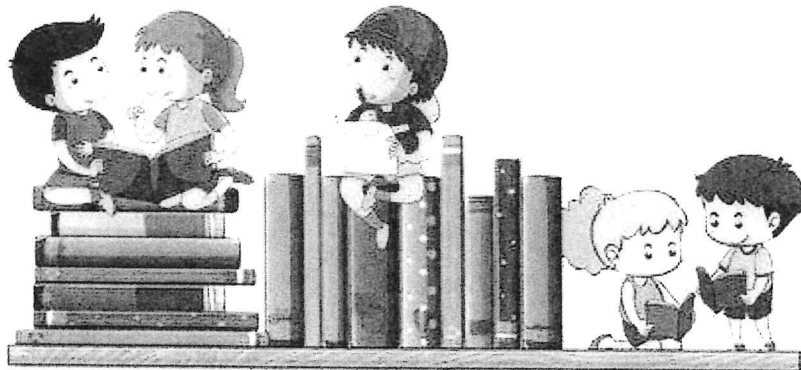


# Second Grade Summer Reading Packet



**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.**



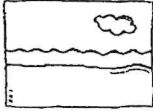








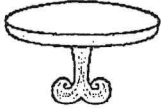






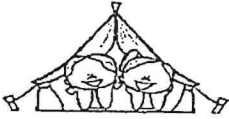


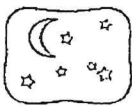


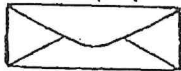
**Thank you for being an active part in your child's learning. Have a great summer!**

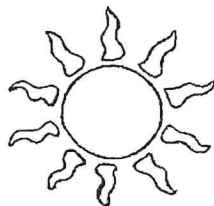


June

# 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 	<b>Free</b> 	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**

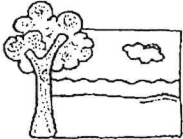









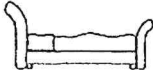




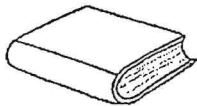


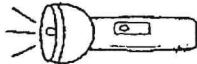
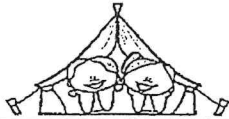


**Middle**

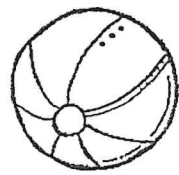
**End**

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 	<b>Free</b> 	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**

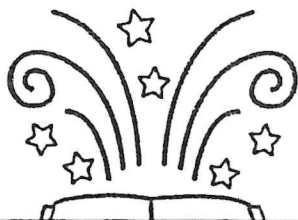












# CVCE WORDS

## Guided Phonics + Beyond UNIT 4: SET 1

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.

cave



/c/, /ā/, /v/  
cave

**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.

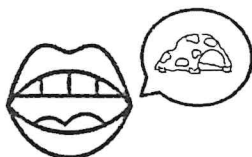


**Apply**- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (game, cane, tape, rake)

cave



**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



**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.

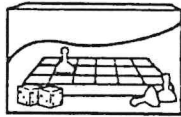



her

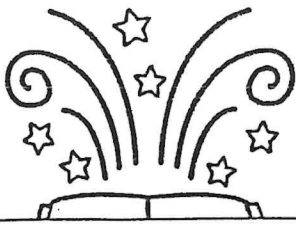
We hear 2 sounds. We hear /h/.  
The heart sound we hear is /er/.  
er spells /er/ in her.



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!	<h1>SUMMER</h1> <h2>At-Home Learning quick-tasks</h2>		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**

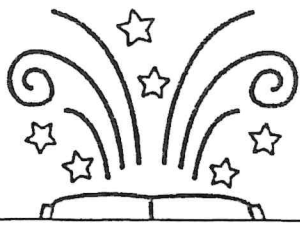
We hear 2 sounds. We hear /w/. The heart sound we hear is /er/. ere spells /er/ in were.

**were**

/er/

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





# CVCE WORDS

## Guided Phonics + Beyond UNIT 4: SET 3

Name: \_\_\_\_\_

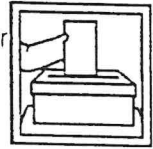
**Decode (read)**- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the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

vote



/v/, /ō/, /t/  
vote

**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.

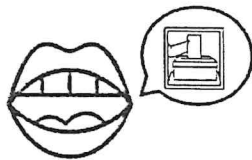


**Apply**- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (robe, nose, cone, bone)

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

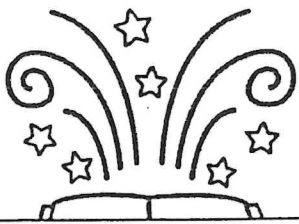
We hear 4 sounds. We hear /l/ and /t/. The heart sound we hear is /i/. It spells /i/. le spells /l/ in little.



l i t t l e

/l/ /l/

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.	<h1>SUMMER</h1> <h2>At-Home Learning</h2> <h3>quick-tasks</h3>		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.

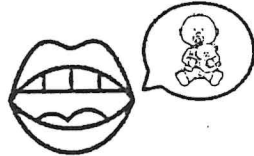


**Apply**- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (cube, tube, mule, mute)

cute



**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.

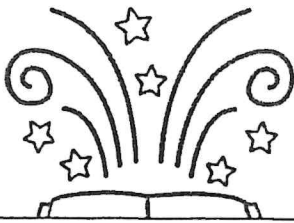
love

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.

love

/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.	<h1>SUMMER</h1> <h2>At-Home Learning quick-tasks</h2>		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**

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.

**dice**

/d/, /ī/, /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)

**d i c e**

**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.

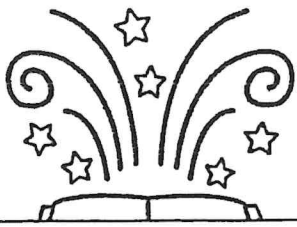
**done**

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.

**d o n e**

/ū/

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



# 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

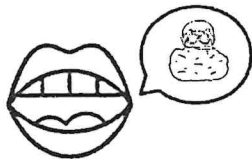
**Encode (map)**- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



**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)



**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.



**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.



/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.	<h1>SUMMER</h1> <h2>At-Home Learning</h2> <h3>quick-tasks</h3>		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, children's 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

Created by the authors of the Super and Superhero's Big Book of Activities and Games for Kids