My Summer Learning Packet
For students entering Second Grade

Name: ___________________________
First Grade Suggested Summer Reading List

Here are some books that your child may enjoy reading with you this summer. You may also wish to have your child read books on their level using their Raz-Kids account.

Books Beginning Readers Typically Enjoy Reading: Books with repetitive or predictable texts such as Brown Bear, Brown Bear, Five Little Ducks, or The Chick and the Duckling.


More Challenging Books First Graders Typically Enjoy: - Cam Jansen series by David Adler, Nate the Great series by Marjorie Sharmat, and the Magic Tree House series by Mary Pope Osborne.

Please remember that children benefit from listening to stories read aloud. This is a great time to share books based on your child’s interests. We hope you have a wonderful time reading with your child this summer!
My Summer Reading Log

Name: ______________________

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<th>Date</th>
<th>Book Title</th>
<th>Parent notes/Signature</th>
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</table>
A syllable is a part of a word.

Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. kit ten

2. mag net

3. bas ket

4. ham mer

Divide each word into two syllables. Then write each syllable.

rabbit

pencil

At Home: Write the word parts above on separate cards and play a matching game with them.
A head tells what information is in a section of an article or story.

Read the article about spiders.

Spiders

A spider is a small animal. A spider can be black, red, brown, or even yellow.

The Body of a Spider

A spider has 2 body parts. It also has 8 legs. An insect has only 6 legs.

The Home of a Spider

A spider lives in a web. It spins a sticky web. When a bug flies into the web, it gets stuck. Then the spider eats it.

Answer the questions about the article.
1. Circle the two heads that tell what information is in the sections.
2. Write one fact from each section.
In a **prediction** you tell what you think will happen next.

Read each story. Then complete the sentence to tell what could happen next.

1. The ship takes off. It is flying to the moon.  
   It will

2. The car is not clean. Mom drives to the car wash. The car will

3. It is a windy day. We have kites.  
   We will

4. Dad brings home a bag full of food.  
   He cooks the food. We will

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**At Home:** Ask your child to predict what will happen next in each story and draw a picture of one of them.
Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning of the bold word. Use the underlined context clues to figure out the meaning of each word.

1. The girls are giggling and **fooling** around on the stage.
   - O acting silly
   - O cleaning

2. They are in a show about **stars** and **planets** in **space**.
   - O the beach
   - O a place where astronauts travel

3. The big **helmet** **hides** most of Seta's face.
   - O boots
   - O something that protects a person's head

4. Maria **fell down**. Her moon rocks **tumbled** off the stage.
   - O dropped
   - O dug

5. “These space boots make it hard to **feel** the **earth** under my **feet**,” said Seta.
   - O cold water
   - O ground; also the planet where we live

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At Home: Ask your child to make up sentences using two of the words in bold letters.
Read the underlined words. Then write a word with -ful or -less that means the same.

1. They laughed and danced and sang. ___________
   They were full of joy.

2. The boy didn’t think he would win. ___________
   He was without hope.

3. She took a lot of care when she packed the dishes. ___________

4. The lonely man did not know anyone. ___________
   He was without a friend.

Pick a word with -ful and a word with -less. Then write a sentence for each word.

5. ___________

6. ___________
Complete each sentence with a word from the box. Then underline any words that have ou, ow, or oo.

foot  round  stoop  cow  brook  root

1. An animal that says “moo” is a ____________.

2. When you bend down, you ____________.

3. A boot goes on your ____________.

4. A scoop of ice cream is ____________.

5. The underground part of a plant is a ____________.

6. A small stream is a ____________.

At Home: Have your child think of words that rhyme with words in the box.
An **inflected verb** is a verb with an ending. When you remove the -**ing** or -**ed** ending you are left with the base word.

<table>
<thead>
<tr>
<th>inflected verb</th>
<th>base word</th>
</tr>
</thead>
<tbody>
<tr>
<td>splashing</td>
<td>splash</td>
</tr>
<tr>
<td>splashed</td>
<td>splash</td>
</tr>
</tbody>
</table>

Write the ending. Then write the base word. The first one is done for you.

1. opened **ed** __________ open __________

2. chewing __________ __________

3. pointed __________ __________

4. crawling __________ __________

5. roaring __________ __________

6. talked __________ __________
The letters au and aw stand for the vowel sound in Paul and saw.

Use the words in the box to complete the sentences.

saw  jaw  caught  lawn  taught

1. Paul and Tawny play on the _____________.

2. Tawny ____________ the ball.

3. Paul ____________ Tawny to get the ball.

4. Tawny ____________ the ball.

5. She grabs it in her _____________.

A Tiger Cub Grows Up
Book 1.5/Unit 6

At Home: Sort the words into two lists. Label one list "Paul" words and the other list "Tawny" words. Then encourage your child to add other words to each list.
Use the underlined context clues to figure out the meaning of the word in bold letters. Then match the word to its meaning. Write the correct letter on the line.

a. moved round and round  b. came back
    c. tapped gently  d. to keep safe
    e. a bridge that can be raised and lowered

1. The royal family **returned** home from a trip to the countryside.

2. The king, queen, and prince **crossed over** the **drawbridge** toward the castle.

3. The happy queen kissed the prince and **patted** him on the head.

4. Water from the river **swirled** in the moat.

5. The **moat** and the **drawbridge** **protect** the castle from strangers.

At Home: Tell your own story about a castle. Use the words drawbridge and protect in the story.
Write a word from the box to complete each sentence. Then underline the letters in each word that stand for the vowel sound.

- toys
- soil
- coins
- boy
- broil

1. Jill got ____________ on her jeans.

2. Lee saved many ____________ in his bank.

3. The little ____________ wanted to play on the slide.

4. We will ____________ our food for dinner tonight.

5. The children looked at the ____________ in the store.

At Home: Have your child think of other words with the oi and oy diphthongs and use one of them in a sentence.
Captions tell you facts about a photo or picture.

Read the captions. Then answer the questions.

On May 28, Paul and Mom paint his bedroom.

1. Who is in the picture?

2. What are they doing?

3. What is the date?
   On June 10, Pam and Joy make a sand castle at the beach.

4. Who are the children?

5. What are the children doing?

6. What is the date?
Read the words.
The letters *oi* and *oy* stand for the sounds in
*soil* *toy*

Blend the sounds and say the word.
Write the word.
Draw a line to the picture that it describes.

1. b *oi* l

2. b *oy*

3. t *oy*

4. s *oi* l

At Home: Have your child change the first letter of one of
the words to make a new word. Then have your child draw a
picture of what the word names.
Chapter 5 Extra Practice

Lessons 5.2 – 5.3 (pp. 189–196)
Add and subtract. Circle the related facts.

1. \[ \begin{array}{c}
5 \\
+ 8 \\
\hline 
13 \\
- 5 
\end{array} \]

2. \[ \begin{array}{c}
7 \\
+ 4 \\
\hline 
7 \\
- 4 
\end{array} \]

Lesson 5.4 (pp. 197–199)
Subtract. Then add to check your answer.

1. \[ \begin{array}{c}
15 \\
- 8 \\
\hline 
\square \\
\square \\
\hline 
\square \\
\square 
\end{array} \]

2. \[ \begin{array}{c}
12 \\
- 8 \\
\hline 
4 \\
+ 8 \\
\hline 
\square 
\end{array} \]

Lessons 5.5 – 5.6 (pp. 201–208)
Write the missing numbers.

1. \[ \begin{array}{c}
7 + \square = 13 \\
\hline 
13 - 7 = \square 
\end{array} \]

2. \[ \begin{array}{c}
12 - 4 = \square \\
4 + \square = 12 
\end{array} \]
Chapter 6 Extra Practice

Lesson 6.1 (pp. 241–244)
Use a Counting Chart. Count forward.
Write the numbers.

1. 32, __, __, __, __, __, __,

2. 94, __, __, __, __, __, __,

Lesson 6.2 (pp. 245–248)
Use a Counting Chart. Count by tens.
Write the numbers.

1. 33, __, __, __, __, __, __,

2. 11, __, __, __, __, __, __,

Lesson 6.3 (pp. 249–252)
Use the model. Write the number
three different ways.

1. [Diagram]
   ___ ten ___ ones
   ___ + ___

Lessons 6.4 (pp. 253–256)
Use ⑧. Make groups of ten and ones.
Draw your work. Write how many.

17
seventeen
   ___ ten ___ ones

one hundred thirty-three
Lesson 6.5 (pp. 257–259)
Use 🟢. Make groups of ten.
Write the tens and ones.
1. 70 ones

___ tens ___ ones

___ tens = _____ seventy

Lessons 6.6 - 6.7 (pp. 261-268)
Write the numbers.
1.

___ tens = ___ ones = ___

Lessons 6.9 - 6.10 (pp. 273–280)
Use 💡 to model the number.
Write the number.
1. 2.

3. 4.

5. 6.

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P134 one hundred thirty-four
Chapter 7 Extra Practice

Lesson 7.1 (pp. 289-292)

Use ❌ if you need to.

Circle the greater number.

<table>
<thead>
<tr>
<th></th>
<th>Did tens or ones help you decide?</th>
<th>Write the numbers.</th>
</tr>
</thead>
</table>
| 1. 46 34 | tens    ones                      | __ is greater than __.  
        |                                    | __ > __             |
| 2. 77 79 | tens    ones                      | __ is greater than __.  
        |                                    | __ > __             |

Lesson 7.2 (pp. 293-296)

Use ❌ if you need to.

Circle the number that is less.

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<thead>
<tr>
<th></th>
<th>Did tens or ones help you decide?</th>
<th>Write the numbers.</th>
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</table>
| 1. 23 29 | tens    ones                      | __ is less than __.  
        |                                    | __ < __             |
| 2. 64 95 | tens    ones                      | __ is less than __.  
        |                                    | __ < __             |
Lesson 7.3 (pp. 297-299)
Write <, >, or =.
Draw a quick picture if you need to.

1. 24 \( \bigcirc \) 42
2. 32 \( \bigcirc \) 22

3. 76 \( \bigcirc \) 76
4. 91 \( \bigcirc \) 81

5. 61 \( \bigcirc \) 63
6. 58 \( \bigcirc \) 58

Lesson 7.5 (pp. 305-306)
Use mental math.
Complete the chart.

<table>
<thead>
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<th>10 Less</th>
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<th>10 More</th>
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Chapter 8 Extra Practice

Lesson 8.1 (pp. 317 – 320)
Add or subtract.

1. \(10 + 3 = \) ___  
2. \(16 - 9 = \) ___

Lessons 8.2 – 8.3 (pp. 321 – 327)
Draw to show tens. Write the sum or difference. Write how many tens.

1. \(30 + 60 = \) ___
2. \(70 - 20 = \) ___

___ tens  
___ tens

Lesson 8.4 (pp. 329 – 332)
Use the hundred chart to add. Count on by ones or tens.

1. \(81 + 6 = \) ___
2. \(75 + 20 = \) ___
3. \(30 + 42 = \) ___

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Lesson 8.5 (pp. 333 – 336)

Use \( \bigcirc \) and your MathBoard.
Add the ones or tens.
Write the sum.

1. \( 35 + 30 = \) ___  
2. \( 3 + 71 = \) ___
3. \( 44 + 5 = \) ___  
4. \( 20 + 11 = \) ___

Lessons 8.6 – 8.7 (pp. 337 – 344)

Write the sum.

1. \( 56 + 8 = \) ___  
2. \( 5 + 27 = \) ___
3. \( 13 + 7 = \) ___  
4. \( 33 + 9 = \) ___
5. \( 6 + 64 = \) ___  
6. \( 61 \)  
\[ + 29 \]

7. \( 73 \)  
\[ + 18 \]

Lesson 8.9 (pp. 349 – 352)

Add or subtract.

1. \( 16 - 8 = \) ___  
2. \( 35 + 53 = \) ___
3. \( 48 \)  
\[ - 5 \]
4. \( 10 \)  
\[ + 80 \]
5. \( 79 \)  
\[ - 9 \]
6. \( 3 \)  
\[ - 3 \]
Lessons 9.6 - 9.7 (pp. 389-396)

Look at where the hour hand points. Write the time.

1. 

2. 

3. 

Lessons 9.8 - 9.9 (pp. 397-404)

Write the time.

1. 

2. 

3. 

P192 one hundred ninety-two
Chapter 11 Extra Practice

Lesson 11.1 (pp. 457–460)
Use three-dimensional shapes.
Write the number of flat surfaces for each shape.

1. A cone has _ flat surfaces.
2. A cube has _ flat surfaces.
3. A cylinder has _ flat surfaces.
4. A rectangular prism has _ flat surfaces.

Lesson 11.2 (pp. 461–464)
Use three-dimensional shapes.
Combine. Which new shape can you make? Circle it.

1. 
2. 
**Chapter 12 Extra Practice**

**Lessons 12.1 – 12.2**
Use [BLUE] to trace each straight side.
Use [RED] to circle each vertex.
Write the number of sides and vertices.

1. __ sides __ vertices
2. __ sides __ vertices

**Lessons 12.3 – 12.4**
Circle the two shapes that can combine to make the shape on the left.

1.

**Lesson 12.6**
Use two pattern blocks to make the shape.
Draw a line to show your model.
Circle the blocks you use.

1.

2.