

# Summer Reading Entering 2nd Grade

## St. Thomas's Day School



At St. Thomas's Day School, we seek to make children life-long readers by nurturing an early interest in books and by encouraging recreational reading. We strive to instill confidence so that the children become independent readers who love literature. This includes building good habits and teaching the children the importance of reading every single day. We believe that children need opportunities to discuss, reflect, listen to, and question texts from a variety of genres.

**We think we can, so we can.**

### Summer Reading Goals

- Promote life-long reading habits.
- Foster reading as a shared experience that includes reading aloud to and with your child.
- Broaden children's interests and stimulate their imaginations.
- Engage in meaningful discussions about books.
- Discover different viewpoints and literacy genres.
- Build vocabulary, enhance fluency, and deepen understanding.

### Reading Matters!

- Children who read often, read better.
- Reading exercises our brains and improves concentration.
- Reading teaches children about the world around them.
- Reading improves vocabulary and develops a child's imagination.
- Reading helps kids develop empathy.
- Children who engage in the reading process perform better academically.
- Reading is entertaining and stretches the mind.

### Recommendations

- Read to your child every day.
- Check out books from your local library.
- Attend a story hour.
- Read a magazine with your child.
- Let your child observe you reading.
- Have your child make a wishlist of books he/she wants to read.
- Ask your child to draw a picture of his/her favorite part of the book.
- Talk about the books you and your child are reading.
- Visit your local bookstore.
- Read a digital book.
- Listen to an audio book.

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

**Be Sure to READ! READ! READ!**

# St. Thomas's Day School



Summers are wonderful. Never forget your summers. Stuart Little

St. Thomas's Day School believes that summer is a wonderful time for children to engage in fun-filled math activities and real-world math experiences. Math is inherent in almost all summer experiences—trips, ball games, sports, board games, trading cards, puzzles, camps and cooking. It is everywhere! The enclosed list includes family-oriented activities that aim to maintain math facility in a fun and interesting way while reinforcing the intrinsic value that your family places upon mathematical development. The activities are recommended, but not required. The goal is for you to have fun with your child.

## Summer Math Goals

- Develop an understanding about how math pertains to the real world.
- Promote life-long learning habits.
- Foster math as a shared experience between parent and child.
- Broaden children's interests and stimulate their imaginations.
- Engage in meaningful conversations about math
- Prepare children for the future.
- Promote critical thinking and problem solving abilities
- Have fun!

## Math Matters!

- Children who practice math frequently, understand the world around them better.
- Math is a language that describes the ideas that make up our world.
- Math activities can promote critical thinking and problem solving skills.
- Math is the foundation for many sciences and for music.
- Math is interesting and can stimulate your mind.
- Mathematics is woven throughout almost everything we do.
- The process of learning math boosts your brain power.

## Recommendations

- Give your child a handful of change to count.
- Play a board game with your child.
- Count the number of cars on the road with a CT license plate.
- Have your child estimate the height of a tree in your yard.
- Have your child create a survey to determine what kind of food people like best.
- Help your child set up a lemonade stand.
- Create a math game using a deck of cards.
- Ask your child to measure the length of the kitchen table.
- Practice addition and subtraction facts with your child while you drive.

**MATHEMATICS Is Fun!**

**Suggested Summer Language Arts Activities**  
**St. Thomas's Day School - Rising Second Grade**

The following is a list of activities that you may want to do over the summer with your child to have fun with reading and writing. The activities span a variety of levels and some of them may be difficult for your child. The activities are meant to be completed with an adult.

**Toss, Read, Write (Word Families)**

Write word endings (i.e. -ing, -all, -ack, -ong, -unk, -ump, -ake, -ell, -est, -and, -art) on small pieces of paper and put them in a cupcake tin with one ending in each tin. Toss a pom pom or other small object into the tin. Use the ending to create and write a word by adding an initial sound. For example, if the pom pom landed in -ell, you could write "sell". Repeat the game, creating as many words as you can.

**Lego Sentence**

Gather a collection of legos. Place a strip of masking tape on the side of each lego. Make a sentence by writing one word on the tape of each lego. Repeat this step 4 times so that you have 4 sentences. Mix up the legos from the four sentences. Sort through the legos to try to reassemble the sentences. Can you use the words to create a new sentence? Can you substitute words to make new sentences? Have fun mixing up the words.

**Tell a Story Across Your Fingers**

Think of a time when you did something fun with your family. Practicing telling somebody about your story by telling your story across 3 fingers. The three fingers will represent the beginning, middle, and end of your story. When you tell the beginning of your story, hold your thumb. When you tell the middle of your story, hold your 2nd finger or index finger. When you tell the end of your story, hold your middle finger. Write a sentence about the beginning, a sentence about the middle, and a sentence about the end of your story using your fingers to help you remember what happened. Repeat this strategy with other stories.

**Sight Word Concentration**

Create a deck of sight words cards using index cards. Be sure to make two cards for each word. Shuffle the deck and lay them down. Take turns with a partner finding matches. The player with the most pairs wins. As you become familiar with the words in your deck, add more challenging words. Note: An adult can help you find appropriate sight words by looking up Dolch Sight Words on the internet.

**Word Building**

Using a set of magnetic letters or any collection of letters to make as many words as possible. Spread the letters out in front of you so that you can see them all. Sort and rearrange them, looking for letters that go together to make words. Write the words down so that you remember what you found. Continue searching for words until you cannot find any more. The object is to spell as many words as you possibly can. For a challenge, see how many 4 or 5 letter words you can make.

Note: If you do not have letters, you can make your own by writing letters on small pieces of paper.

### **Act Out a Story**

Read a story. Use plastic animals, dolls, stuffed animals or other objects around your home to act out the story. You can even make props by drawing or building scenes from the story. Ask someone in your home to listen to your performance.

### **You are the Teacher!**

Set up a collection of dolls, animals, or stuffed friends in a pretend classroom. Pretend you are the teacher and are running reading groups. Start by reading a story to your students. Be sure to share the pictures and talk to them about what happened in the story. Ask your students questions about what happened.

### **Word Puzzles**

Create a collection of word puzzles. Write ten 4-letter words on index cards or other small pieces of paper - one per card. Then use scissors to cut each card into 3 pieces. Put all of the pieces in a pile and mix them up. Put all of the puzzles back together again.

### **Musical Reading Chairs**

Create a set of twenty-word cards (ie. words with blends such as bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp and st) using index cards. Gather a collection of chairs together like you would for musical chairs. Put a card on each chair. Turn some music on and walk around the chairs. When the music stops, grab the word off the chair you are in front of and read it before sitting down. Share the meaning of the word. If you can read the word and describe its meaning, you can keep the card. If not, it stays on the chair until you land on it again. An adult can tell you what the word means so that you know for next time. If you remove a card because you were able to read and define it and there are no more cards to replace it, you can take the chair away. The game ends when there are no more cards. The object of the game is to get as many cards as possible.

### **Optional Skill Review**

For those of you who would like additional practice in the area of language arts, Tri-C Publication, Inc. offers a **Summer Language Arts Review** workbook. The book contains skill review with an answer key and can be ordered at [https://www.summerskills.com/summer\\_skills\\_books/language\\_arts\\_books/](https://www.summerskills.com/summer_skills_books/language_arts_books/). When ordering, please keep in mind that the summer skills book for the grade just completed is appropriate for most students.

**Suggested Summer Math Activities**  
**St. Thomas's Day School - Rising Second Grade**

The following is a list of activities that you may want to do over the summer with your child to have fun with math. The activities span a variety of levels and some of them may be difficult for your child. The activities are meant to be completed with an adult.

**Comparing Numbers**

Make a separate symbol card for each symbol (<, >, =) on note cards. Cut a piece of paper into 8 rectangles. Both you and your child write down a number on your own piece of the paper within pre-stated limits (i.e. between 1-100). Show the numbers to each other at the same time, and without talking, your child has to compare the numbers using the symbol cards. Use larger numbers and/or require that the number have specific numerals (i.e. must contain or start with a '2').

**Guess My Number**

Write a number down on a piece of paper. Your child has to guess the number based on the expanded notation clues you give (ex: for 3240, say, "My number has 3 thousands"). Give the clues in random order (ex: 4 tens, 3 thousands, 0 ones, 2 hundreds). Build up to five- and six-digit numbers.

**Dreambox**

Have your child spend time reviewing the skills that were taught in 1<sup>st</sup> Grade using Dreambox. Dreambox can be accessed from any computer, 24 hours a day using the link: <https://play.dreambox.com/login/aft/sttds>

To access Dreambox from an iPad, go to <http://www.dreambox.com/ipad> or search for "Dreambox Math" in the App Store. When prompted in the app, use this School Code: aft/sttds. Your child's name can be found in the class STTS-1.

**Trading Values**

Create game mats with your child, one for you and one for him/her. This mat should have three columns. On the top of each column, name the appropriate place value (from right to left: ones, tens, hundreds). Find three different colors of paper and cut them out into small circles or square pieces. Assign each color a value of 1, 10, and 100. These will be the game pieces. Additionally, find a pair of dice.

To start, roll the dice and total the numbers. Transfer this number to the game mat using the appropriately colored pieces of paper (ex: for 12, take 1 piece with the value of 10 and 2 with the value of 1). Repeat. Whenever a column has 10 pieces, those can be traded in for one piece of the next value. Before you end the game, ask your child for his/her total score and how many ones, tens and hundreds s/he has. You do the same. To increase the numbers, have one of the die determine the number of tens, and the other determines the numbers of ones (ex. rolling a 5 and then a 4 would create the number 54).

**Memory with Numbers**

Make two decks of cards: one with numbers 0-9 (two cards for each number) and the other with numbers 0-18 (one card for each number). Spread out all the cards on the floor/table, face down, keeping each deck separated. To start, the first player turns over two cards from the 0-9 area and one card from 0-18 area. The point of this game is to get the two cards from the 0-9 pile to add up to the card from the 0-18 pile. To practice subtraction, players turn over two cards from the 0-9 area and one card from 0-18 area. The largest card should be subtracted with one of the smaller cards to equal the other one. For a challenge, increase the numbers in both piles. Pick 3-4 cards from the pile of lower numbers and see if they all add up to a higher card.

## Number Patterns

Find a place where you and your child can sit facing each other. Player 1 calls out a pattern rule (ex: by 2's, 5's, 6's, etc.) and the first number they want to use to start the pattern. Take turns counting by ones. When a player reaches a number that is part of the pattern, say it. Over time, speed up the pace. Continue this for several turns or until someone makes a mistake. Challenge: name a rule with a large number (i.e. by 8s, 11s, or 15s). Count backwards.

## What Time Is It?

Purchase an analog clock. Give your child a demonstration on how the hour and minute hands move on a clock. When your child asks the time, look together to try and work it out. Start by asking him/her, "What time is the hour hand closest to?" Look at the minute hand. Ask your child to count by 5's around the clock until he/she gets to the minute hand. Slowly increase the difficulty of the questions. To have your child constantly keep an eye on the clock, tell your child when you will go do something. For example, "At 4:00 we will go to the park." Tell your child to remind you 10 minutes before and then again when it's time to go.

## What Can I Buy?

Before you head out with your child, give your child some coins that you have in your pocket or purse (enough to buy at least one item). Ask your child to add up the value of the coins. Find an item on your shopping list that costs less than how much your child has. Give your child the responsibility of finding that item. After your child finds the item at the store, ask him/her to find out how much it costs, and figure out if s/he has enough. Allow him/her to buy it when you get to the cash register, and having him/her to count the change. When ready, give your child enough money to buy 2 items on the list (dollar bills can be used if desired). Your child will follow the above steps with 2 items instead of 1. Additional items can be added as your child masters the number of items before. Paper and pencil can be used when trying to figure out the total price of more than 1 item.

## Numbers to the Rescue

Make 2 decks of cards: one deck of cards from 0-20 (make two of each card); the other deck of cards for the four different operations (make 4 cards for each operation). Start with addition and subtraction. If ready, add in multiplication and division. You will also need paper and a pencil for each player. Shuffle the cards and put them faced down. Keep the two decks separated.

To start, one player picks up two cards from the number deck and an operation card. With these cards, each player has to write down as many number sentences as they can (ex: if you flipped over a 4, 5, and -, number sentences can be:  $5-4=1$ ,  $5+4=9$ ). After one minute (time can vary depending on the child's skill level), share with each other the functions, making sure they are correct and use the two numbers. Repeat. For a challenge, add higher number cards to the deck. Use 3 cards instead of 2. Take away the operation cards, so the child can think in terms of all operations.

## Optional Skill Review

\* For those of you who would like additional practice in the area of mathematics, Tri-C Publication, Inc. offers a **Summer Math Skills Sharpener** workbook. The book contains skill review with an answer key and can be ordered at <http://www.summerskills.com/books/summer-math-skills-sharpener-1>. When ordering, please keep in mind that the summer skills book for the grade just completed is appropriate for most students.

# St. Thomas's Day School

# Rising 2<sup>nd</sup> Grade

# Summer Reading List

## Picture Books

- *The Adventures of Taxi Dog* by Debra & Sal Barracca
- *Dancing in Wings* by Debbie Allen and Kadir Nelson
- *Everybody Cooks Rice* by Norah Dooley and Peter J. Thornton
- *Extra Yarn* by Mac Barnett
- *Finding Winnie: The True Story of the World's Most Famous Bear* by Lindsay Mattick
- *Joseph Had a Little Overcoat* by Simms Taback
- *Last Stop on Market Street* by Matt De La Pena
- *The Lion and the Mouse* by Jerry Pinkney
- *Locomotive* by Brian Floca
- *Miss Rumphius* by Barbara Cooney
- *Mr. George Baker* by Amy Hest
- *The Name Jar* by Yangsook Choi
- *Once Upon a Time* by Niki Daly
- *The Princess and the Pea* by Rachel Isadora
- *Sleep Like a Tiger* by Mary Logue
- *Sneakers, the Seaside Cat* by Margaret Wise Brown
- *Velma Gratch & the Way Cool Butterfly* by Alan Madison
- *Virgie Goes to School With Us Boys*
- *Zen Shorts* by Jon J. Muth and Jon J. Muth

## Early Chapter Books

- *Amelia Bedelia* series by Peggy Parish and Fritz Siebel
- *Digby O'Day in the Fast Lane* by Shirley Hughes
- *Encyclopedia Brown: Boy Detective* by Donald J. Sobol
- *Flat Stanley* series by Jeff Brown
- *Henry and Mudge* series by Cynthia Rylant
- *Horrible Harry* series by Suzy Kline
- *Geronimo Stilton* by Geronimo Silton
- *Jigsaw Jones* series by James Preller
- *Magic Tree House* series by Mary Pope Osborne
- *Mercy Watson* series by Kate DiCamillo and Chris Van Dusen
- *Mr. Putter and Tabby* series by Cynthia Rylant
- *Nancy Drew and the Clue Crew* by Carolyn Keene
- *Nate the Great* series by Marjorie Weinman Sharmat and Marc Simont
- *The One in the Middle is a Green Kangaroo* by Judy Blume
- *Pinkey and Rex* series by James Howe
- *Poppleton* series by Mark Teague
- *The Stories Julian Tells* by Ann Cameron
- *Young Cam Jansen & Cam Jansen Mysteries* by David A. Adler

## 2021 Nutmeg Nominees

- *After the Fall (How Humpty Dumpty Got Back Up Again)* by Dan Satat
- *Because* by Mo Willems
- *Borrowing Bunnies: A Surprising True Tale of Fostering Bunnies* by Cynthia Lord
- *The Cardboard Kingdom* by Chad Sell
- *Carter Reads the Newspaper* by Deborah Hopkinson
- *Game Changers: The Story of Venus and Serena Williams* by Lesa Cline-Ransome
- *Ida, Always* by Caron Levis
- *The Infamous Ratsos* by Kara LaReau
- *Jasmine Toguchi, Mochi Queen* by Debbi Michiko Florence
- *Magic Ramen: The Story of Momofuku Ando* by Andrea Wang
- *Rescue & Jessica: A Life-Changing Friendship* by Jessica Kensky & Patrick Downes
- *Seashells: More Than a Home* by Melissa Stewart
- *We Don't Eat Our Classmates* by Ryan T. Higgins
- *Wedgie & Gizmo* by Suzanne Selfors
- *The World is Not a Rectangle: A Portrait of Architect Zaha Hadid* by Jeanette Winter

# St. Thomas's Day School

# Rising 2<sup>nd</sup> Grade

# Summer Reading List

## Folk Tales

- *Anansi and the Moss-Covered Rock* by Eric Kimmel
- *Clever Beatrice* by Margaret Willey
- *Fin M'Coul: The Giant of Knockmany Hill* by Tomie DePaola
- *Hansel and Gretel* by James Marshall
- *I Am Tama, Lucky Cat: A Japanese Legend* by Wendy Henrichs
- *Lon Po Po: a Red-Riding Hood Story from China* by Ed Young
- *Master Man: A Tall Tale of Nigeria* by Aaron Shepard
- *Next Time I Will: An Old English Tale* by Doris Orgel
- *Paul Bunyan: A Tall Tale* by Steven Kellogg
- *Rainbow Crow* by Nancy Van Laan
- *Raven* by Gerald McDermott
- *The Singing Snake* by Stefan Czernecki
- *Something from Nothing* by Phoebe Gilman
- *Storm Boy* by Paul Lewis
- *A Story, a Story* by Gail E. Haley
- *The Sword in the Stone* by Catherine Storr
- *Why Mosquitos Buzz in People's Ears: A West African Tale* by Verna Aardema
- *Why the Sun and the Moon Live in the Sky* by Niki Daly

## Information Books

- *5000 Awesome Facts (About Everything!)* by National Geographic Kids
- *A City Through Time* by Philip Steele
- *Amazing Poisonous Animals (Eyewitness Junior)* by Dorling Kindsley
- *Animal Planet Animals: A Visual Encyclopedia* by Animal Planet
- *Daylight Starlight Wildlife* by Wendell Minor
- *From Tadpole to Frog* by Wendy Pfeffer
- *History Year by Year* by DK
- *How Animal Babies Stay Safe* by Mary Ann Fraser
- *How Seeds Grow* by Helene J. Jordan
- *Little Kids First Big Book of the World* by Elizabeth Carney
- *National Geographic Animal Encyclopedia: 2,500 Animals with Photos, Maps and More!* By Lucy Spelman
- *National Geographic Readers: Cheetahs* by: Laura Marsh
- *Picturepedia* by DK Publishing
- *Where Are the Night Animals?* by Mary Ann Fraser
- *Where On Earth?* By DK
- *Zoology for Kids: Understanding and Working with Animal*

## Poetry

- *Animal Poems* by Valerie Worth
- *Dogku* by Andrew Clements
- *Falling Down the Page: A Book of List Poems* by Georgia Heard
- *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems* by Mary Ann Hoberman
- *Hip Hop Speaks to Children: A Celebration of Poetry with a Beat* by Nikki Giovanni
- *In the Spin of Things: Poetry of Motion* by Rebecca Kai Dotlich
- *Little Dog and Duncan* by Kristen O'Connell George
- *National Geographic Book of Animal Poetry: 200 Poems with Photographs That Squeak, Soar, and Roar!* By J. Patrick Lewis
- *Old Elm Speaks: Tree Poems* by Kristine O'Connell
- *The Poem That Will Not End* by Joan Bransfield Graham
- *Poetry For Young People: Emily Dickinson* by Frances Schoomaker Bolin
- *The Random House Book of Poetry for Children* by Jack Prelutsky
- *When Riddles Come Rumbling: Poems to Ponder* by Rebecca Kai Dotlich
- *Where the Sidewalk Ends* by Shel Silverstein