

Summer Enrichment for Students Entering Second Grade



Dear Crusader Families and Friends,

We are providing these summer enrichment activities for children entering grades kindergarten through eighth grade. Working with your child throughout the summer will lessen the likelihood of the “summer slide,” which is a phrase used to describe the slide backwards that many children experience in reading and math skills over the summer. You can combat the “summer slide” by encouraging your child to devote a small bit of time each day to keeping up skills.

Countless studies show that reading is one of the single most important things a child of any age can do. Reading strengthens vocabulary, exercises the brain, improves concentration, improves language skills, develops imagination, and helps children to develop empathy.

We hope you find these activities helpful! Take time to preview the activities together. We encourage you to have your child create a summer journal.

Thank you for partnering with us in your child’s education!

Sincerely Yours in Christ,

Betsy Davenport
Principal
Holy Cross Catholic School

Sight Word List for Students Entering Second Grade

Material: scissors

Cut out the words.

See and Say

Ask your child to look at the word on a flash card and say the word while underlining it with their finger.

Read, Spell, Read

Ask your child to say the word, spell out the letters, then read the word again.

Air Writing

Ask your child to say the word, then write the letters in the air.

Table Writing

Ask your child to read the word, then write the letters on a table using their finger. (Variation: write the word in whip cream, shaving cream, on sandpaper, or a tray of rice.)

an	as	ask	fly	going
just	let	just	may	more
of	old	once	open	pull
put	round	school	stop	take
thank	them	these	think	where

This page has been intentionally left blank.

Dictation Sentences

Materials: journal and pencil

Use one set of sentences each week during the summer. Read both sentences to your child one time. Then, read the sentences word by word. Give your child time to write the words.

1. Does Tim have the time to play in the yard? Yes, he will take a ball with him.
2. I am going to come out and play with the twins. They are my good friends.
3. Can I run and make two jumps into the pond? The wet water will not be hot.
4. Her face is red from the sun. We will need to make the burn stop.
5. What could be in the gift box? I want a dish to eat my cake.
6. When will we shop for a jeep to ride? The car is too little to fit the children.
7. I grabbed a thin stick to hit the mark. It will bend if I tap the wall too hard.
8. Her wish was to have two yellow flags to wave in the warm wind. They can wave high in the sky.
9. How are the small feet going to walk on sand? Will they sink in this spot?
10. My pal has a brown box with a cool lid. I can fill it with stuff I like.

Letter Tiles

Materials: envelope, scissors, or Ziploc bag (to store letters)

Cut out the letter tiles on the following pages. Have your child select letter tiles to make words. Have your child write the words and use them in sentences. Then, have your child write the sentences in his/her journal. (See journal instructions on page 5.)

A	A	A	A	B	B
B	B	C	C	C	C
D	D	D	D	E	E
E	E	F	F	F	F
G	G	G	G	H	H
H	H	I	I	I	I

This page has been intentionally left blank.

J	J	J	J	K	K
K	K	L	L	L	L
M	M	M	M	N	N
N	N	O	O	O	O
P	P	P	P	Q	Q
Q	Q	R	R	R	R

This page has been intentionally left blank.

S	S	S	S	T	T
T	T	U	U	U	U
V	V	V	V	W	W
W	W	X	X	X	X
Y	Y	Y	Y	Z	Z
Z	Z				

This page has been intentionally left blank.

a	a	a	a	b	b
b	b	c	c	c	c
d	d	d	d	e	e
e	e	f	f	f	f
g	g	g	g	h	h
h	h	i	i	i	i

This page has been intentionally left blank.








j	j	j	j	k	k
k	k	l	l	l	l
m	m	m	m	n	n
n	n	o	o	o	o
p	p	p	p	q	q
q	q	r	r	r	r


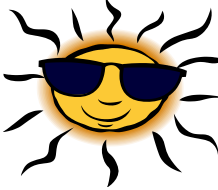

This page has been intentionally left blank.






s	s	s	s	t	t
t	t	u	u	u	u
v	v	v	v	w	w
w	w	x	x	x	x
y	y	y	y	z	z
z	z				

This page has been intentionally left blank.



Reading/English Language Arts Summer Enrichment Calendar

 <p style="text-align: center;">Fluency</p>	 <p style="text-align: center;">Comprehension</p>	 <p style="text-align: center;">Journal Entry/Writing</p>	 <p style="text-align: center;">Vocabulary</p>	 <p style="text-align: center;">Word Work</p>	 <p style="text-align: center;">Library Visit</p>								
<p>Plan a visit to your local public library. Read a story with a family member for 30 minutes.</p>	<p>These compound words are muddled up. Can you sort them out?</p> <table style="width: 100%; border: none;"> <tr> <td>Playbox</td> <td>Anyroom</td> </tr> <tr> <td>Cupbody</td> <td>Classground</td> </tr> <tr> <td>Handboard</td> <td>Bookfall</td> </tr> <tr> <td>Waterbag</td> <td>Postshelf</td> </tr> </table>	Playbox	Anyroom	Cupbody	Classground	Handboard	Bookfall	Waterbag	Postshelf	<p>Write a letter to a friend. Tell your friend about the plans you have for the summer. Be sure to include the places you plan to go and the things you plan to do.</p>	<p>Ask a family member to read aloud a newspaper or a magazine. Did you hear a new and interesting word? Talk about this word. Then, write this word in your journal and use it in a sentence.</p>	<p>Here are examples of words that end in:</p> <p style="text-align: center;">-ug -ut -un</p> <p style="text-align: center;">bug cut bun</p> <p>How many more words can you think of with these endings? Write those words in your journal. As you read today, try to find other words with these endings, and add them to your list.</p>	<p>Pay a visit to your local public library and apply for a library card. Also, pick up a copy of the Summer Reading List and check out a recommended book.</p>
Playbox	Anyroom												
Cupbody	Classground												
Handboard	Bookfall												
Waterbag	Postshelf												
<p>Reread a book you checked out of the library yesterday with a family member.</p>	<p>Explain to a family member how the character in the book you are reading solved a problem.</p>	<p>Think of 5 fun things you like to do besides watching TV. Write them in your journal.</p>	<p>Homophones are words that sound alike, but are spelled differently. Write these sentences with the correct homophone:</p> <ul style="list-style-type: none"> • The (bee, be) makes honey. • We played soccer for an (our, hour). • The (son, sun) is shining today. 	<p>How many words ending in <i>-tion</i> and <i>-ing</i> can you find today?</p> <p>Make a list in your journal. Here are two to help start your list.</p> <ol style="list-style-type: none"> 1. <i>playing</i> 2. <i>addition</i> <p>As you read today, try to find other words with these endings, and add them to your list.</p>	<p>June is National Safety month. Check out a library book to learn how to make your home safe.</p> <div style="text-align: center; border: 2px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> SAFETY FIRST! </div>								
<p>Practice reading a book on safety. When you are ready, read it to your family.</p>	<p>Explain to an adult why it is important to be safe around the house.</p>	<p>Write about what you like to do when it rains, in your journal.</p>	<p>The next time you are in a car, make a list of as many of the words you see on the street signs. Write them in your journal when you get home.</p>	<p>Make tonight "Game Night" with your family. Play Apples to Apples or Pictureka or any other fun word game.</p> <div style="text-align: center;">  </div>	<p>Check out a poetry book.</p>								

<p>Read several poems from your book. Read your favorite poem aloud to a family member or friend.</p>	<p>Tell a friend about the poems you read yesterday. Explain what the poems mean to you and why.</p>	<p>Write an Acrostic poem about something you've done with your family. Start each line of your poem with the letter on each line. B E A C H</p>	<p>Learn two new words today. Write the meaning of the words in your journal. Then, create a tally chart and mark how often you use the words correctly throughout the day. Were you able to use the words at least three times throughout the day?</p>	<p>Antonyms are words with opposite meanings. <u>Hot</u> is the opposite of <u>cold</u>, <u>day</u> is the opposite of <u>night</u>. Write the antonym of these underlined words in your Word work journal: 1. This pillow is <u>hard</u> and fluffy. 2. I ate my ice cream the <u>slowest</u>. 3. The wolf is a <u>tame</u> animal. 4. I couldn't stay <u>asleep</u> during the movies.</p>	<p>Check out a recipe book or a book about food. Try to read and follow one of the recipes with an adult. Or, you may read your food book to a friend.</p>
<p>Reread the recipe or the food book aloud with a family member. Be sure to use expression when reading.</p>	<p>Read another recipe with an adult. Explain to an adult the steps of the recipe and why it is important to follow the recipe in order. </p>	<p>Have you done any baking this summer? Write in your journal about a time that you have helped bake or cook something with a family member. Be sure to include a picture with labels.</p>	<p>Opposites are all around us! As you are enjoying the summer day, think about the things you have done. Write a word or phrase describing what you have done and then the opposite. For ex. Run outside Walk inside</p>	<p>Foods can help you read and spell words! Create a food chart in your journal. Divide your paper into four columns. Place the following words at the top of each column, corn, rice, meat, peach. Then, think of words that rhyme, and place them in the correct column.</p>	<p>Check out a book about friends. Read <i>Frog and Toad are Friends</i> by Arnold Lobel. You can also look for any other book from the recommended reading list.</p>
	<p>Read your book about friends. Why do you think the characters are friends? Tell a family member about the characters and their friendship.</p>	<p>Think about the story you are reading. Write a note to the author and tell your favorite part. </p>	<p>How many words can you think of that deal with friendship? Write these words in your journal. Then, share your list with a friend.</p>	<p>Synonyms are words that are the same. Write these words in your journal: large, tiny, happy, sad, and shy. As you are watching TV today or reading your book, try to listen for synonyms of the given words. Then, write them down in your journal.</p>	<p>Check out a fairytale or folktale from the library. Suggestions: <i>Cinderella</i>, <i>Beauty and the Beast</i>, and <i>The Three Little Pigs</i>. You may also select a book from the recommended reading list.</p>

<p>Lights, Camera, Action!</p> <p>Using the fairytale you read yesterday, work with your family to put on a play. Include interesting sound effects and props too!</p>	<p>Think about the book you have been reading. Does it remind you of another fairy tale? If so, share. If not, explain to someone how the story is different.</p> 	<p>If you could be in any fairytale, what would it be? Write a paragraph about you as the star in one of the fairytales. Be sure to include a drawing of yourself as one of the main characters.</p>   	<p>Spell as many words as you can using the following ten letters:</p> <p>a, l, b, b, c, d, k, l, r, s.</p> <p>Divide your paper into three columns: three letter words, four letter words, and five or more letters. How many words can you make for each column?</p>	<p>Use the following letters tiles: f, r, i, e, n, d, s, h, i, p</p> <p>Then use your letter tiles to make a word. For example:</p> <table border="1" data-bbox="1339 334 1493 391"> <tr> <td>d</td> <td>e</td> <td>n</td> </tr> </table> <p>Divide your paper in your journal into two columns: Short Vowels and Long Vowels. Write each word you make in the correct column. How many words can you make?</p>	d	e	n	<p>Read a book about summer places or any other nonfiction book from the recommended reading list.</p>
d	e	n						
<p>Read your nonfiction book with a friend. Take turns reading aloud. Praise your partner if they are reading at a good rate.</p>	<p>Reread your nonfiction book. Write a letter to your new teacher about the new information you learned in the book. Also, include a chart or diagram to help your teacher understand the information. Start your letter with Dear Second Grade Teacher.</p>	<p>Write about your summer vacation so far. Where did you go? What did you do? Are you enjoying yourself? Then, write down at least two more things you would like to do this summer. Read this journal entry to a parent.</p>	<p>Play the secret word with a family member. Use these words: pool, cookout, camp, and family. Start with the first word and give clues about the meaning of words and see if your partner can guess the word. Example: I have lots of sand. People like to swim. People make castles. What am I? Answer: The beach!</p>	<p>Word Hunt: Walk through your house and outside. Write down at least three items in your house that are compound words and three items outside. Be sure to write both words separately and then put the words together. For example: dog + house= doghouse</p>				

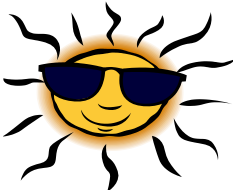

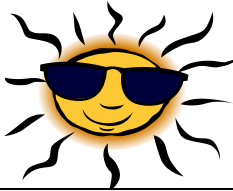
This is a family project. Ask your parents to help you.

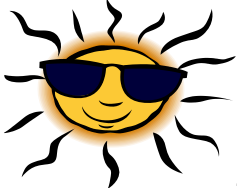
Family Project	Monday	Tuesday	Wednesday	Thursday	Friday
<p>A comic strip tells a funny story with drawings and words. Ask your parents to purchase a copy of today's newspaper. In it, you will find many comic strips that tell lots of different stories.</p> <p>Your project is to make a cartoon strip of your favorite nursery rhyme. Here are some examples:</p>  <p>The examples include a comic strip for 'Mary Had a Little Lamb' by Sara Varon, showing a girl with a lamb, and a comic strip for 'Jack and Jill' showing two children on a hill.</p>	<p>The book(s) you checked out of the library will help you plan and create your comic strip.</p> <p><u>Step #1</u> Read from the book of nursery rhymes that you checked out, and choose the one that you like best.</p> <p><u>Step #2</u> Practice reading the nursery rhyme. When you think you are ready, read it to a friend or family member.</p> <p><u>Step #3</u> Write the answers to these questions in your journal. You will use this information when you make your cartoon strip:</p> <ul style="list-style-type: none"> • Who is (are) the main character (s) of the nursery rhyme? • What happens to the main character in the nursery rhyme? What does he/she do? • What happens at the end of the nursery rhyme? 	<p>Now it's time to get started on your comic strip! You will use the other library book, written by Art Roche, to help you.</p> <p>First, you will need to know what these words mean. Write them in your journal:</p> <p><u>Draft</u> - A practice sketch of your comic strip.</p> <p><u>Layout</u> - The way you want the comic strip to look.</p> <p><u>Panel</u> - A box that tells a part of the story that uses pictures and words.</p> <p><u>Speech Bubble</u> - A bubble that contains the words that characters say.</p> <p><u>Writer</u> - The person who writes the comic strip.</p> <p><u>Illustrations</u> - The pictures in a story.</p>	<p>Today, you will do a draft of your comic strip. It is alright to make a mistake, because this is just practice!</p> <p>Make four panels to draw everything that happened in the nursery rhyme. If you need more than four panels it's ok to add them. Have fun drawing the main character(s).</p> <p>Remember to include the words that characters say by adding speech bubbles.</p> <p>Think about the illustrations you want to include in your comic strip. Choose the pictures that you think are the most important, and draw them.</p> <p>Read the nursery rhyme from your book one more time. Is there anything you think you should add? If you think there is, be sure to put it in.</p>	<p>Show your work to your family and ask them to share any ideas that they think might make your comic strip even better. Write them in your journal.</p> <p>Now you are ready to make your comic strip!</p>	<p>Plan a premiere night! Invite family members and friends over to share your comic strip project.</p>  <p>They will be very proud of you and your work!</p>

This page has been intentionally left blank.

Mathematics Summer Enrichment Calendar

These examples focus on both mathematical skills and problem solving. While you may use calculators and other tools as needed, be prepared to explain the reasoning behind your answers. Some problems require answers from previous activities but, overall, you may do the problems in any order or any day that you choose.

<p>Using a deck of cards, flip over two cards, and find the sum. Do this at least 10 times. Repeat again, but this time, find the difference between the two cards. <i>Aces are equal to one. Remove all face cards.</i></p>	<p>Take a walk outside with a family member. Make a list of all of the triangles and squares you see in your neighborhood.</p>	<p>First, predict how many times you can jump in a minute. Compare your prediction to the actual number of jumps.</p>	<p>Draw a picture of $45+19$ using tens and ones. How did you add these two numbers?</p>	<p>Find a group of objects to sort (toys, food, clothing, etc.) Find at least two ways to sort. Share with a family member.</p>
	<p>List as many ways possible to find the sum of 20. List as many ways possible to find the sum of 15.</p>	<p>Write all of the number sentences that have a sum of 13. Do you have them all? How do you know?</p>	<p>Go on a shape hunt. Look for items that are 3 dimensional (sphere, cubes, cylinders, etc.). Make a chart listing the items found with the shape. What two dimensional shapes do you see on the three-dimensional shapes?</p>	
<p>Keep track of the weather for two weeks. How many days were sunny days? Cloudy days? Raining days? How many more sunny days than rainy days?</p>	<p>Draw a picture using two circles, three triangles, some squares, and one rhombus. Explain to your parent/guardian how you made your picture.</p>		<p>Starting from January 1, 2019, what is the 120th day of the year? If I counted 120 days after that day, what day of the year would it be?</p>	<p>Count 37 objects (raisins, peanuts, candy, and cereal). From the 37 objects, make a pile of 26 using your objects. How many objects are left in your pile?</p>
<p>Take a walk outside with another family member. Record how many birds, dogs, and cats you see. Write a number sentence to show the total number of dogs, cats, and birds you saw.</p>	<p>How many letters are in your first and last name? Choose another family member and count how many letters are in their first and last name? Who has more letters?</p>	<p>What date is 5 days before July 13? What day of the week is that date? How many months in 2019 have that date on the same day of the week?</p>	<p>Draw the hands on a clock to show 2:30.</p>	<p>Practice counting forward and backwards starting with numbers other than one. Write the numbers you have counted forward and backwards. You must go forward and backwards to at least 8 numbers. Repeat 4 times.</p>

<p>Tell a friend a story problem to go with $14 + 6$. Draw an illustration for your story problem.</p>	<p>Draw the hands on a clock to show 6:30.</p>	<p>Write all the math facts that you can think of that have 12 as an answer.</p>	<p>Find objects at home to count such as beans, buttons, pasta, popcorn, etc. Count 100. Draw a picture to show how many groups of 10 you can make. How many groups of 5 can you make? Share with your parent/guardian.</p>	<p>Ask your parent/guardian for 2 dimes, 3 nickels, 9 pennies, and a quarter. Draw a picture of your coins. Ask your parent/guardian to place on a table 1 quarter, 3 dimes, and 3 nickels. Who has the most money? How do you know?</p>
<p>The farmer put 17 tomatoes in a bowl. His wife took 6 tomatoes from the bowl. How many tomatoes are still in the bowl?</p>	<p>Write a 2-digit number. Write a second number. Is your second number less than or greater than your first number? Write a third number. Is your third number less than or greater than your first number?</p>	<p>Count by fives to 100. Start with the number 0.</p> <p>Count by tens starting with 11. What is the 10th number in your sequence?</p>	<p>Write an addition story problem using animals.</p>	<p>Write a subtraction story problem using family members.</p>
<p>A family member wrote:</p> $12 + \square = 18$ <p>What should go in the box? Prove your answer.</p>	<p>Draw a number line beginning with 0.</p> <p>Place only the following numbers on your number line: 45, 25, 35, and 15. How did you decide where to place the numbers?</p>	<p>How many Mondays are in January through April of 2019?</p>	<p>Draw 2 clock faces. Draw the hour hand and minute hand on the faces of the clocks to show the following times:</p> <p>6:00</p> <p>1:30</p>	<p>List your 4 favorite ice cream flavors. Survey 12 family members or friends and make a tally chart to show which of the ice cream flavors they like best.</p>
	<p>How many Mondays are in July and August? (Make sure to look at a calendar for this year.)</p>	<p>At bath time, estimate how many minutes it takes to fill the bathtub. Then, have an adult time it with a watch or clock. How close was your estimate to the actual time?</p>	<p>Write the doubles facts (ex. $2 + 2$, $5 + 5$) to 20. What patterns do you see?</p>	<p>Grab a handful of coins. Sort the coins by value and name each coin (penny, nickel, dime, quarter). Make a chart.</p>

Mathematics Fluency Games

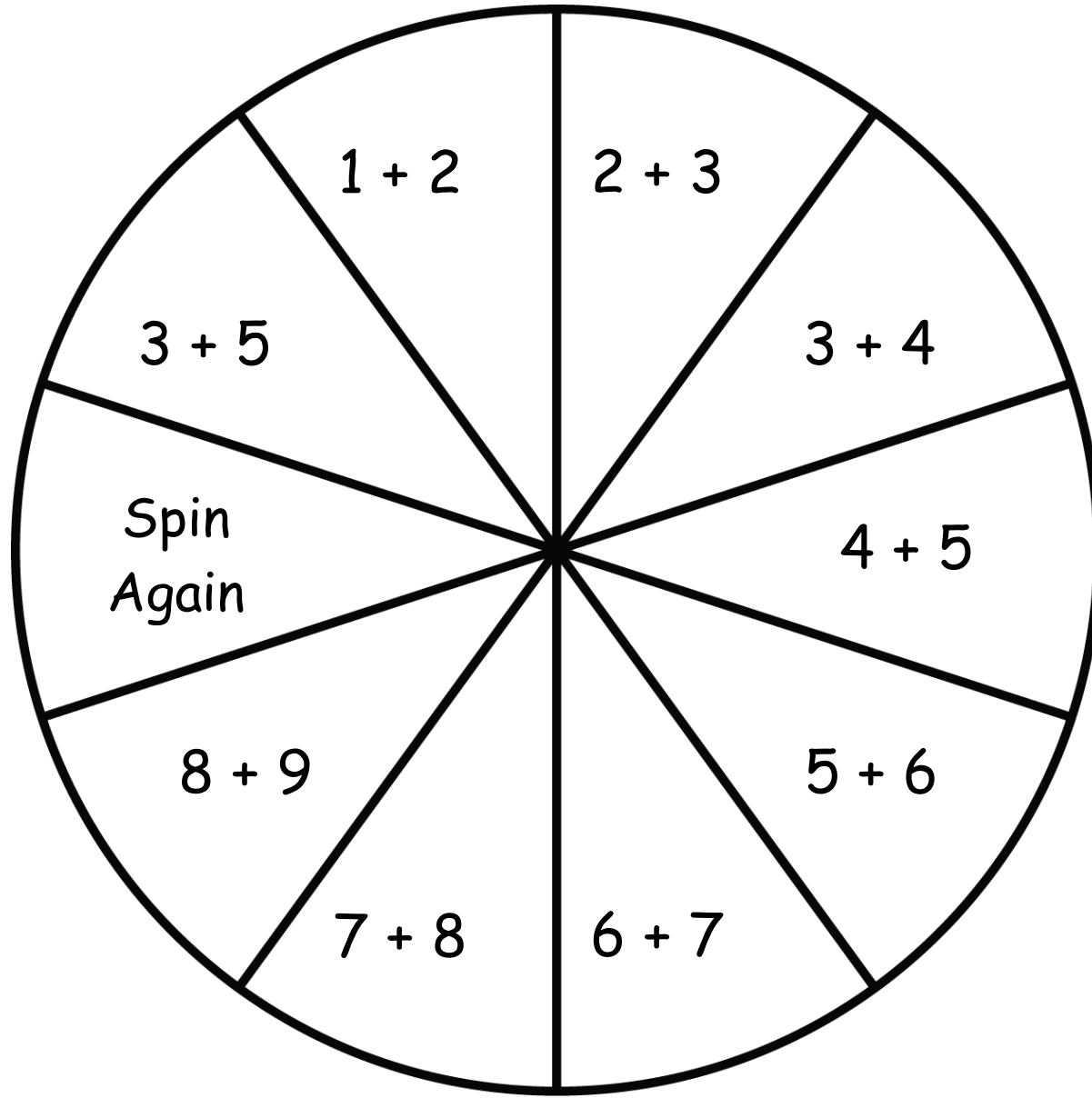
Game of Squares

7	13	9	8	5	11	Materials: <ul style="list-style-type: none"> • Counters (coins, dry beans, other small objects) • Paperclip • Pencil Directions: <ol style="list-style-type: none"> 1. Place a paperclip in the center of the squares spinner (see next page). 2. Place the pencil point in the center of the paperclip. Use your finger to spin the paperclip around the pencil point. 3. The player who spins the highest number goes first. 4. Players take turns spinning the spinner and adding the numbers. 5. The player finds a space on the board with that sum and places their counter on that square. 6. The first player to make a square wins (see example below). 	
17	3	17	15	13	8		
13	9	11	8	7	15		
7	15	5	13	17	9		
8	9	17	7	3	17		
13	11	15	17	15	11	5	13

This page has been intentionally left blank.

Squares Spinner

May be photocopied for classroom use. © 2011 by Susan O'Connell and John SanGiovanni from *Mastering the Basic Math Facts in Addition and Subtraction*. Portsmouth, NH: Heinemann.



This page has been intentionally left blank.