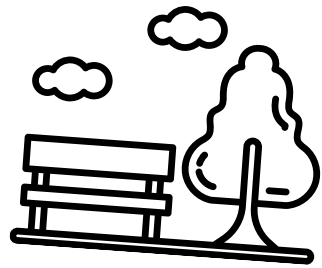
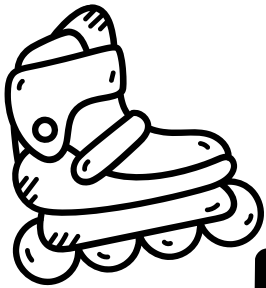
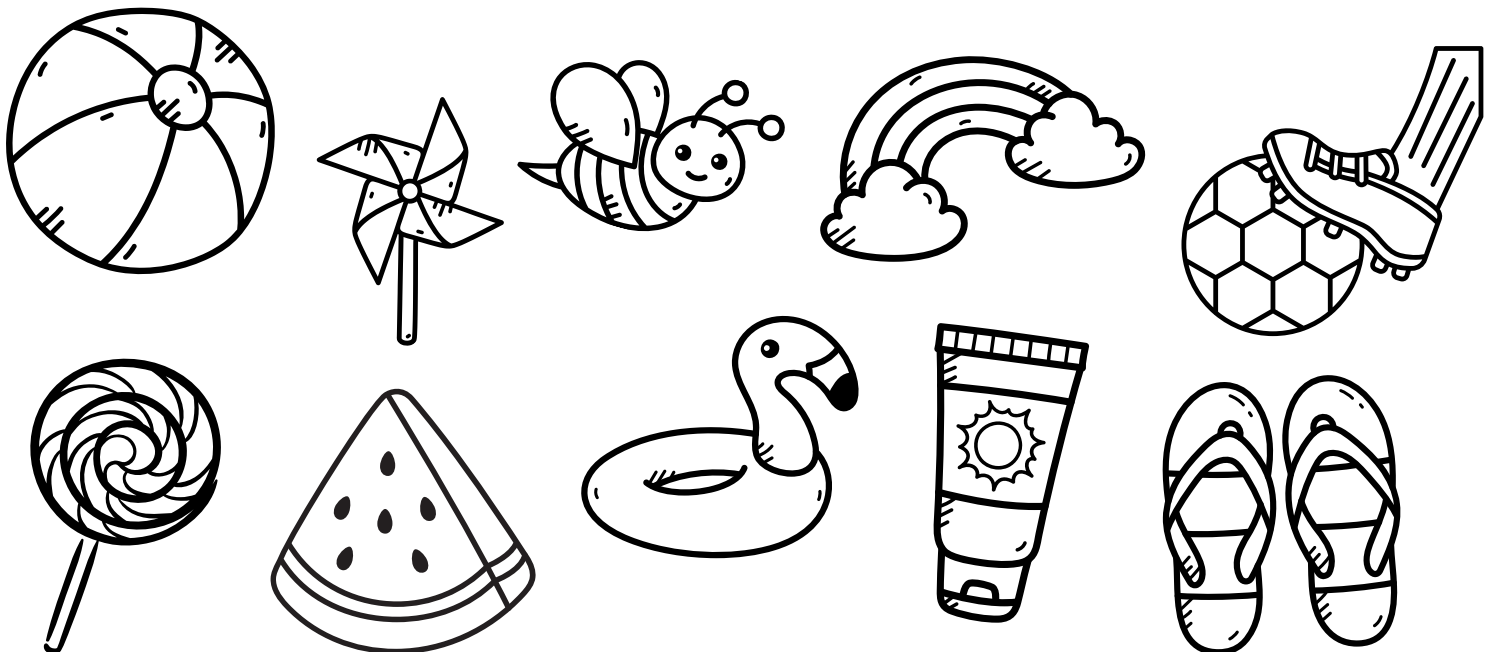
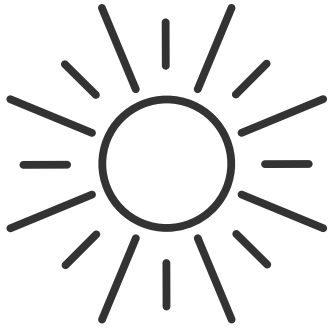


# K-2 SUMMER SPLASH



Dive into Reading





# WELCOME TO SUMMER!

**Dear Teachers,**

Welcome to our Summer Literacy Resource Packet! These pages are designed to support your students' literacy review over the summer break. The contents of the packet can be customized to fit your students' individual needs.

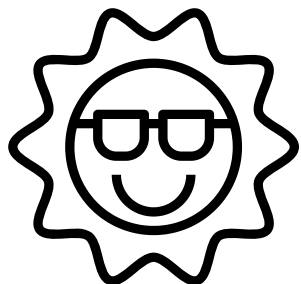
Content includes:

1. Phonological Awareness
2. Letter Formation Practice
3. Decoding Practice
4. Reading Comprehension

Take a look at all the materials and choose the content that will support the review and practice each student needs. Then, print and send home! You know your students best, so tailor the materials to their needs while keeping the goal of fun and successful summer learning moments in mind. Good luck, and have a wonderful summer!

**Your Literacy Ally,  
IMSE**





# WELCOME TO SUMMER!

**Dear Guardian,**

With the excitement of summer break and adventures ahead, it's a perfect time to emphasize the importance of summer reading for your child.

Summer is a time for relaxation and fun, but it's also an opportunity to maintain the progress your child has made throughout the school year. "Summer slide" is when students lose some of their academic skills during the long break. However, with your support, you can keep your child's learning momentum going strong.

Reading is the perfect summer activity because it's not only educational but also enjoyable. By encouraging your child to read regularly during the summer months, you can help them review the skills they've worked hard to develop.

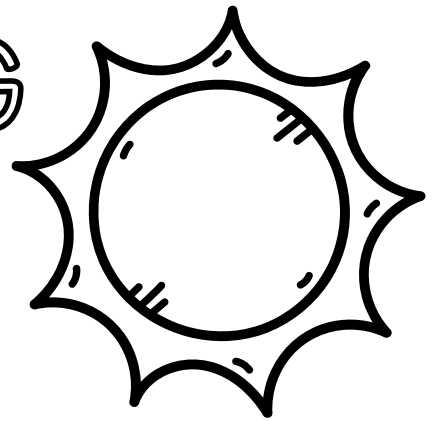
You can also read to your child! Reading to children in their native language offers many benefits. It fosters a strong bond between parent and child and enhances language development, fluency, and comprehension skills. It also cultivates a love for reading, igniting imagination and curiosity, and opens doors to a world of knowledge and possibility.

Here at IMSE, we provide the knowledge, support, and resources necessary to ensure that every child is successful in literacy. The following pages have been created to help foster and nurture the skills your student has learned throughout the year and to have fun together!

**Happy Reading!**



# SUMMER READING BINGO



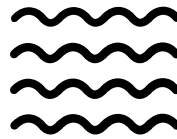
Read to a pet or  
stuffed animal



Build a fort and  
read inside.



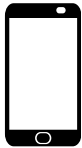
Read by the  
water



Have someone  
read to you



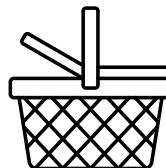
Read to  
someone on the  
phone



Read in the dark  
with a flashlight



Have a picnic  
and read



Write a poem or  
sing a song about  
reading



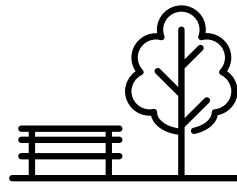
Read under the  
covers in your  
bed



Draw a picture  
from your  
favorite book



Read in a  
park



Read to someone  
younger than you



Write your own  
book



Read while you  
eat your favorite  
snack



Read a book that  
rhymes



Read to a friend



# TAKE READING ON THE ROAD

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.

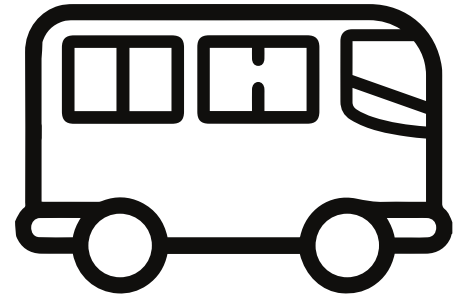
Reader: I see the letter M on the McDonald's sign!

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)

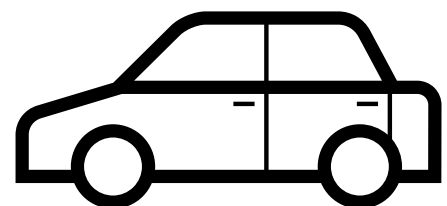
(Skill: identifying rhyme)

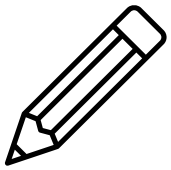
Adult: I see something that rhymes with right.

Reader: Is it light?

Adult: It is!!!

-repeat-





# 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).

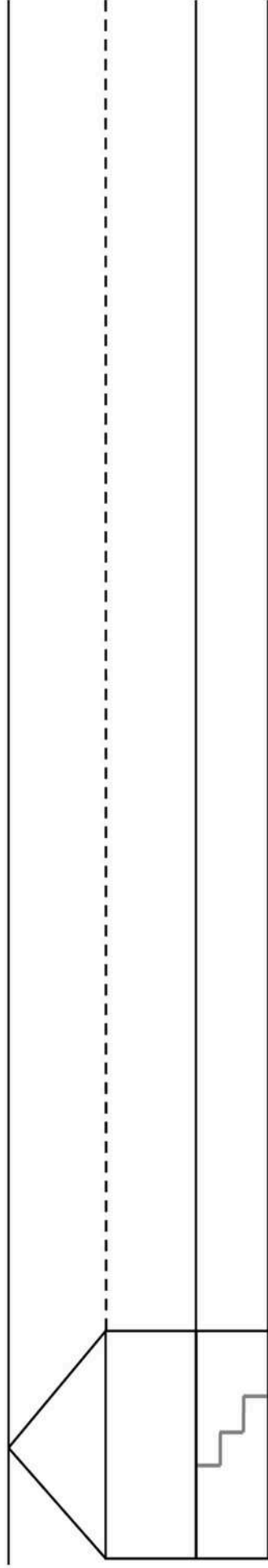
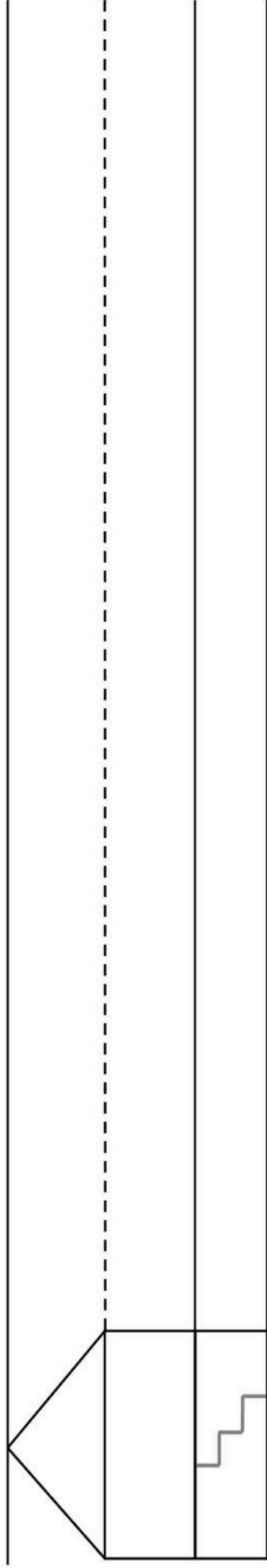
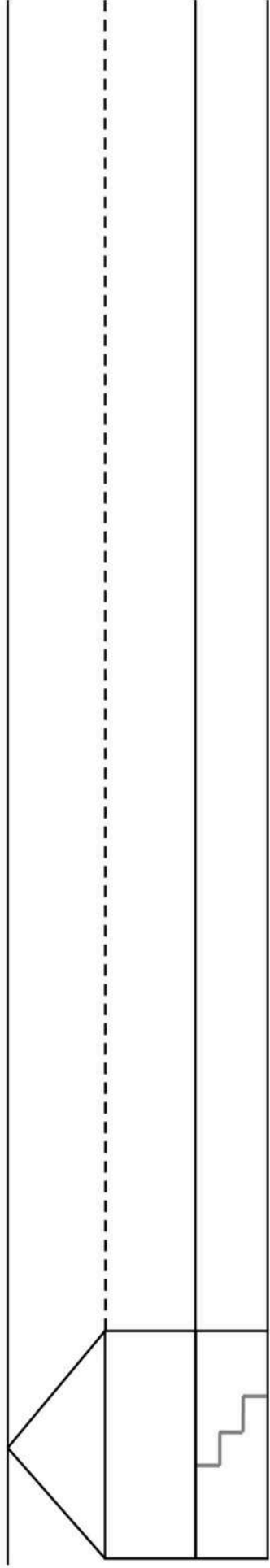
Is your student struggling with their pencil grip? Watch this short video from one of our IMSE team members on how you can improve your child's pencil grip!



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


# Letter Formation

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







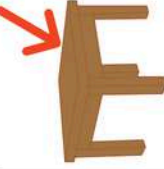











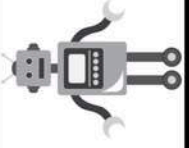




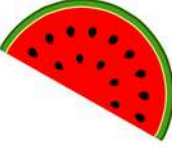





Name \_\_\_\_\_



Name \_\_\_\_\_

# 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).



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 (Voiced)	th (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?



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.

shy	dodge	brunch	cliff	clock
shelf	frog	stick	craft	help
spell	pass	hill	swim	dwell
grill	held	yelp	silk	flip
clam	off	twig	stop	fudge

even	subtract	dogsled	trumpet	himself
express	dentist	bobcat	misspell	banjo
bathtub	combo	dishpan	skeptic	hundred

### Practice Reading Sentences

1. The rabbit sat on the hippo.
2. Does the cat hiss at you?
3. Did you see the sunfish at sunset?
4. Stan is good at golf.
5. Mom is upset with the mess!

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.

shy	dodge	brunch	clock	broke
place	switch	smudge	stitch	dry
shack	choke	stage	crisp	truck
badge	patch	shape	trudge	cry
thick	my	drive	rack	snatch

include	chipmunk	lazy	candy	pumpkin
mustang	concrete	athlete	agent	sibling
copy	belong	empty	cupcake	fancy

### Practice Reading Sentences

1. A duck was stuck in the pond.
2. The camp had a blue tent.
3. Should we hide from the reptile?
4. An ice cube will melt in the drink.
5. The lady had a baby.

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.

they’re	claim	rushed	snail	it’s
play	dolls	don’t	speech	I’m
can’t	tray	asked	we’re	mean
say	rings	May	feet	meat

fifteen	planted	drinking	tiptoe	oatmeal
wishing	meantime	cupcakes	toenail	helping
steamboat	printed	hasn’t	aloe	coastline
teapot	toenail	shouldn’t	chimpanzee	honking

## Practice Reading Sentences

1. She ate the peach and drank the tea.
2. Ken was helping me give the cat a bath.
3. That’s my red coat hanging on the ledge.
4. Who do you think will win the contests?
5. I know that Mom will make a roast today.

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.

clerk	oink	grouch	dirt	tight
bird	owl	bright	twirl	wow
couch	moist	ouch	toy	thirst

complain	curbside	silver	hamstring	survive
ago	ointment	nightlight	instruct	spotlight
sunscreen	after	foil	China	thunder
flashlight	subscribe	stretch	convoy	bonus
monster	burger	decoy	disturb	Friday

### Practice Reading Sentences

1. Will you help me stir the beans?
2. The milk will spoil if it gets too hot.
3. I might have to ask for a discount for that outfit.
4. The timber fell from the pile.
5. Drive down the highway to get to downtown.

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.

chopped	jaw	fold	scorch	spied
vault	mind	skipped	drawn	smiled
sport	bolt	baked	fried	spark
yarn	find	shaped	shopped	mold

jogging	maple	joking	destroyed	garnet
forest	tumble	shopping	denied	hurried
emptied	perform	begging	jigsaw	grumble
sawdust	August	tarnish	border	taping

### Practice Reading Sentences

1. Will she read a fable to her class?
2. What sport do you like?
3. It was not my fault!
4. Tom raked all the pine cones on the ground.
5. I had never met the host before today.

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.

phone	gnat	there	they’ve	carve
too	crumb	very	we’ll	mouse
full	two	myth	write	moon
their	I’ll	heart	hinge	house

quarter	Michigan	poodle	bulldoze	hypnotize
echo	Egypt	outgrew	unscrew	advise
dolphin	twelve	hustle	Olympic	chevron
footprint	alphabet	tractor	chaos	elephant

## Practice Reading Sentences

1. Do you have to wrap two gifts?
2. The tech was unable to fix my laptop.
3. We’d love to help with the contest!
4. I used a graph in math class.
5. Grace wants to take a gymnastics class.

## 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!

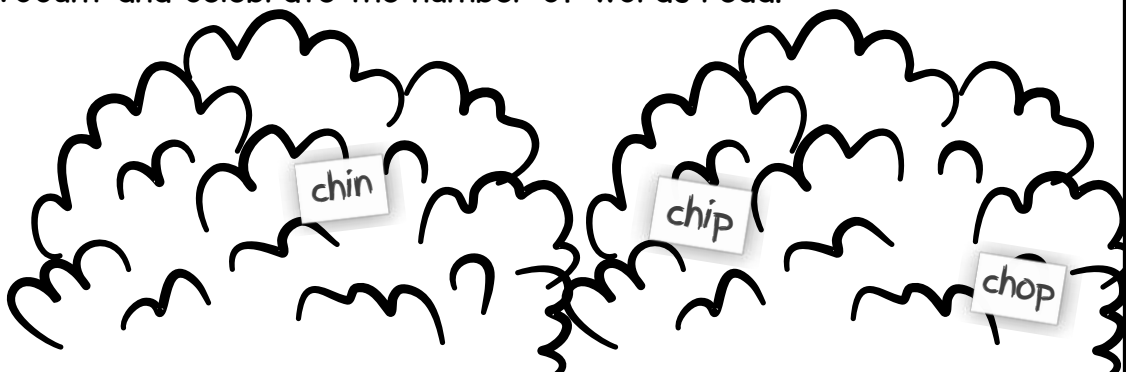


## Word Hunt

**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!





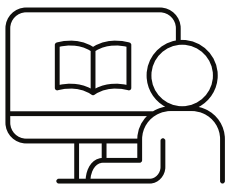


# READING STRATEGIES

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](#)

[Sunder and Friends](#)

## WEBSITES:

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

[www.abcy.com](http://www.abcy.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

**Lefty Larry**

 left


 Start on the left side of the word.

**Grapheme Grasshopper**

 hop


to each grapheme.

**Blendy Wendy**

 hop


Blend the sounds together and read the word.

**Syllable Sam**

 rab bit


Chop the word into syllables.

**Chase the Base**

 re | play | ing

Separate the base word from the prefixes and suffixes.

**Lucy Lightbulb**

 ???

Reread the sentence. Did it make sense?

 institute for multi-sensory education

**Lefty Larry**

 left

 Start on the left side of the word.

**Grapheme Grasshopper**

 hop

to each grapheme.

**Blendy Wendy**

 hop

Blend the sounds together and read the word.

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Chop the word into syllables.

**Chase the Base**

 re | play | ing


Separate the base word from the prefixes and suffixes.

**Lucy Lightbulb**


 ???

Reread the sentence. Did it make sense?


# 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.


proof read  


**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


**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.


proof read  


**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


**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.

proof read  


**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  

# JUNE READING CHALLENGE

Color one picture for every book you read this month!





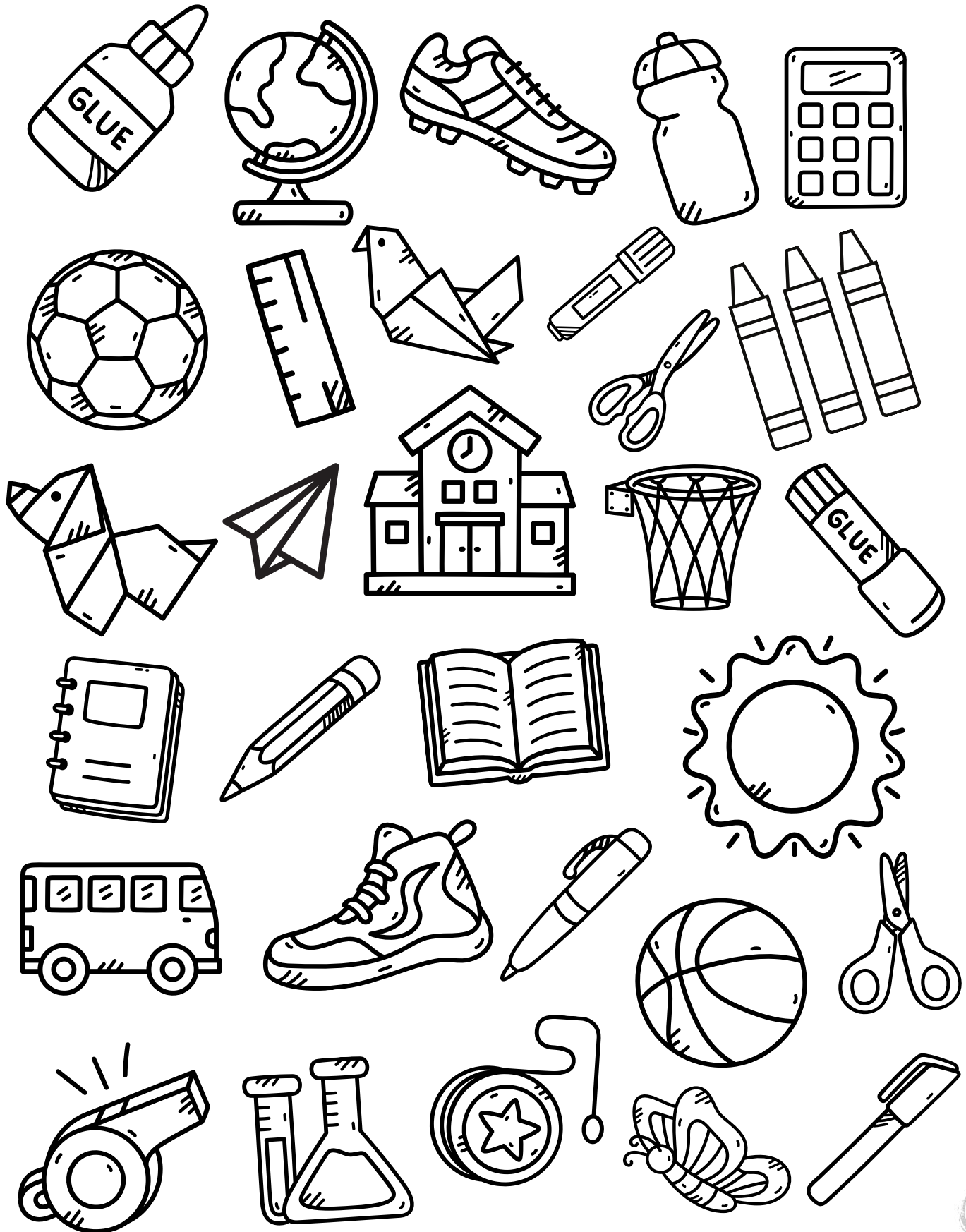
# JULY READING CHALLENGE

Color one picture for every book you read this month!



# AUGUST READING CHALLENGE

Color one picture for every book you read this month!





# 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!



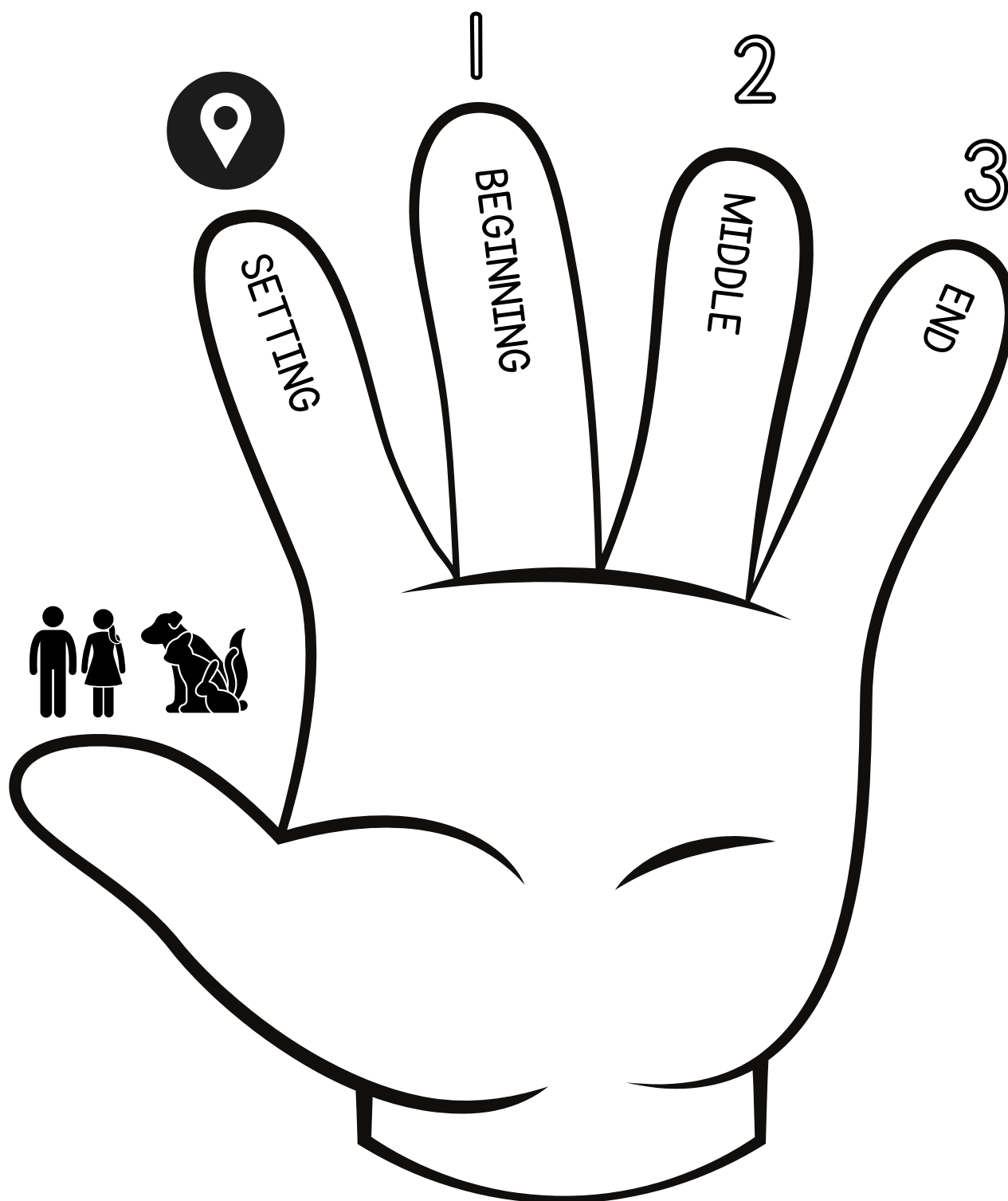


# FIVE-FINGER RETELL

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.

# 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?