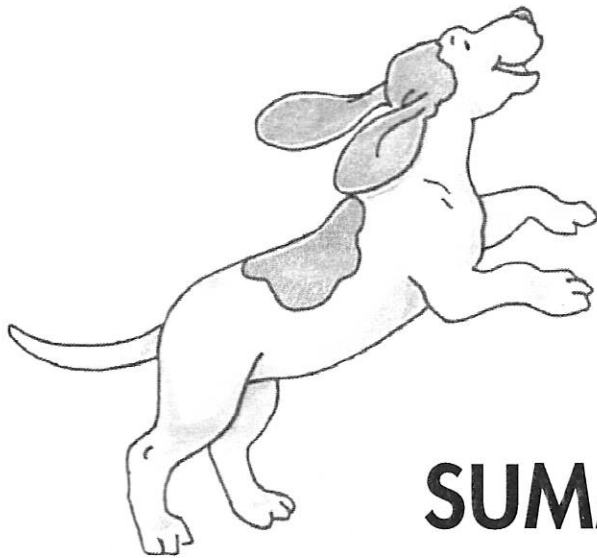
Enjoy your summer and I look forward to seeing you in September.

Your Second Grade Teacher,

Mrs. Leto



# The Superkids<sup>★</sup> Reading Program



## SUMMER PACKET

For students who received *Superkids*  
first-grade instruction in the most  
recent academic year

# SUMMER PACKET

First Grade

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**SECTION 1:**  
**Decoding & Spelling Practice**

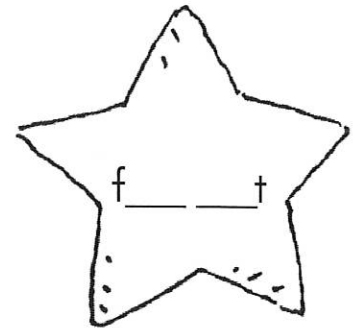
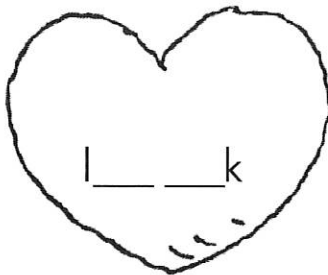
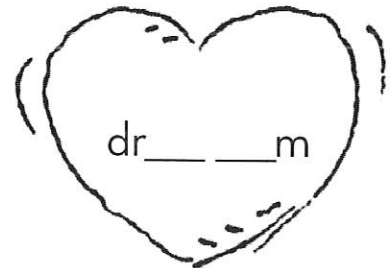
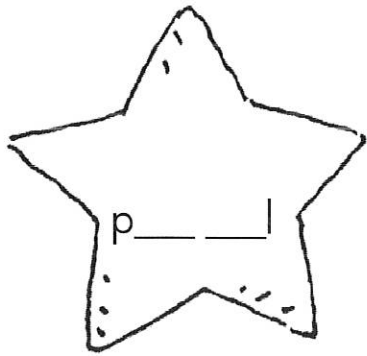
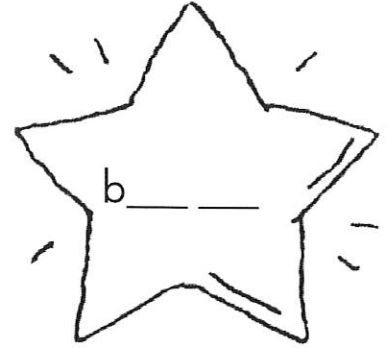
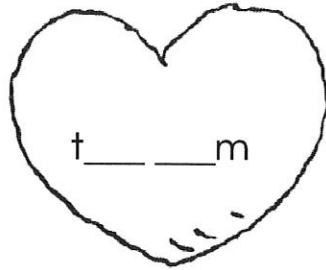
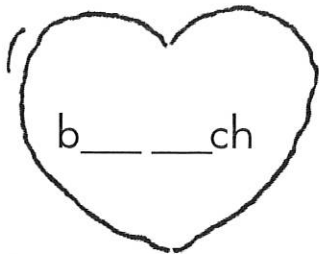
☆ Practice Pages 1–10



**Directions:** Have your child complete each word with **oa** or **ai**, and then write a sentence or draw a picture to show its meaning.

1. tr____n	2. s____p
3. t____d	4. sn____l
5. br____d	6. c____t
7. g____l	8. t____l

**Directions:** Have your child write **ee** to complete the words on stars and **ea** to complete the words on hearts. Then list each word in the correct group for the spelling of **long e**.



**ee**

**ea**

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

**Directions:** Have your child trace the gray letters and write the missing vowel pair to complete a word in each sentence.

oa ee

1. Frits will sw p the steps.

ai oa

3. Tac put on her c t.

oa ee

2. Sal felt sick and his thr t hurt.

ea oa

4. Toc keeps her room cl n.

ai ea

5. Oswald likes to p nt.

ue ie

6. The sun shone in the bl sky.

ai ie

7. Each team had 3 goals, so the game was a t \_\_\_\_\_.



**Directions:** Have your child complete each word with **oi** or **oy**, and then write a sentence or draw a picture to show its meaning.

1. c____n	2. b_____
3. t_____	4. _____l
5. b_____l	6. enj_____
7. j_____n	8. p_____nt



**Directions:** Have your child write **ow** to complete the words, and then list each word in the correct group for the vowel sound.

### A Snow Shower



**ow = owl**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**ow = snow**

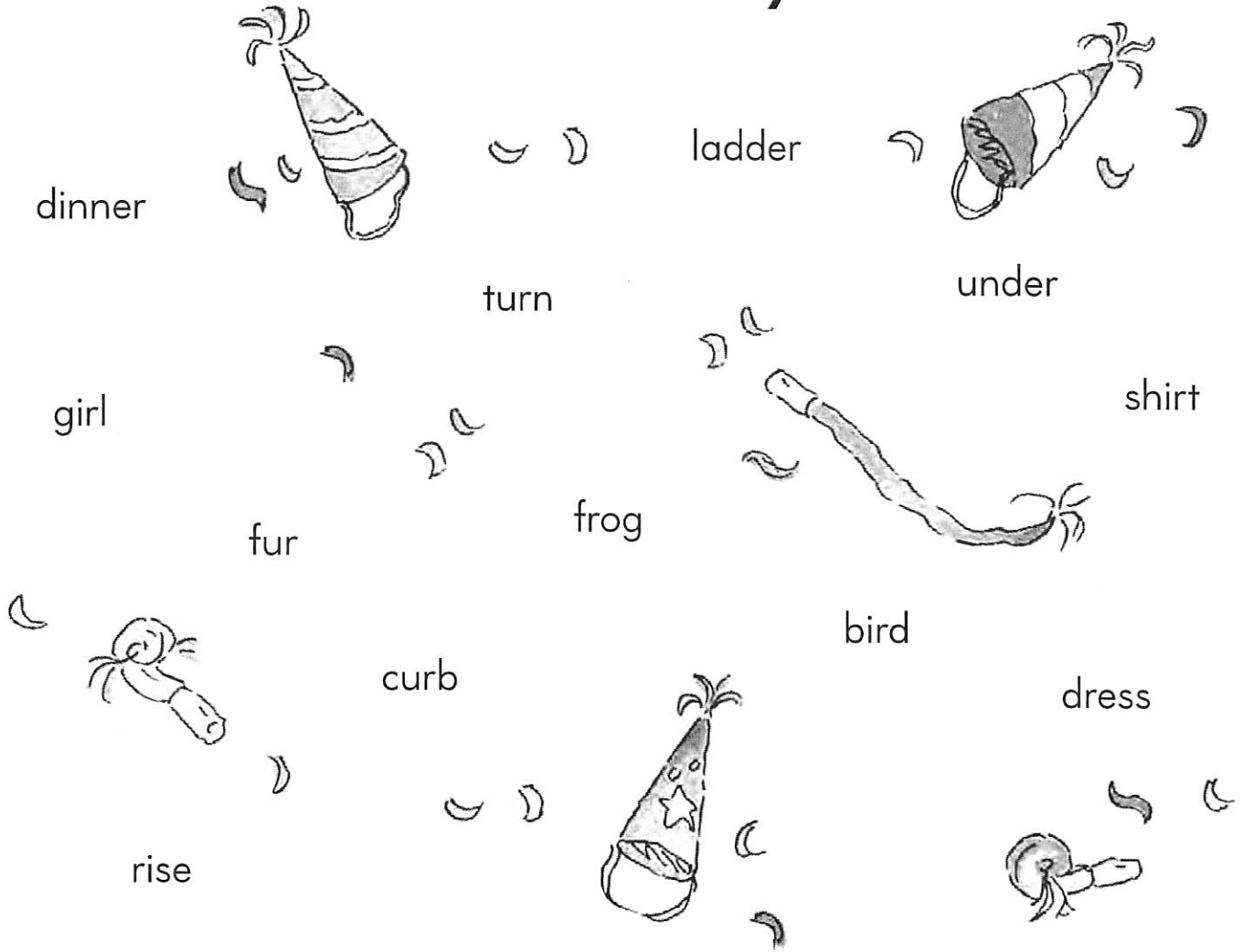
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Directions:** Have your child complete each word with **ar** or **or**, and then write a sentence or draw a picture to show its meaning.

1. c_____	2. h_____n
3. c_____n	4. y_____n
5. sh_____k	6. st_____m
7. f_____est	8. j_____

**Directions:** Have your child find and circle the words that have the sound **er**, and then list them in the correct group for their spellings.

### A Perfect Party



**ir**

**er**

**ur**

1. \_\_\_\_\_

4. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

**Directions:** Have your child complete each sentence using a word from the box.

**scarf**

**sports**

**turn**

**bird**

**pepper**

**thirsty**

**hurt**

**farm**

1. Eating pretzels made Doc \_\_\_\_\_.

2. Ettabetta had a \_\_\_\_\_ around her neck.

3. Sal fell and got \_\_\_\_\_.



4. Our pet \_\_\_\_\_ chirps a lot in the morning.

5. Toc's uncle has a big barn on his \_\_\_\_\_.

6. It was Icky's \_\_\_\_\_ to wash the dishes.

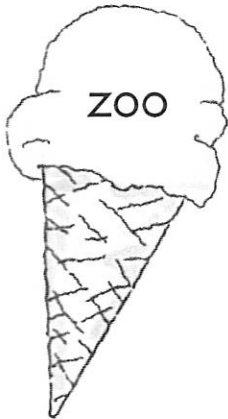
7. Tic likes to play lots of \_\_\_\_\_.

8. The \_\_\_\_\_ made Cass sneeze.



**Directions:** Have your child list the words with the short **oo** sound under the word **good** and the words with the long **oo** sound under the word **scoop** at the bottom of the page.

### Good Scoops



**good**

**scoop**

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

**Directions:** Have your child complete each sentence using a word from the box.

foot  
cook

tooth  
book

pool  
broom

boots  
woods

1. Toc had a wiggly \_\_\_\_\_.



2. Golly hurt his \_\_\_\_\_.

3. Alf used a \_\_\_\_\_ to sweep the porch.

4. Oswald was reading a good \_\_\_\_\_.



5. Rain \_\_\_\_\_ keep your feet from getting wet.

6. The kids like to swim at the \_\_\_\_\_.

7. Tic helps \_\_\_\_\_ dinner.



8. Frits's grandpop has a cabin in the \_\_\_\_\_.



Name \_\_\_\_\_

their      now      always      because      been

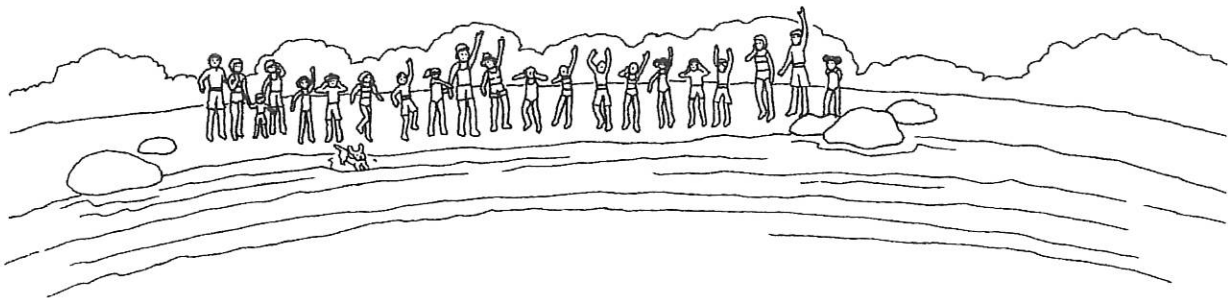
1. The Superkids \_\_\_\_\_ like going to the beach.

2. It had \_\_\_\_\_ a fun day.

3. \_\_\_\_\_ it was time to go home.

4. The kids packed up \_\_\_\_\_ things.

5. Then Ettabetta yelled \_\_\_\_\_ Oswald was missing. Where was he?



Directions: Have children use the words at the top to complete the sentences about the story "The Wish." Have them draw a picture showing where Oswald was when he was missing.



Name \_\_\_\_\_

signal      stretchy      stronger      team up      flexible

1. The more you move a muscle, the \_\_\_\_\_ it gets.

2. When you want to kick a ball, your brain sends a \_\_\_\_\_ to a muscle on top of your leg.

3. Muscles are strong, \_\_\_\_\_ bands inside your body.

4. Stretching and bending keeps your muscles \_\_\_\_\_

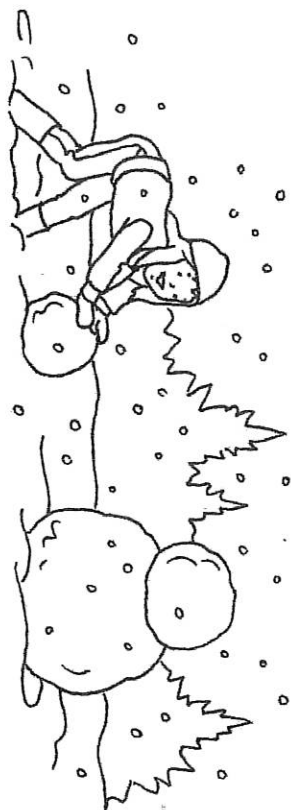
5. Muscles \_\_\_\_\_, one pulls a bone up and another one pulls it back.

Directions: Have children use the words at the top to complete sentences about muscles.

Name \_\_\_\_\_

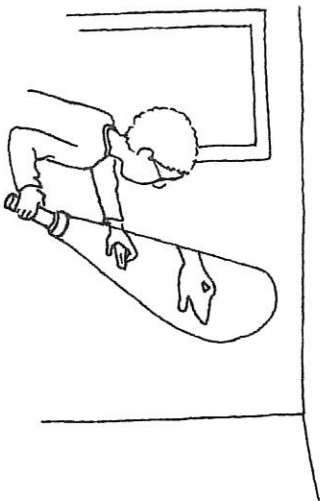
1. I like to play in the

snow now



2. I like to make

showers shadows



3. I like to give my pals

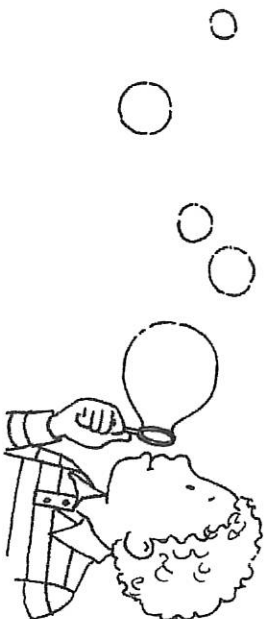
flowers flows



4. I like to

brown blow

bubbles.



Directions: Have children choose the ow word that makes sense in each sentence and write the word on the handwriting lines.

Name \_\_\_\_\_

couch  
grow

cow  
blow

owl  
snow

window  
pound

crown  
count

Sounds like **brown**

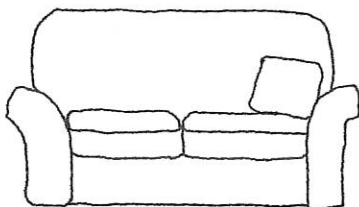
Sounds like **found**

Sounds like **slow**

1.



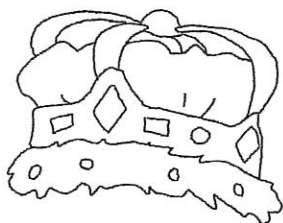
4.



7.



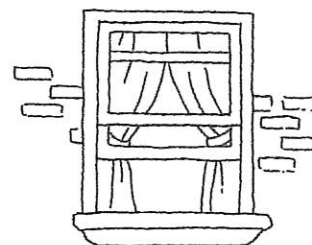
2.



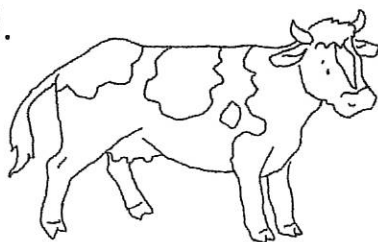
5.



8.



3.



6.



9.



Directions: Have children write under each picture the word from the top of the page that describes it and has the same ow or ou sound as the word at the top of the column.

## SECTION 2: Decoding Games

- ☆ Game Directions
- ☆ Word Cards
- ☆ Game Boards & Pieces



**Directions:** Use the word cards and game boards on the next pages to play fun decoding games with your child! See the directions below for six different games.

## Concentration

**Materials:** Two copies of at least one page of Word Cards

**Preparation:** Cut out the cards and mix them up. Spread out the cards with words facedown.

**To Play:** Two players take turns turning over two cards and reading aloud the words. If the words match, the player should use the word in a sentence and then keep the cards. If the words don't match, the cards should be turned facedown again in their original places. Play continues until all the cards are matched. The player with the most cards at the end wins.

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## Slapjack

**Materials:** Two copies of at least two pages of Word Cards

**Preparation:** Cut out the cards to make two matching sets of cards, one for each player. Players place their cards in a stack in front of them.

**To Play:** Both players turn over a card from their own set at the same time. If the cards show different words, they turn over a new card. If the same word is shown on both cards, each player slaps a hand on top of the cards and says the word. The first player to do this uses the word in a sentence and keeps the pair of cards. (If you don't want to slap cards, the first player to say the word keeps the cards.) Play continues until all cards are matched. The player with the most cards at the end wins.

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## Roll and Rhyme

**Materials:** At least two pages of Word Cards, a die, paper, and a pencil

**Preparation:** Cut out the cards and place them facedown in a stack. Write each player's name at the top of separate columns on a sheet of paper.

**To Play:** One player turns over a card, reads the word, and rolls the die. Based on the number rolled on the die, the player must name or write 1–6 words that rhyme with and have the same ending letters as the word on the card. The player receives one point for each rhyming word. Then the next player takes a turn. Play continues until all the cards have been used. Player with the highest score wins.

## Road Trip

**Materials:** At least two pages of Word Cards, a die, and a car cut out from the Game Pieces page or a small toy car for each player

**Preparation:** Cut out the Word Cards and line them faceup in a long winding path.

**To Play:** Players take turns rolling the die and driving their car past that number of cards while reading aloud each word. (If children have trouble counting and reading at the same time, have them count the cards first and then read the words while driving their car.) First player to reach the end of the road wins.

**Variation:** Make it a road race! One player reads aloud each word along the road while you time how long it takes to get to the end. Then players switch roles (or remain the timer if your child is the only player). Players can complete the race multiple times and try to improve on their fastest time each turn. Rearrange the words and path of the road every so often for more challenge.

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## Parking Lot

**Materials:** Two pages of Word Cards, a blank Parking Lot game board for each player, and eight cars cut out from the Game Pieces page or eight small toy cars for each player

**Preparation:** Cut out the Word Cards and spread them out faceup. Each player copies eight words from the Word Card set onto a Parking Lot, writing one word per parking space. Then stack the cards facedown.

**To Play:** Players take turns reading aloud a Word Card to the group. If any of the players have that word on their Parking Lots, they drive their car into the parking space. Play continues until one player has a car parked in every space.

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## Bingo

**Materials:** Two or three pages of Word Cards, a blank Bingo board for each player, and pennies or paper squares to use as markers

**Preparation:** Cut out the cards and spread them out faceup. Players copy words from the Word Card set onto their Bingo boards, writing one word per square, until their boards are complete. (Each board should end up with some of the same words, but in a different order.) Then stack the cards facedown.

**To Play:** Players take turns reading aloud a Word Card to the group. If any of the players have that word on their boards, they place a marker over it. Play continues until one player gets four words covered in a row, in a column, or diagonally and shouts, "Bingo!"

SECTION 2:  
Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

cake

made

hope

nose

smile

white

try

stay

funny

SECTION 2:  
Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

boat

road

wait

rain

team

reach

need

green

true



SECTION 2:  
Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

farm

dark

torn

short

dirt

bird

turn

hurt

after

SECTION 2:  
Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

toy

enjoy

join

point

loud

found

how

town

slow

SECTION 2:  
Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

room

soon

food

wood

took

foot

page

place

city

SECTION 2:

Decoding Games

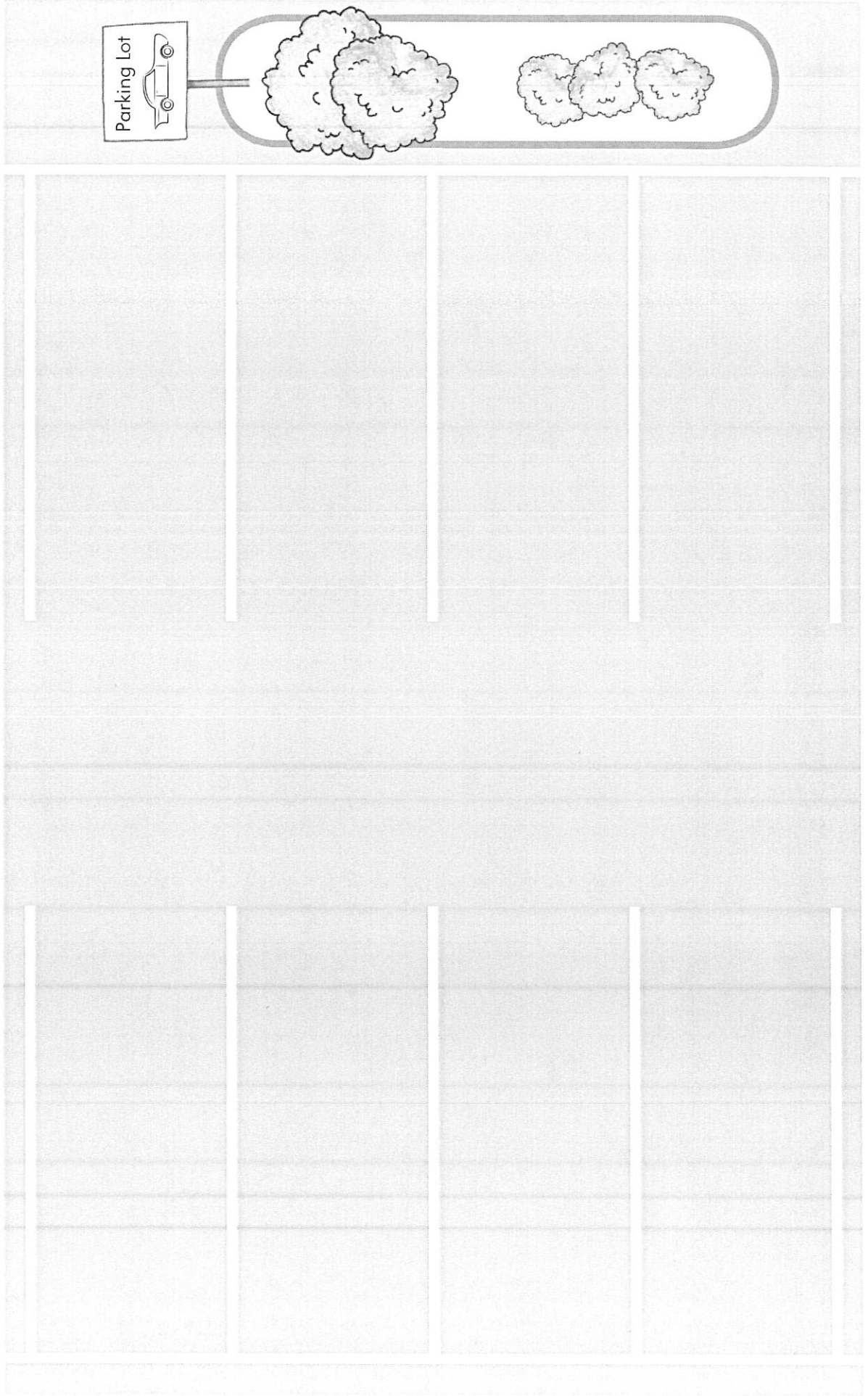
Word Cards

**Directions:** Use this page to create additional Word Cards. Write the chosen words on the cards and then cut them out.


SECTION 2:  
Decoding Games

# Game Board

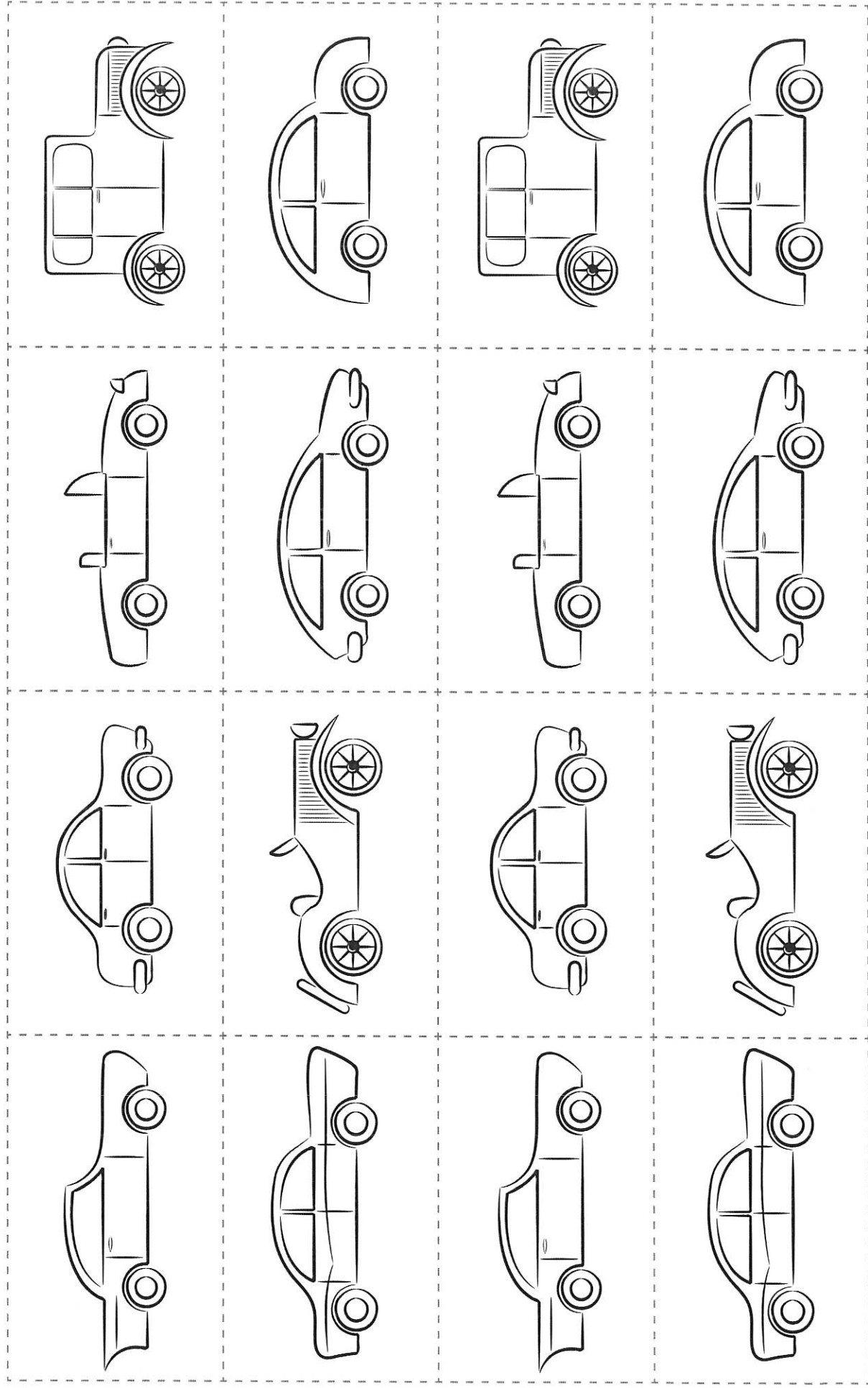
**Directions:** Use this template to create Parking Lot game boards. See the Game Directions for how to prepare each board and play the game.



SECTION 2:  
Decoding Games

Game Pieces

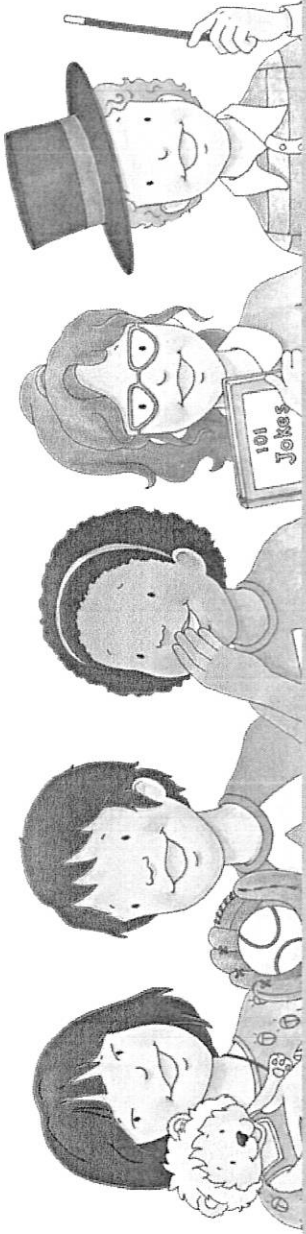
**Directions:** Have your child color the cars and cut them out to use in the game Parking Lot (8 cars per player), Road Trip (1 car per player), or Road Race (1 car per player). See the Game Directions for how to play the games.



SECTION 2:  
Decoding Games

Game Board

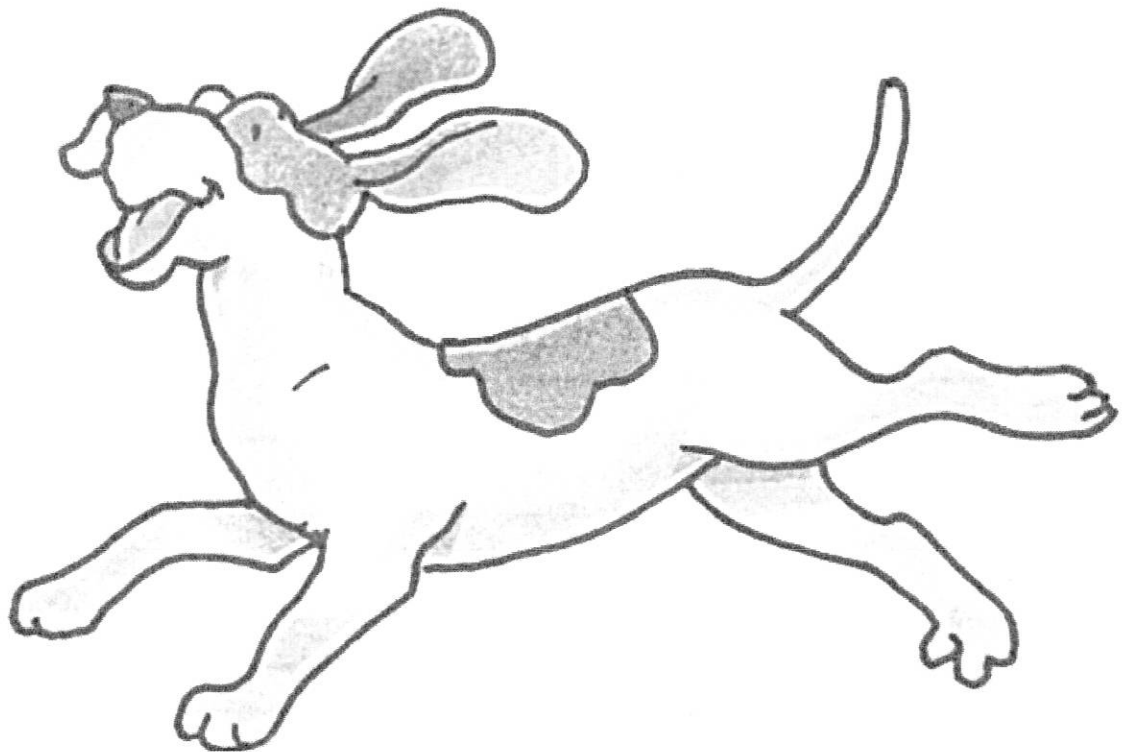
# BINGO




**Directions:** Use this template to create Bingo boards. See the Game Directions for how to prepare each board and play the game.

## SECTION 3: Reader Response

- ☆ Summer Reading Log
- ☆ My Book Review
- ☆ About a Story Character
- ☆ About an Informational Book
- ☆ Book Talk Questions



































SECTION 3:  
Reader Response

# Summer Reading Log

**Directions:** Help your child list the title of a book after reading it. Then have your child shade in the face that shows how he or she feels about the book.

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

This book is about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I think the book is \_\_\_\_\_

Three reasons why I think so

1. \_\_\_\_\_

\_\_\_\_\_

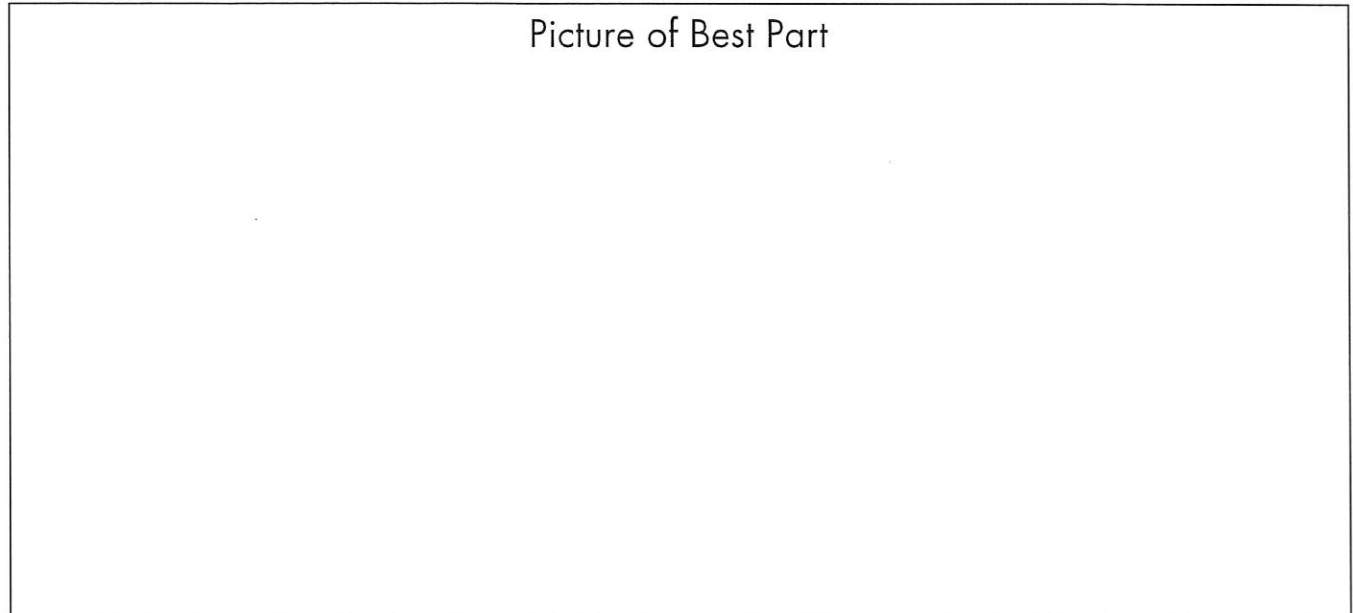
2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Picture of Best Part



Character's Name: \_\_\_\_\_

from the Book \_\_\_\_\_

Character's Picture

Character Traits (like brave, smart, silly)

1.

2.

3.

4.

What the character wants most

How the character changes or what he or she learns

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Most interesting thing  
I learned about:

Fun Facts!

- 1.
- 2.
- 3.

Picture It!

Caption: \_\_\_\_\_

**Directions:** Have fun talking about books with your child! Tell each other the name and author of a fiction book you've read recently. (Note: You don't need to have read the same book.) Then take turns answering the questions below. You can roll a die or draw a number from a hat to determine which question to answer during your turn.

**1.** Tell about one of the main characters in the book. What is the person like?

**4.** Describe a setting where the story takes place. Why is this setting important for what happens in the story?

**2.** Who makes the most trouble for the main characters in the story? Tell what this character is like.

**5.** Describe how a character changes or learns a lesson in the story. What can you learn from this for your own life?

**3.** Describe a problem the main character has. How does the problem get solved?

**6.** Would you recommend the book to others? Why or why not?

**SECTION 3:**  
**Reader Response**

# Book Talk Questions

## FOR INFORMATIONAL TEXT

**Directions:** Have fun talking about books with your child! Tell each other the name and author of an informational book you've read recently. (Note: You don't need to have read the same book.) Then take turns answering the questions below. You can roll a die or draw a number from a hat to determine which question to answer during your turn.

1. What was the most interesting thing you read about in the book?

4. What did you think of photographs, illustrations, or diagrams in the book? How did they help your understanding?

2. Share two or three interesting facts from the book.

5. What idea do you think the author wants readers to remember most after reading the book?

3. Would you like to read another book about the same topic? Why or why not?

6. Would you recommend the book to others? Why or why not?