

Hello Ashaway Families,

Attached is the Ashaway Summer Reading packet for your child/children. Please have your child/children read books, magazines, passages, word lists, road/store signs throughout the summer. The students have worked hard on their literacy development throughout the school year and we want them to return to school in September as strong as when they left in June. Not reading for just a few months can cause regression in students' reading abilities on their return to school.

Please take the time to read through the summer packet. In it you will find helpful tips to support your learner as well as wordlists. Please have them read the wordlists and sentences more than one time. If students complete the July and August Summer Challenge sheets and return them to school, they will get a special treat from the Reading Specialist in September. You will also find a page with some resources for online books, websites for literacy games/program and shows that support your learner.

I hope you and your family have a safe and happy summer!

Ms. Pellegrino



# READING STRATEGIES

When you're reading with your child at home, here are some effective strategies to help them:

1. Start at the left-hand side of the book and page
2. If they come to an unknown word, tell them to sound out each letter.
3. Then, blend the sounds together to make the word.
4. When they come to a multisyllabic word, encourage them to:
  - a. Break the words into syllables
  - b. Separate the base word from the prefix and suffix (if needed)
  - c. Check for understanding

The bookmarks on the following pages will help your child utilize smart strategies to read words.



# SUMMER READING ONLINE

## YOUTUBE:

[Reading Buddies](#)  
[Sounder and Friends](#)

## WEBSITES:


[www.getepic.com](http://www.getepic.com)  
[www.abcya.com](http://www.abcya.com)  
[www.storylineonline.net](http://www.storylineonline.net)  
[www.teachyourmonster.org](http://www.teachyourmonster.org)

## AUDIO

## BOOKS:

[www.audible.com](http://www.audible.com)


# READING STRATEGIES BOOKMARKS

 Institute for multi-sensory education

**Start on the left.**

Start on the left side of the word.

**read**



**Read each grapheme.**


Read each grapheme.

**r e a d**

**Blend the sounds.**

Blend the sounds together and read the word.

**read**



**Divide the syllables.**

Divide the word into syllables.

|       |      |
|-------|------|
| VT    | VT   |
| proof | read |
| V C   | C V  |



**Find the base word.**


Separate the base word from the affixes.

**re | read | ing**

**Check for understanding.**

Reread the sentence. Did it make sense?


**rereading**  

 Institute for multi-sensory education

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**Check for understanding.**

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**rereading**  





# WHAT IS DECODING?

Decoding in reading refers to the ability to convert written words into spoken language. It involves recognizing the letters in a word, associating each letter with its corresponding sound, and blending these sounds together to form words. Essentially, decoding allows readers to make sense of written text by translating the symbols (letters) into meaningful language (words). It's a fundamental skill that enables individuals to read and comprehend written material.



Watch this video on the letter sounds for the entire alphabet and digraphs.

Children can use the sheets following this page to practice decoding and blending. Additional word review activities are located at the end of this section. Please note that underlined words are non-phonetic and cannot be sounded out.

Find even more FREE decoding activities on [imse.com/digital-resources](https://imse.com/digital-resources).





# LETTER FORMATION

Letter formation is important for your student's literacy development. Mastering the correct way to write letters ensures that their writing is clear, legible, and easily understandable. This skill doesn't just aid in writing; it also supports the development of fine motor skills and hand-eye coordination, which are essential for many other tasks in life. Teaching your child proper letter formation lays the groundwork for effective written communication and academic success, making it a fundamental skill.

At IMSE, we follow a specific script to help students comprehend and master the different letter formations.



Watch this video on how IMSE teaches letter formation using our house paper (located on the following page).

Is your student struggling with their pencil grip? Watch this short video from one of our IMSE team members on how you can improve your child's pencil grip!



**TIP:** Put letter formation pages in a sheet protector and use a dry-erase marker so you can reuse them all summer!

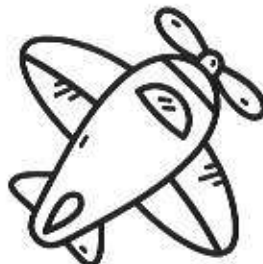
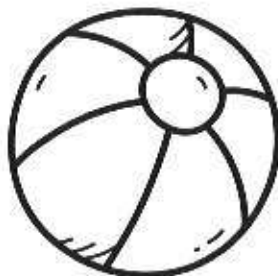
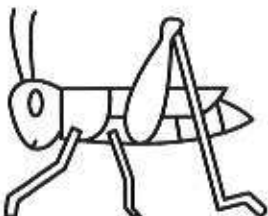
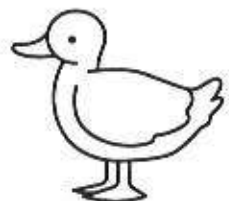
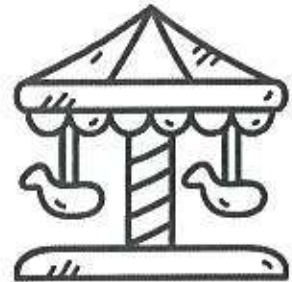
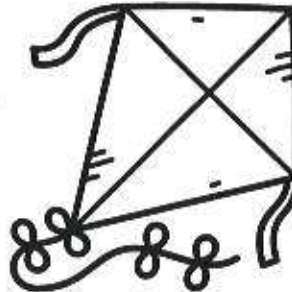
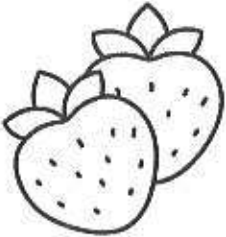
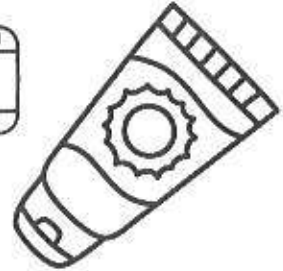
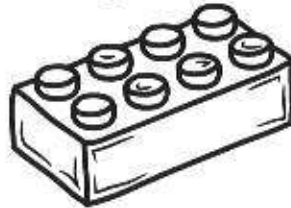
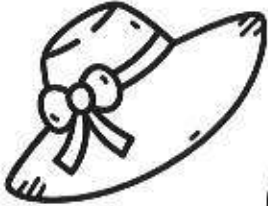
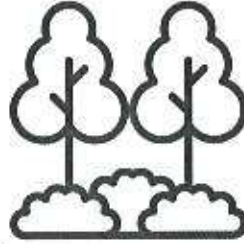
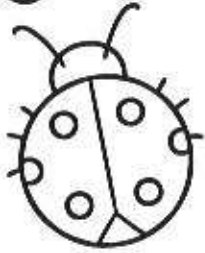
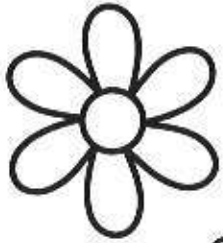


Name: \_\_\_\_\_

# JULY READING CHALLENGE

Grade \_\_\_\_\_  
in September: \_\_\_\_\_

Color one picture for every book you read this month!



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

# AUGUST READING CHALLENGE

Grade \_\_\_\_\_  
In September \_\_\_\_\_

Color one picture for every book you read this month!





k/i

Practice Identifying the Letter/Digraph Name and Sound

|   |   |   |   |   |
|---|---|---|---|---|
| b | t | m | k | a |
| e | f | d | z | h |
| n | i | p | s | x |
| j | o | l | g | v |
| c | y | w | u | r |

**CHALLENGE!**

|                |                  |    |    |    |    |
|----------------|------------------|----|----|----|----|
| th<br>(Voiced) | th<br>(Unvoiced) | sh | ch | wh | qu |
|----------------|------------------|----|----|----|----|



Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to "beat" the previous day's words per minute count the following day.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| got | Tad | am  | dad | tot |
| hog | mom | cod | Hal | had |
| cat | dot | gag | mad | Cam |
| lad | cot | gal | hag | hot |
| lot | lam | tag | dad | dog |
| am  | log | ham | Tom | mom |
| mat | lag | cat | hot | gal |
| dot | hat | mad | cad | Al  |

### Practice Reading Sentences

1. Dad got the ham.
2. Mom was mad at Tom.
3. Is the log hot?
4. The hat had a tag.
5. Tad had a cat.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to "beat" the previous day's words per minute count the following day.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| ban | gum | kid | nap | jog |
| rod | fib | gap | dig | bad |
| bin | jot | rat | cut | jam |
| fun | cob | tip | kid | fig |
| fat | pin | Kim | jug | rot |
| bag | lid | nut | ram | dip |
| rap | kit | fob | hit | can |
| Jim | but | pat | gut | nip |

### Practice Reading Sentences

1. The kit is for Mom.
2. The cap got a big rip.
3. Will the cat and dog job?
4. The mop is on the mat.
5. Did Dot hit the log?



Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to "beat" the previous day's words per minute count the following day.

|     |     |      |      |      |
|-----|-----|------|------|------|
| led | yam | zap  | web  | box  |
| he  | Max | sit  | quit | van  |
| wig | ox  | Deb  | vet  | yes  |
| sun | zip | quiz | met  | go   |
| net | Val | sob  | tux  | men  |
| zig | wet | hi   | yet  | quip |
| sub | zag | pen  | van  | win  |
| yap | tax | bet  | quit | be   |

### Practice Reading Sentences

1. The pig is in the big pen.
2. The lid is so hot.
3. I said hi to Bob.
4. Can you fix the box?
5. The lad had a hot yam.

Practice reading these words with your child. You can go through them casually or set a timer for one minute to gauge how many words your child can read. Try to "beat" the previous day's words per minute count the following day.

|      |      |      |      |      |
|------|------|------|------|------|
| when | mash | thud | chip | that |
| shop | bath | wish | chat | this |
| moth | chum | cash | them | whop |
| chin | dish | them | rash | Beth |
| Josh | whiz | chug | thus | math |
| she  | with | chap | than | mesh |
| Seth | this | shag | path | chop |
| shut | them | fish | chad | whim |

### Practice Reading Sentences

1. Jim will chop the hot log.
2. Is the cash in the shop?
3. Did the ax hit the box with a thud?
4. Tim and Chad had a chip.
5. When will the pet cat get fed?





# READING COMPREHENSION

Reading comprehension is the ability to understand what you are reading. It involves recognizing words, making meaning of them, forming connections to prior experiences, and drawing conclusions. Strong reading comprehension skills are essential for academic success and lifelong learning. They enable children to absorb information from various sources and effectively communicate their thoughts. In a world filled with information, comprehending what we read is essential for making informed decisions, solving problems, and navigating everyday situations confidently.

Not only can children stretch their reading comprehension muscles by reading books, but they can also listen to books! Parents can use today's technology by incorporating audiobooks and story-focused podcasts into their daily routines. Audio is a fabulous way to add excitement to a story and change-up routines for the summer. This is also an especially great way for students to continue learning in English if their home language is different. Audio is an excellent way for the whole family to listen, learn, and enjoy a story!



## FIVE-FINGER RETELL

The five-finger retell strategy is a powerful tool for enhancing reading comprehension by breaking down a story into key components. Imagine your hand as you read - each finger represents a different story element. The thumb stands for the characters, the index finger for the setting, the middle finger for the beginning, the ring finger for the middle, and the pinky for the end. By mentally "counting" through these elements, readers can organize their thoughts and better understand the text's structure and meaning.

You will find a copy of the Five-Finger Retell on the following page. You can print it out and have children color it if you choose. You can use this while reading a story and have your child recall what happened in the story after reading.



# TAKE READING ON THE ROAD

K/I

Whether it's on the bus, subway, trolley, car, or on foot, this is a great time to practice foundational reading skills while out and about. Print out the activity sheet and practice reading on the go.

\*When you see a letter in between slash marks, that represents the sound.../b/ says or spells b.

## FIND A LETTER

(Skill: letter recognition)

Adult: Find the letter M.

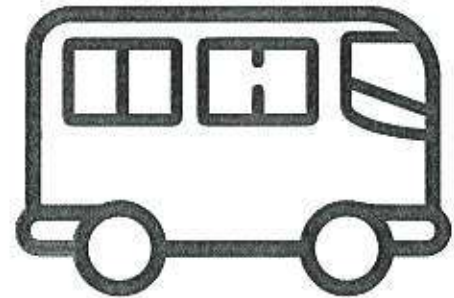
Reader: I see the letter M on the McDonald's sign!

Adult: Great! Now you tell me a letter to look for.

Reader: Find the letter x.

Adult: I see the letter x on the Exit sign!

-repeat-



## I SEE SOMETHING (beginning sound)

(Skill: Isolation of beginning sound)

Adult: I see something that starts with the /s/ sound

Reader: Is it a semi-truck?

Adult: I like your thinking. It is not a semi-truck. Look for something else that starts with the /s/ sound.

Reader: Is it a street sign?

Adult: It is!!!

-repeat-

## I SEE SOMETHING (rhyme)

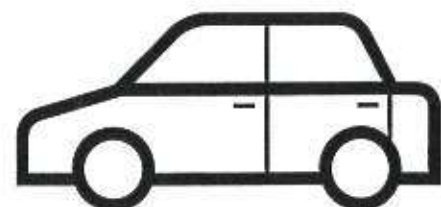
(Skill: identifying rhyme)

Adult: I see something that rhymes with right.

Reader: Is it light?

Adult: It is!!!

-repeat-



## Reading Go Fish

**Materials Needed:** Marker, Index Cards, Decoding Review Page

Directions:

1. Select 6 words from the decoding review pages provided.
2. Create playing cards using index cards and write selected words on cards. Each word will have 2 cards, for a total of 12 cards. Shuffle the cards.
3. With two players, begin by selecting 3 cards each.
4. Player 1 asks Player 2 if they have the word on a card of their choice.
5. If Player 2 has the requested card, they must give the card to Player 1. In this case, Player 1 gets another turn.
6. If Player 2 does not have the requested card, Player 2 says, "Go Fish", and Player 1 should draw a card.
7. Repeat until all matches are made. Whoever has the most matches wins!

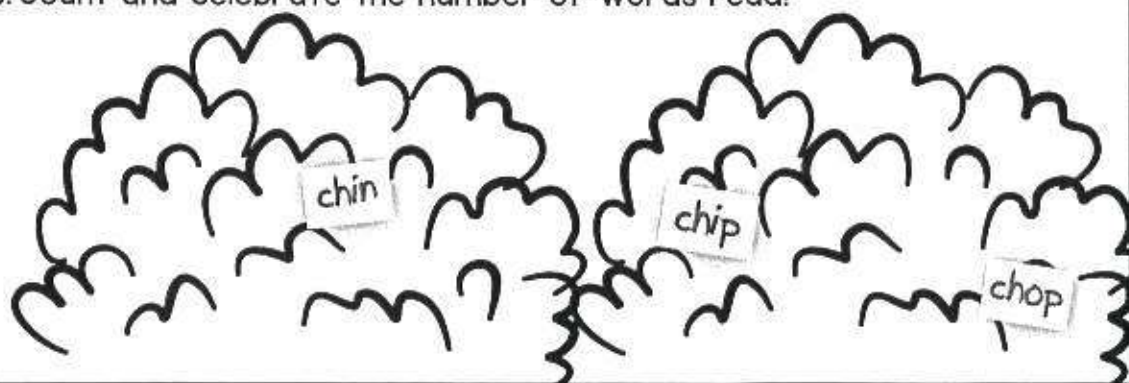


## Word Hunt

**Materials Needed:** Marker, Index Cards, Decoding Review Page

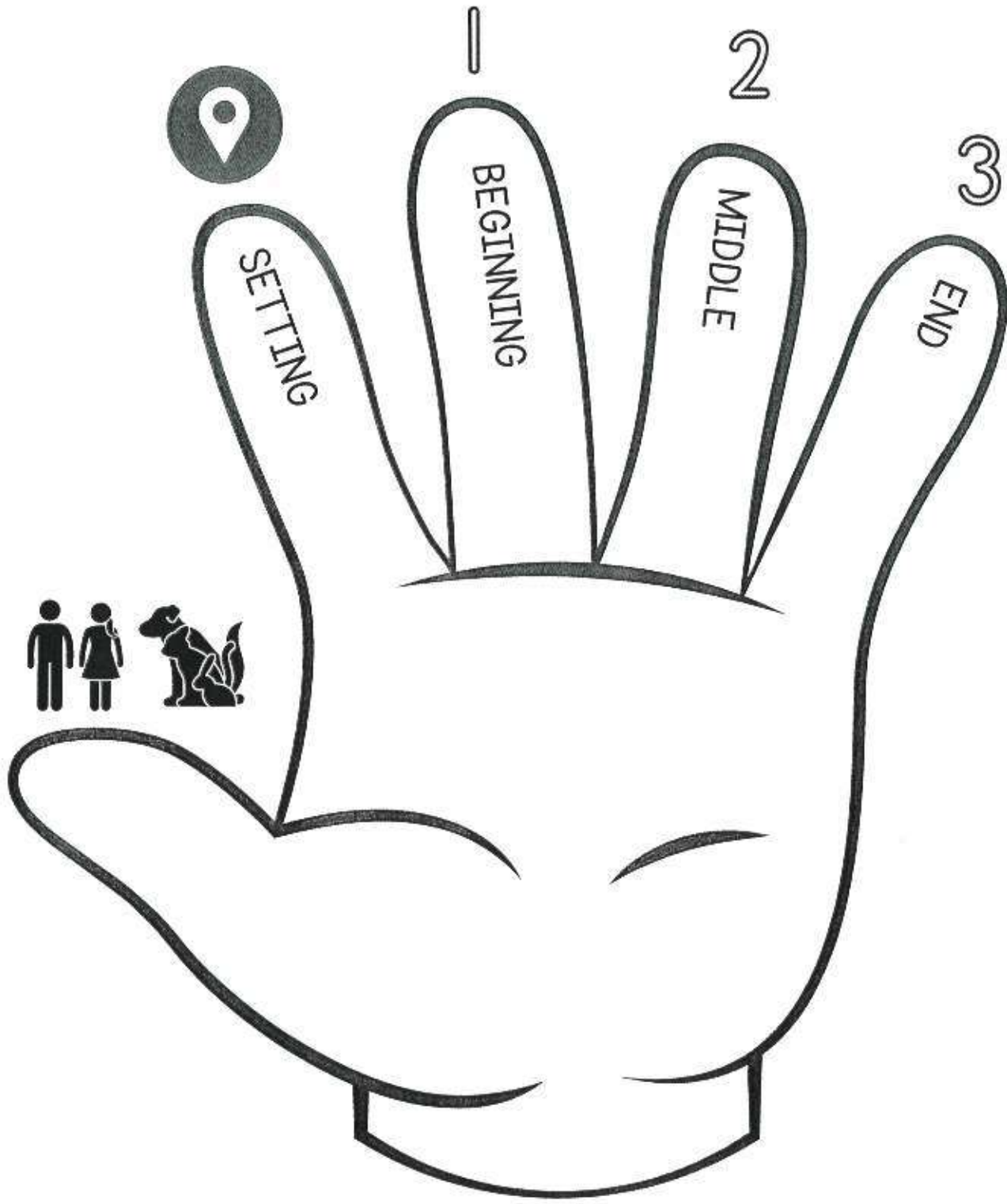
Directions:

1. Write words from one of the decoding review pages on flashcards.
2. Hide the flashcards.
3. Set a timer for a specified duration.
4. Children find and read as many words as possible before the timer ends.
5. Count and celebrate the number of words read!





# FIVE-FINGER RETELL



# COMPREHENSION QUESTIONS

Directions: Here are some questions you can ask your child after reading a story together. Encourage them to answer in complete sentences, and include as many details as they can recall.

1. What is the story about?
2. How did the story end?
3. What changed from the beginning of the story to the end?
4. What are some important things the characters do?
5. What are some important things the characters say?
6. Why do you think the author wrote this story?
7. What do you think they want you to learn about?
8. How does the story make you feel? Why do you feel that way?
9. Who are the main characters?
10. What do you like or dislike about them?
11. What problem(s) do the characters have to solve?
12. Where does the story take place? How do you know this?
13. What is most exciting about the story? Why is this exciting?
14. Do you notice any pictures or words that keep appearing in the story?
15. What do you think they mean?
16. What do you think the lesson or message of the story is?
17. Would you recommend this book to a friend?