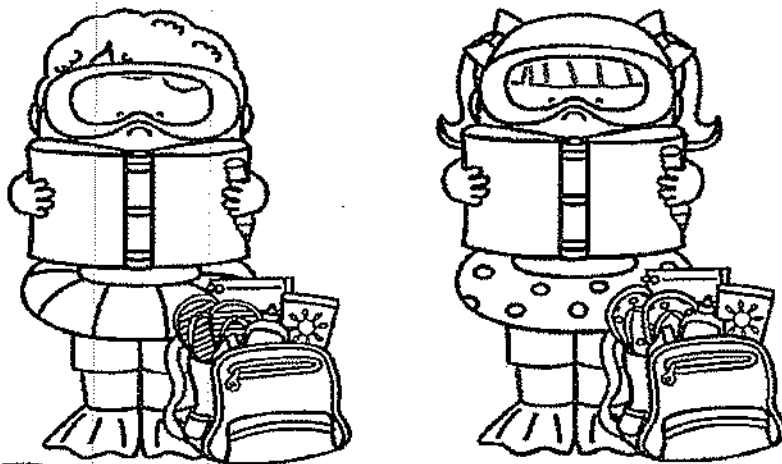


's

Summer Reading Packet



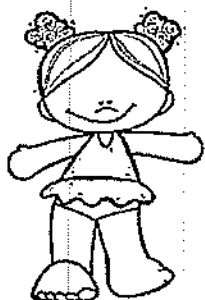


Dear Parents,

Summer is finally here. Reading during the summer is so important! Please encourage your child to read at least 30 minutes on a daily basis.

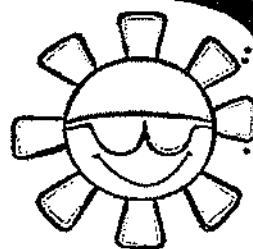
To help your child stay on track with their reading, I'm sending home this reading packet. Students will record their reading with a reading log, complete one summer bingo challenge a month, and the reading activities that go with the challenge.










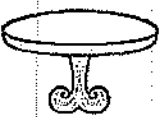








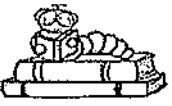



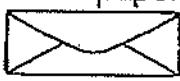
Thank you for being an active part in your child's learning. Have a great summer!

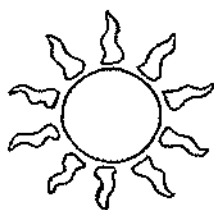


June

BINGO



<p>Read a book while eating ice cream</p> 	<p>Read a book and then write a book summary</p> 	<p>Read a book in a new place</p> 	<p>Write and draw a picture about what you read</p> 	<p>Read a book to a grandparent either on a phone or in person</p> 
<p>Read a book in your living room</p> 	<p>Read a non-fiction book</p> 	<p>Read a non-fiction book and write 3 facts you learned</p> 	<p>Read a book while eating popcorn</p> 	<p>Read a book that's also a movie</p> 
<p>Read a fairy tale and complete a story map</p> 	<p>Read a book in your kitchen</p> 	<p>Free</p> 	<p>Read for 20 minutes</p> 	<p>Read a book to an adult, brother, sister, or friend</p> 
<p>Read a book in the grass</p> 	<p>Read a book about an insect</p> 	<p>Read in your pajamas</p> 	<p>Read in a fort</p> 	<p>Visit the local library and read or checkout a new book</p> 
<p>Read a book with no pictures</p> 	<p>Read a book under the stars</p> 	<p>Read a book on a rainy day</p> 	<p>Read a book and then write a book summary</p> 	<p>Read a magazine, letter, or newspaper</p> 



Pick one book you read this month!

Story Map

Name: _____ Date: _____

Title: _____ Author: _____

Characters



Setting



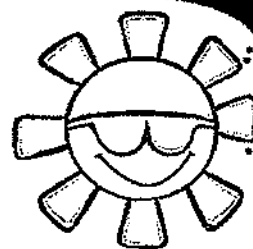
Beginning


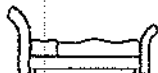
Middle

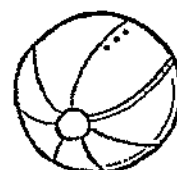
End

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



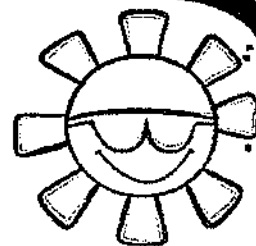
Beginning

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 	Free 	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



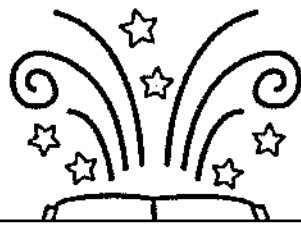
Setting



Beginning

Middle

End



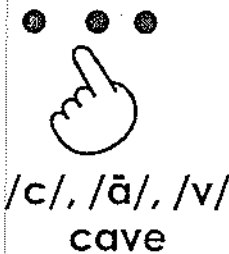
CVCE WORDS

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



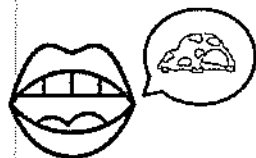
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



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)



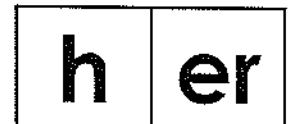
Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



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.

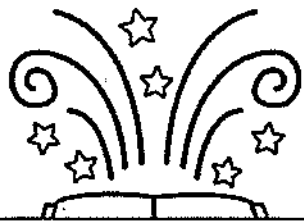
her

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



/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!	<div>SUMMER</div> <div>At-Home Learning</div> <div>quick-tasks</div>		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/, /ī/, /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

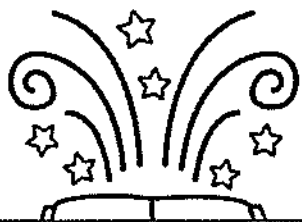
We hear 2 sounds. We hear /w/. The heart sound we hear is /er/. ere spells /er/ in were.



were

/er/

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



CVCE WORDS

Guided Phonics + Beyond UNIT 4: SET 3

Name: _____

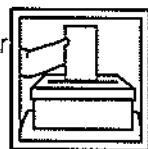
Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word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

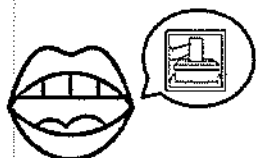


Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (robe, nose, cone, bone)

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 -




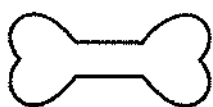
Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine 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.

little

/l/ /i/

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.	SUMMER At-Home Learning quick-tasks		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



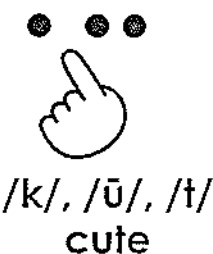
CVCE WORDS

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.

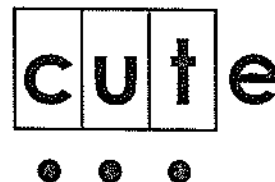
cute



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)



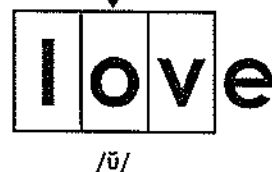
Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.



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.

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.



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.	<div>SUMMER</div> <div>At-Home Learning quick-tasks</div>		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



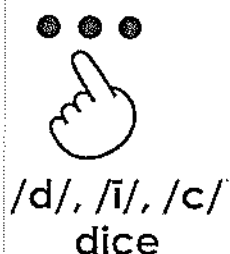
SOFT SOUNDS

Guided Phonics + Beyond UNIT 4: SET 5

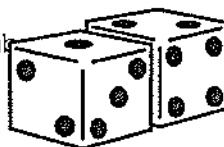
Name: _____

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.

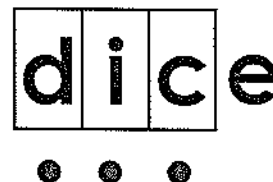
dice



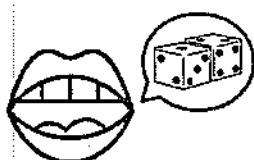
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



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)



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.

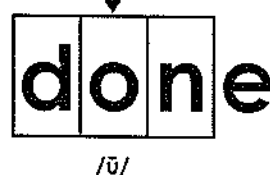


High Frequency (Sight) Words -

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.

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.



Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
<p>spice</p> <p>He ate all the rice.</p>		<p>Listen to an adult and write the following: grace, twice, huge</p>	<p>Listen to an adult and map the following: come, place, ride</p>
<p>huge</p> <p>I got a slice of cake.</p>		<p>Listen to an adult and write the following: page, brace, rice</p>	<p>Listen to an adult and map the following: some, these, like</p>
<p>ace</p> <p>The dress has lace.</p>	<h1>SUMMER</h1> <h2>At-Home Learning</h2> <h3>quick-tasks</h3>		<p>Listen to an adult and map the following: done, use, name</p>
<p>price</p> <p>Look at the ice cube.</p>			<p>Listen to an adult and map the following: none, those, late</p>
<p>nice</p> <p>She was in a rage!</p>		<p>Listen to an adult and write the following: slice, face, space</p>	<p>Listen to an adult and map the following: now, white, came</p>
<p>wage</p> <p>You are on the stage.</p>		<p>Listen to an adult and write the following: stage, trace, age</p>	<p>Listen to an adult and map the following: how, five, make</p>



Y /i/ 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/, /i/
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)

s p y



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.



spy



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.

n o n e

/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 quick-tasks</h2>		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