



Dear Parent,

Summer can be a season full of good times and fun memories, but did you know that kids may experience learning losses when they don't read during the summer? There's actually a name for it: the summer slide (and that isn't the one at the park).

So what can you do as a parent to help STOP the summer slide?

Here's one simple solution! Studies show that children who **read four or more books** over the summer do better on reading tests in the fall than those who read only one or no books over the summer.

Motivating your kids to read doesn't have to be costly, and can even be free if you visit your local library. Here's how you can help your kids keep their reading skills sharp:


- Let your kids **choose the books** *they* want to read.
- Give kids **access** to a wide variety of [age-appropriate books](#).
- Introduce your kids to a book **series** and one turns into four...or more.
- Invite them to go online and join the **Scholastic Summer Challenge!**


The Scholastic Summer Challenge is a FREE summer-long literacy program designed to motivate all children to read four or more books. The web-based campaign helps kids find great books to read and provides parents with age-appropriate book lists and plenty of helpful hints for stopping the summer slide.

This summer kids can join the [Scholastic Summer Challenge](#), a free web site designed to motivate all children to read four or more books. Kids sign up to be part of a team and read, earn points, play games, chat with other readers, and even make a difference by helping children in need through Save the Children's U.S. programs. Parents can find age-appropriate book lists, videos and plenty of tips from reading experts about stopping the summer slide.

Go to www.scholastic.com/summer to learn more, and get your child to read and join the Scholastic Summer Challenge! For parent tips from the National Center for Summer Learning click for [English](#) or [Spanish](#), or go to www.summerlearning.org for more information about summer learning, including research and summer programs.

Have a great summer, and happy reading!


Francie Alexander
Chief Academic Officer
Scholastic Inc.


Ron Fairchild
Executive Director
National Center for Summer Learning

Scholastic Book Wizard

How can you find the reading level of your child's book?

How can you find books at your child's reading level?

- Talk to your child's teacher to find out his/her reading level. They may give you a grade level equivalent (i.e. Accelerated Reader or Scholastic Reading Counts), or they may give you a guided reading level (A-Z).
- Go to Scholastic Book Wizard at <http://bookwizard.scholastic.com/tbw/homePage.do>.
- In the "Quick Search" space, enter the author or title of the book.
- At the top of the next screen, set the reading level to the leveling system you are interested in.
 - Grade Level Equivalent
 - Guided Reading Level
- Click "Set".
- You can also find similar books at the same level, the same type of books (easy reader, early chapter books), the same topic or subject, or the same genre.

Places to Go

Here are some educational places that students often enjoy. Some are free and some range in cost.

Rochester Hills Public Library (*see copy of activities titled "Get a Clue @ Your Library Summer Reading Fun!"*)

<http://rhpl.org>

500 Olde Towne Road, Rochester

248-656-2900

Rochester Hills Museum

1005 Van Hoosen Road, Rochester

248-656-4663

Dinosaur Hill

Cranbrook Institute

Detroit Institute of Arts

Detroit Science Center

Detroit Zoo

Bookstores (*most offer great reading opportunities, programs, etc.*)

- **Barnes & Nobel**

www.barnesandnobel.com

- **Borders**

www.borders.com

Summer Learning Activities

Reading:

- ✓ The grocery store is a marvelous place to do "impromptu" reading. Give your child a small list of things to find as you go down the aisles together.
- ✓ Have your child find and count how many items they can read in the grocery store (they will be amazed!).
- ✓ At home, use the groceries to alphabetize, sort according to vowels, syllables, and see which one costs the most/least, what is the difference between prices, which weights the most/least, how much change would they get back if they bought just this item and paid with _____ amount of money, etc.
- ✓ Read to your child everyday and have your child read to you. Go over the story elements (character, setting, problem, events, and solution). If your child reads to themselves, ask them to retell the story to you in their own words and to include the story elements.
- ✓ Choose a day to be "Library Day." The library and bookstores have great summer programs - see the listing under Places to Go.
- ✓ Have family time when the T.V. goes off and everybody reads for 15 minutes or so (F.D.E.A.R. - Family Drop Everything and Read Time).
- ✓ Encourage your child to use the T.V. Guide to find their favorite programs and what channel it is on. They could write out a T.V. schedule for that night.

Writing:

- ✓ Encourage your child to keep a journal for the summer. Have them write in it everyday. Keep a journal when on vacation. It is a fun memory book to look back on!
- ✓ Write letters to friends, relatives and pen pals! (see note about being pen pals with myself or Mrs. Booth)
- ✓ Establish a "note center" in your home where family members can leave messages to each other.
- ✓ Become neighborhood reports. Two or three children can get together and write about the happenings in the neighborhood - who is going on vacation, where they are going, interview them when they return and write an article about their trip, announce any subdivision gatherings coming up, etc.
- ✓ Have your child practice writing "Small Moments" stories where they will focus on using great word choice and writing an effective beginning, middle and end.
- ✓ Children can get together and write a sample play. Then they can make puppets, design costumes, create scenery, etc. and put the play on for their families and friends.
- ✓ Have your child write poems about a favorite object and then read it to you.

Handwriting:

- ✓ Post a copy of the D'Nealian alphabet and then have your child copy poems, grocery lists, list of chores, etc.

Math:

- ✓ Complete any unfinished pages in their math journals from Everyday Mathematics.
- ✓ At the store, let your child buy a single item. Have them pay for it. Have them figure out what their change will be.
- ✓ Make estimations and predictions...
 - How long will it take to go somewhere? (Grandma's, the store, the library, etc.)
 - How many twigs will fit in this cup?
 - How many spoons of water will it take to fill this glass?
 - How many bites will it take to eat this ice cream bar?
- ✓ Let your child cook with you in the kitchen. Have them measure out the ingredients.
- ✓ Have your child use an analog clock, and tell you the time frequently during the day.
- ✓ Practice counting to 110 by 1s, 2s, 5s and 10s starting at any number. Count to 500 by 100s and 10s. Practice place value by bundling straws into groups of tens and ones. Ex. 24 is made of 2 tens and 4 ones or 24 ones).
- ✓ Practice adding and subtracting numbers for 2 through 10.

- ✓ Measure items using a ruler in centimeters and inches.
- ✓ Identify basic shapes and their characteristics. Talk about how the shapes are similar and different.
 - Circle: round
 - Square: four equal sides and four corners
 - Rectangle: four corners and four sides, with two longer sides
 - Triangle: three corners and three sides
 - Trapezoid: four corners and four sides; one side is shorter, one is longer
 - Hexagon: six equal sides and six corners
 - Oval: a flat circle or egg-shaped.

Spelling:

- ✓ The First Grade Word list is attached to this packet. These are the words that first graders should be able to know upon entering 2nd grade.
- ✓ Making Words -
 1. Changing one letter in a word to make a new word.
 1. Write the word "on."
 2. Change one letter to make "an."
 3. Add one letter to "an" to make pan, man, fan, van, ran, Dan.
 4. Change one letter in ran to make run.
 5. Drop n and add two letters to make rush.
 6. Add one letter to rush to make brush.
 2. Taking words and using the letters to make new words:
 - Ex: Jack-o-Lantern - look for two new words, three letter words, four letter words, and five, etc. (an, tan, tack, learn).
 3. ABC order of words that are more complex and writing them in sentences. You may choose words from the dictionary that begin with the same few letters where the child will need to look at the letters that are different to decide which would come first in ABC order.
 - Ex. Black, blast, blaze
 4. Word Searches - have your child create one with spelling words (see attached grid).
 5. Type words on the computer.
 6. Practice with more complex word families (_ound family or the _ight family).
 7. Cut letters or words out of the newspaper.
 8. Spotlight words in print and highlight the words.
 9. When writing words, use different colors for each letter, or trace over the same word with five different colors to create rainbow words.
- 10. Circle all the blends, or vowels in words.
- 11. Write words and circle all of the silent letters.
- 12. Learn about homophones- words that sound the same, but have different meanings and spellings. Ex. to, too, two
- 13. Find/think of/write words with double letters. Ex. see, giggle, feel, feed, fuzzy, Jill, Stلالuna
- 14. Some sounds are spelled more than one way. Do word sort for these types of words. Ex. "or" and "ore"
- 15. A long /i/ sound at the end of a word is usually spelled y. Come up with a list of these to clues that you give. Ex. Babies do this they're hungry: cry.
- 16. Develop a list or sets of words that have the same meaning. Ex. big - huge, large, great, gigantic, enormous, immense, jumbo.
- 17. Short vowel sounds are usually spelled with one vowel. Ex. hat, when, hit, hot, threw, went.
- 18. Idiomatic, usage: What do these expressions really mean? Ex. "have a ball," "have a chip on your shoulder," "have a sweet tooth," "have the blues," "have a green thumb," "have cold feet"

Wonderful Websites!

Here's a list of some great websites. Enjoy visiting them with your child this summer.

www.starfall.com

www.funbrain.com

www.bookadventure.com

www.learningpages.com

www.aplusmath.com

www.discoveryschool.com

www.coolmath4kids.com

www.pbskids.org

www.rhpl.org - Rochester Hills Library

D'Nealian Manuscript Letter Formation

a b c d e f g

h i j k l m

n o p q r s t

u v w x y z

A B C D

E F G H I J K

L M N O P Q

R S T U V W X

Y Z

1 2 3 4 5 6

7 8 9 10

First Grade Wall Words

(This list contains only words specified in the RCS curriculum. Students will have other words as they relate to the Guided Reading Series and Word Study program.)

a	after	all	am	an
and	animal	are	as	at
away	back	be	big	boy
but	by	came	can	car
children	coat	come	could	dad
day	did	do	down	eat
for	friend	from	get	girl
give	go	going	good	had
has	have	he	help	her
here	him	his	home	house
how	I	in	into	is
it	jump	just	kick	like
little	long	look	made	make
me	mom	my	new	night
no	not	now	of	old
on	one	or	out	over
people	play	put	question	rain
red	run	said	saw	school
see	she	slow	so	some
talk	teacher	that	the	them
there	they	thing	this	those
time	to	too	tree	two
up	us	use	very	want
was	water	we	went	were
what	when	where	who	why
will	with	you	your	zoo

Writing Workshop

Title _____

Handwriting practice lines consisting of solid top and bottom lines with a dotted midline.

A series of horizontal lines for writing, consisting of solid top and bottom lines with a dotted midline, repeated down the page.



Can You Retell...

Setting

(where and when)



Characters



Beginning

(problem)

Middle

(events)

End

(solution)

Author's Message



Can You Retell...

Setting

(where and when)



Characters



Beginning

(problem)

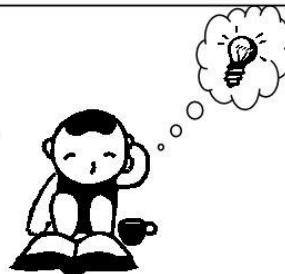
Middle

(events)

End

(solution)

Author's Message



Can You Retell...

Setting

(where and when)



Characters



Beginning

(problem)

Middle

(events)

End

(solution)

Author's Message



Word Strategies



Look at the picture.



Think about the story.

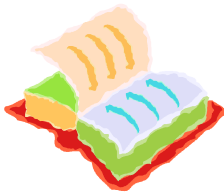


Get your lips ready to say the first sound.

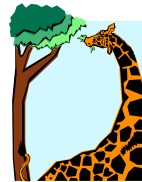


cupcake
cat

Find small parts in the word that you know.



Read it again.



Stretch out the word.

Does it make sense?
Does it make sense?
Does it look right?

In my book...



I notice...



I think...



I like...

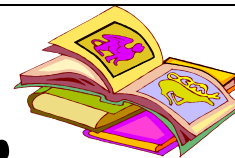


I learned...



I wonder...

In my book...



I notice...



I think...



I like...



I learned...



I wonder...