

Summer Calendar

	Monday (Spelling)	Tuesday (Reading)	Wednesday (Math)	Thursday (Writing)
<p>Week 1</p> <p><u>Sight Words</u> is can play sleep run eat jump good cat</p>	<p>Practice reading the list of sight words. Write them three times each.</p>	<p>Practice reading the fluency passage "Sam". Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Draw pictures and write addition sentences for the problems below.</p> <p>(1) There are 4 turtles and 5 fish in the pond. How many in all? (2) There are 3 butterflies on a branch and 2 more fly onto the branch. How many in all?</p>	<p>This is the first week of summer vacation! What would you like to do this summer? Write 3-4 sentences. Don't forget to use capital letters, punctuation marks, and spaces between words!</p>
<p>Week 2</p> <p><u>Sight Words</u> likes to he will go up look down</p>	<p>Practice reading the list of sight words. Rainbow write the words in four colors.</p>	<p>Practice reading the fluency passage "Sam Will Play". Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Practice counting by 2's, 5's and 10's. After you have practiced, write your 2's up to 20, 5's up to 50, and 10's up to 100.</p>	<p>Do you like going to the beach or pool better and why? Write 3-4 sentences. Don't forget to use capital letters, punctuation marks, and spaces between words!</p>

<p>Week 3</p> <p><u>Sight Words</u> in here out it big blue find</p>	<p>Practice reading the list of sight words. Use each of the words in a sentence.</p>	<p>Practice reading the fluency passage “Sam Is In”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Draw pictures and write subtraction sentences for the problems below.</p> <p>(1) There were 7 birds in a tree and 3 flew away. How many are left? (2) There were 8 frogs on a log. 5 hopped away. How many are left?</p>	<p>What is your favorite thing to eat in the summer and why? Write 3-4 sentences. Don’t forget to use capital letters, punctuation marks, and spaces between words!</p>
<p>Week 4</p> <p><u>Sight Words</u> something new what do funny help jump</p>	<p>Practice reading the list of sight words. Write the words in fancy writing.</p>	<p>Practice reading the fluency passage “Something New”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Take two dice (if you don’t have dice, an adult can help you create the numbers). Roll the dice and make up an addition sentence for each roll. Do this 5 times.</p> <p><u>Example:</u> 5+6=11</p>	<p>If you could fly anywhere in a plane where would you go and why? Write 3-4 sentences. Don’t forget to use capital letters, punctuation marks, and spaces between words!</p>
<p>Week 5</p> <p><u>Sight Words</u> see toy with the and not little</p>	<p>Practice reading the list of sight words. Complete “Choo-Choo Words” Write your entire spelling list end-to-end as one long word (like a train). Use a different color crayon, marker or</p>	<p>Practice reading the fluency passage “Sam and a Toy”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The</p>	<p>Ask an adult for a handful of coins and sort them into groups: quarters, dimes, nickels, and pennies.</p>	<p>Write about the best way to celebrate the 4th of July. Write 3-4 sentences. Don’t forget to use capital letters, punctuation marks, and spaces between words!</p>

<p>make</p>	<p>colored pencil for each word.</p>	<p>goal is to build your speed and fluency. <u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>		
<p>Week 6</p> <p><u>Sight Words</u> at does cannot get help now my one red</p>	<p>Practice reading the list of sight words. Practice words by building them one letter at a time. Example: h he hel help</p>	<p>Practice reading the fluency passage “Sam Cannot Play”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency. <u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Write the numbers 1-60 in order.</p>	<p>Describe your favorite ocean animal. Write 3-4 sentences. Don't forget to use capital letters, punctuation marks, and spaces between words!</p>
<p>Week 7</p> <p><u>Sight Words</u> dog are friends bath said three</p>	<p>Practice reading the list of sight words. Use all of the words to create a short story.</p>	<p>Practice reading the fluency passage “Scruffy is a Dog”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency. <u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Write the numbers 61-120 in order.</p>	<p>Write about what you think your teacher does over the summer. Write 3-4 sentences. Don't forget to use capital letters, punctuation marks, and spaces between words!</p>

<p>Week 8</p> <p><u>Sight Words</u> they stop around two where yellow you was</p>	<p>Practice reading the list of sight words. Write each word once using pencil for the consonants and a red crayon for the vowels (a, e, i, o, u).</p>	<p>Practice reading the fluency passage “Sam wants to Play”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Fill in the missing numbers.</p> <p>22, __, __, __, 26.</p> <p>40, __, 60, __, 80.</p> <p>__, __, 38, 39, __.</p>	<p>What are you excited about learning in First grade? Write 3-4 sentences. Don’t forget to use capital letters, punctuation marks, and spaces between words!</p>
<p>Week 9</p> <p><u>Sight Words</u> away sad for no happy saw but</p>	<p>Practice reading the list of sight words. Complete: “Colorful Words”. Write each letter in a different color.</p>	<p>Practice reading the fluency passage “Sam is Sad”. Using a timer or a second hand on a clock, read the passage 3 times and record your minutes/seconds for each time you read. The goal is to build your speed and fluency.</p> <p><u>Example:</u> #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>Draw pictures and write addition sentences for the problems below.</p> <p>(1) There are 3 kids sitting at the table. 9 more kids come over. How many in all?</p> <p>(2) There are 6 dogs and 7 cats. How many altogether?</p>	<p>If you were the principal, what would the school rules be and why? Write 3-4 sentences. Don’t forget to use capital letters, punctuation marks, and spaces between words!</p>
<p>Week 10</p> <p><u>Sight Words</u> wants come are</p>	<p>Practice reading the list of sight words. Complete: “UPPER and lower”- Write the sight words two times each. The first</p>	<p>Practice reading the fluency passage “Sam is Up”. Using a timer or a second hand on a clock, read the passage 3 times and record your</p>	<p>Draw pictures and write subtraction sentences for the problems below.</p> <p>(1) There were 13 books in the library. 5 books</p>	<p>Write a letter to your teacher introducing yourself! Write 3-4 sentences. Don’t forget to use capital letters,</p>

<p>have into there use</p>	<p>time, write each word in UPPERCASE letters. Write your words a second time in lowercase letters.</p>	<p>minutes/seconds for each time you read. The goal is to build your speed and fluency. Example: #1- 1 min 42 seconds #2- 1 min 20 second #3- 1 min 6 second</p>	<p>were checked out. How many are left? (2) There are 9 pennies in the piggy bank. I gave my brother 9 of them. How many do I have left?</p>	<p>punctuation marks, and spaces between words!</p>
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Parents, For Your Information: 24 words, 9 new words—
is, can, play, run, sleep, eat, jump, good, cat

LISTEN to your
child read this
story aloud.

Sam

Sam is a cat.
Sam can play.
Sam can run.



Sam can sleep.



Sam can eat.
Sam can jump.
Sam is a good cat.

Dear Parents,

One of the ways you can help a beginning reader is to teach him or her to look at the illustrations for clues about the story and any unfamiliar words. By teaching children to look carefully at the pictures, you encourage them to pay more attention to the helpful details. Looking for details is a skill that will aid them in all aspects of reading, including factual recall. For example, in this little story, both the text and the pictures can aid your child in answering the second question below. Remember to discuss pictures and illustrations before and during reading.

Skill

Factual Recall

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Answer these questions together and write the answers on the lines.

1. What is the cat's name?

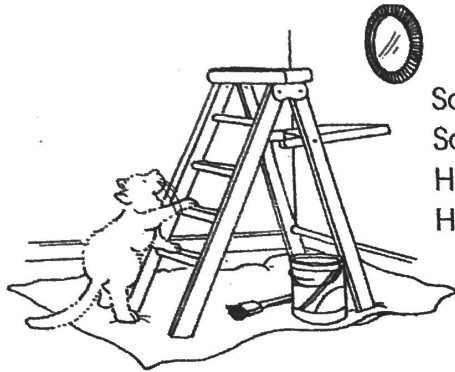
2. What are three things the cat can do?

3. What kind of cat is Sam?

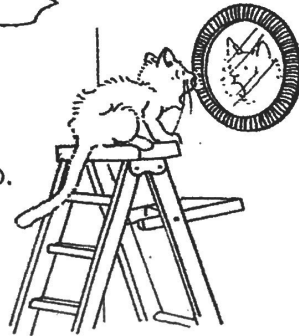
Parents, For Your Information: 35 words, 8 new words—
likes, to, he, will, go, up, look, down

LISTEN to your
child read this
story aloud.

Sam will play



Sam is a cat.
Sam likes to play.
He will go.
He will go up.



Sam will go up, up, up.
Sam will look down.



Sam will jump.
Sam will jump down.
Sam will run.

Dear Parents,

In this story the cat sees his reflection in a mirror. This fact is not directly stated in the story. While the illustrations help to convey this message, the child must make an inference in order to explain why the cat jumped down. Thus, the skill we are working on for this story is called "making inferences from text." Because inferences may vary, accept (and write down) almost any reasonable answer your child gives.

Skill

Making Inferences From Text

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Help your child write a one- or two-word answer for each question.

1. Where did Sam go? _____

2. What did he see? _____

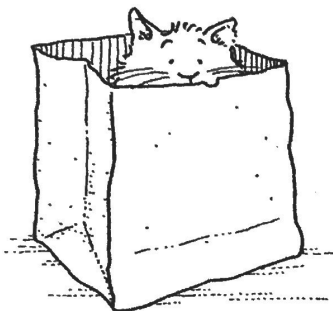
3. Why did Sam jump down? _____

Parents, For Your Information: 30 words, 4 new words—
in, here, out, it

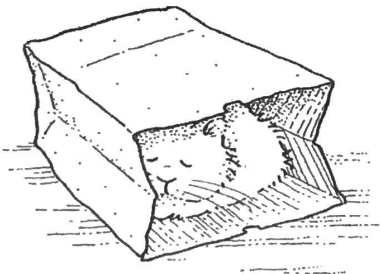
LISTEN to your
child read this
story aloud.

Sam is in

Sam will go in here.
He is in. Sam likes to
go in. He will look out.



Sam likes it in here.
Sam will sleep. Sam
will sleep in here.



Dear Parents,

Before your child begins to read this story, look at the illustrations and point to the picture of the sleeping cat. Ask your child what the cat is doing. Then ask what sounds he or she can hear in the word sleep. Your child will probably respond, /s/, /sl/, or /e/. Next ask your child to find a word in the story that has some of those sounds. With your child, circle or underline the word sleep so it will be easy to read (the sounds will be familiar) when he or she gets to that point of the story. This is a great technique to use for far more difficult words in more advanced reading.

Skill

Identifying the /e/ Sound

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Go on a "long-e" hunt. Many of the words in this story have a "long e." That means that you say the name of the letter e when you say the word. Below, write all of the "long-e" words in the story (be sure to write a "long-e" word every time it appears in the story):

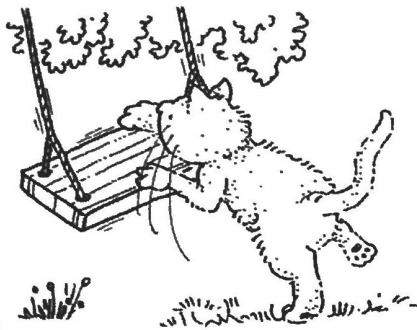
Bonus: Which word has an e that is not the long sound? _____

Parents, For Your Information: 34 words, 4 new words—
something, new, what, do

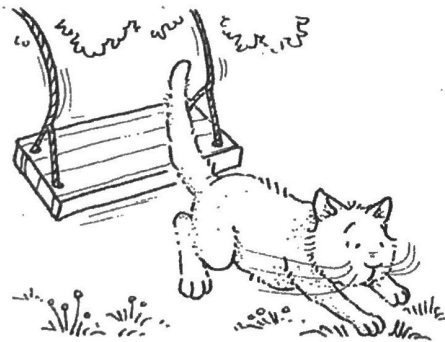
LISTEN to your
child read this
story aloud.

Something new

Sam will go out.
Sam will run. It is
something new.
He will go up.



Sam will look down.
What will Sam do?
Sam will jump.



He will jump down.
LOOK! Sam will RUN!

Dear Parents,

As your child reads this story out loud to you, listen carefully for any voice inflections. The voice should go up slightly when there is a question and should show some excitement when there is an exclamation mark. Attention to changes in voice inflection and to punctuation are evidence of comprehension of the story line. If your child does not notice these things at first, try reading the story together. As you read together, make the appropriate changes in your own voice. Then see if your child will imitate you as you read through the story a third time.

Skill

Changing Voice Inflection;
Using Question/Exclamation Marks

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Using a red crayon or marker, help your child add the correct ending punctuation to the following sentences:

Sam will go to the water

What will Sam do

Sam will see a cat

Sam is scared

Will Sam look down

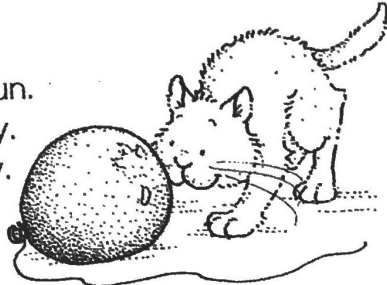
Sam will run and run and run

Parents, For Your Information: 39 words, 6 new words—
see, toy, with, the, and, not

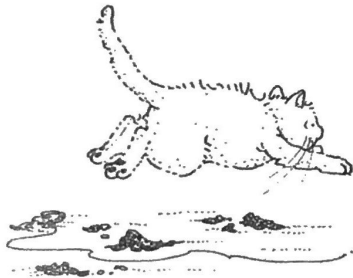
LISTEN to your
child read this
story aloud.

Sam and a toy

Sam will see a toy.
It is a new toy. He will run.
He will play with the toy.
Sam will jump and play.
He will play and play.



_____!
It is not a good toy.



Sam will run.

Dear Parents,

Even if your child can read well, have him or her read every passage more than one time. Have your child read to grandparents, neighbors, siblings—anyone who will listen. This repetition will help build confidence as well as fluency and sight word recognition. The basic words in these stories are the basis for a great part of our language and should be recognized automatically.

This lesson centers on using context clues, both textual and visual. Have your child study the illustrations in order to suggest appropriate words that would make sense in the blank space. It is important for him or her to see the connection between the action described by the word(s) and the action shown in the illustration.

Skill
Using Context
(Text and Visual) Clues

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

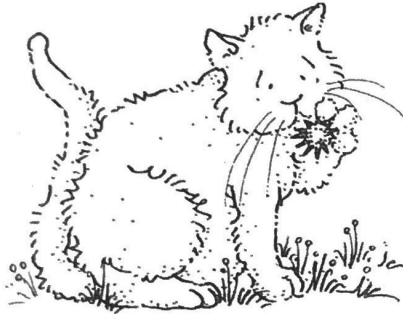
* *

Ask your child to point to the blank space in the story. Help him or her list at least five different words or two different word phrases for that space that might make sense in the story. Write the choices below; then write one of them on the blank line in the story. Have your child read the story one more time.

Parents, For Your Information: 39 words, 6 new words—
at, does, cannot, get, help, now

LISTEN to your
child read this
story aloud.

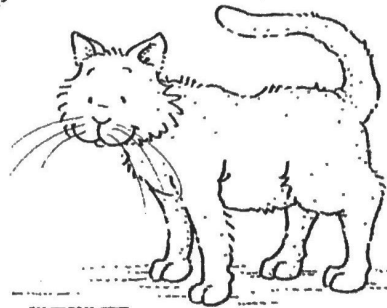
Sam cannot play



Look at Sam. It is
something new.
Sam does not like it.
He does not like
something new.



Sam cannot play with
something new. He will
run. He will get help.



Look at Sam now.
Now he can play.

Dear Parents,

This homework assignment deals with
compound words. A compound word is made by
putting two smaller words together to make one
larger word. We use compound words all the
time, usually without even realizing it. (In fact,
the word homework itself is a great example!)
Your child, no doubt, has already learned to use
compound words in conversation.

Compound words often look frightening to
children because they are so large! Help your
child to realize that a compound word is really
just two small words put together. You can do
this by covering one half of the compound word
at a time, first one side and then the other. After
your child reads aloud each half, make sure he or
she then reads aloud the one big word with no
separation between the parts of the compound.

Skill

Reading Compound Words

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

*

This story has two compound words. Write them here:

Have your mom or dad help you think of three more compound
words. Write them here.

(Mom and Dad—You can help with spelling or you can do the
printing yourself.)

Parents, For Your Information: 56 words, 4 new words—
dog, are, friends, bath

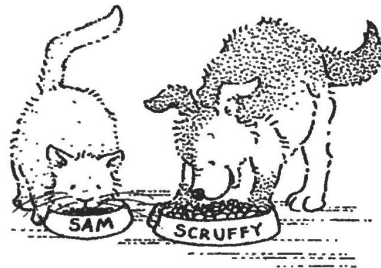
LISTEN to your
child read this
story aloud.

Scruffy is a dog

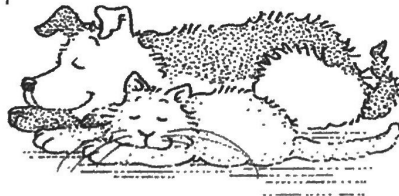


Scruffy is a dog.
Scruffy will run with Sam.

Scruffy will eat with Sam.
Scruffy will play with Sam.



Scruffy will sleep with
Sam. Scruffy and Sam
are friends. Scruffy will
get something new.



Scruffy will get a
bath. Sam will not
get a bath. Sam will
run. He will not get a
bath with Scruffy.

Dear Parents,

Recognizing when an author has used compare and contrast in a story or essay is an important literacy skill. Your child will need to know how to interpret this text more complex fiction and nonfiction. You can help teach this skill by having your child compare Sam and Scruffy. How are they alike and how are they different? These are the two basic concepts in any comparing and contrasting activity—likeness and difference. Have fun with this activity!

Skill

Comparing and Contrasting

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Read these questions to your child and help him or her write the answers.

1. What do Sam and Scruffy do that is the same?

2. What does Scruffy do that Sam does not do?

Parents, For Your Information: 67 words, 3 new words—
they, stop, around

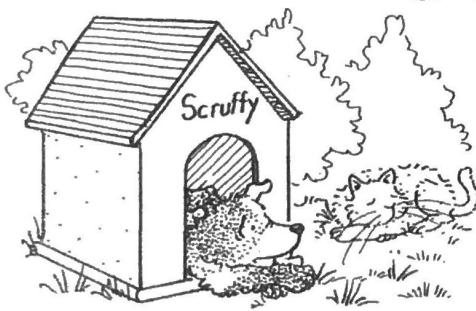
LISTEN to your
child read this
story aloud.

Sam wants to play



Sam and Scruffy are friends. They will run. They will play. Scruffy will stop. Sam will not stop. Sam will go up. He will go down.

Sam will play with Scruffy. Scruffy will not play with Sam. Sam will go around and around. He will go in and out. Scruffy will look at Sam.



Scruffy will go in. He will not play with Sam. Sam will sleep.

Dear Parents,
We may think that students can easily retell events in chronological order, but that is quite often not the case. Remember to ask your child to tell you what happened at school, at Grandma's, or at a birthday party, and see if he or she can recount the events in the correct order. You can help your child become a better reader by having him or her recall facts or events in the order in which they occurred.

Skill
Sequencing Events

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Help your child read this question and write one- or two-word answers. What are all the things that Sam does? Write them in the correct order.

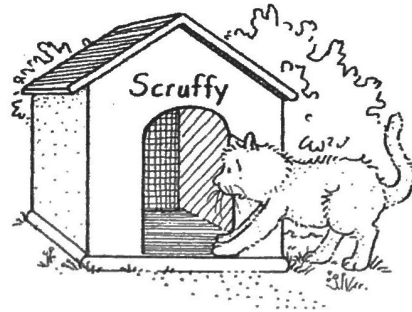
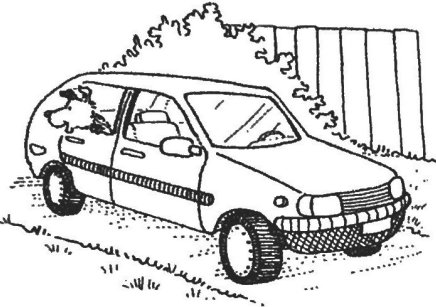
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Parents, For Your Information: 67 words, 5 new words—
away, sad, for, no, happy

LISTEN to your
child read this
story aloud.

Sam is sad

Sam and Scruffy will
play and play. Scruffy
will stop. He will run.
He will run away to
something new. Sam is
sad. Sam will not play.
Sam will not eat.



Sam will look for
Scruffy. He will look
up. He will look
down. He will look in
and out. No Scruffy.

Now Sam is happy.
Sam will play. Sam
will eat. Sam and
Scruffy will sleep.



Dear Parents,

This activity asks your child to summarize the story. Help him or her learn how to do this by asking for a retelling of the story in one sentence. Provide this hint: "You can leave out the part where Sam and Scruffy play at the beginning and at the end of the story. Look at the illustrations to help you find three main events." Accurately summarizing the events may take some practice, and it may take your child a few tries. You might want to write the sentences on a piece of scrap paper before copying the final version onto the answer section of this homework page.

Skill
Summarizing

We completed this
assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Write one sentence that tells what happened in this story.

Parents, For Your Information: 67 words, 3 new words—wants, come, are

LISTEN to your child read this story aloud.

Sam is up



Sam wants to go up. He will go up, up, up. He will look down. He will see Scruffy. Scruffy will not go up. Sam will not come down. They cannot play. They are not happy. Sam and Scruffy are sad. Sam cannot come down.



Scruffy will get help. He will run and run.

Now Sam is down. Now Sam and Scruffy can play.



Dear Parents,

Antonyms are two words that have opposite meanings like on and off. In this homework assignment your child is going to find the pairs of words that are antonyms. This should be an easy activity for your child but if it is not practice finding antonyms with him or her before tackling the assignment. Try saying the following words and see if your child can tell you the opposites. (You may have to help at first and you may need to run through more than the ones that are listed here.)

high—low; new—old; hot—cold;
wet—dry; quiet—loud or noisy;
sunny—cloudy or rainy or stormy

Skill

Identifying Antonyms

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

The Questions

Write the word that means the opposite of each word. (Parents: You can help, but let the child do the writing for this one.)

up _____

will _____ (Hint: Two words)

happy _____

play _____ (Hint: Two words)

Now think of two other pairs of antonyms and write them here.

