

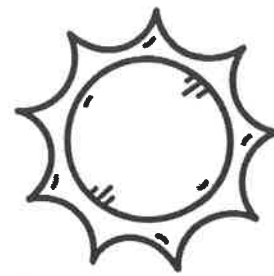


Hillel Torah
NORTH SUBURBAN DAY SCHOOL
בית ספר חילל תורה

Summer Reading Guide

1st to 2nd Grade





Dear Parents of Future 2nd Graders!



Welcome to our Summer Reading Guide! This packet has been especially curated for rising 2nd graders at Hillel Torah.

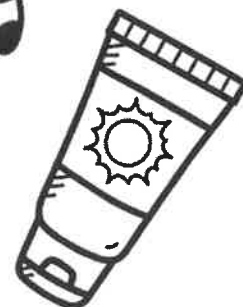
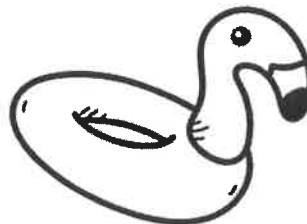
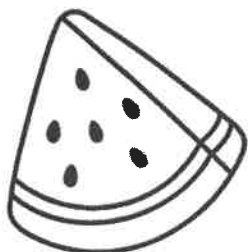
Summer is a time for relaxation and fun, but it's also an incredibly valuable opportunity to maintain the progress your child has made throughout the school year. The materials in this guide were selected by the team of reading teachers who have worked closely with your children all year.

The materials range from coloring sheets for students to celebrate all of their reading to guides for you as parents to work closely with your children as they read new and exciting books.

If you have any questions about anything in this packet, don't hesitate to reach out to me anytime over the summer. The Hillel Torah reading team and I are here to support you in any way we can.

HAPPY READING!!

Miriam Kopelow
Director of General Studies
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Reading At Home With Your 1st Grader

Set the Scene: Talk with your first grader about when and what they are going to read every day. Decide on a quiet, comfortable place with no distractions. Set aside at least 10-15 minutes of reading, preferably both independent and with an adult. Some children find setting a timer is helpful for their reading stamina goals.



Book shop: Help your child find JRB's (Just Right Books) to read at home. Try to also encourage reading a variety of texts (fiction, nonfiction, magazines, comics, poems). Visiting the local library once a month can be a great way to book shop!

Tips when reading with your first grader:

- ❑ Find time to **read to them** - this is important, as it is vital modeling of the way your child *should* sound when reading aloud and helps develop deeper comprehension.
- ❑ Read together - called "**Shared Reading**," this where you both read together, in unison. This is helpful for children who are working on pace, fluency, and expression/phrasing when reading aloud.
- ❑ Don't fix their every mistake - choose which are **important inaccuracies** (i.e. they change the meaning of the story) to stop and talk about, then re-read.
- ❑ **Give compliments.** First graders are emergent readers, and the feedback we give them now is crucial for helping them develop a lifelong love for reading.
- ❑ Encourage your first grader's use of **comprehension strategies** by stopping and asking them plot questions about what is happening in the story.

Some questions to ask:

1. Who are the main characters? How can you describe them?
 2. What is the setting of this book? Why is it important to the story?
 3. Can you make any connections to your book or character(s)?
 4. What is your favorite part so far and why?
 5. What are you confused about right now?
 6. What's your prediction?
- ❑ When your child comes to a **new/unfamiliar word**, help them decode (sound it out). Then discuss the meaning. Encourage them to think about it for themselves before telling them the meaning.

Enjoy this special time with your child!



Questions to Ask Your Child

Before, During and After Reading

Before reading, try to connect with what your child already knows.

- What do you know about this story or topic?
- What other stories have you read that might be like this one?
- What do you think will happen?

During reading, help your child create a picture of the story in his/her mind

- What do you (see, hear, or feel) as you read this book? Encourage your child to ask his/her own questions before, during, and after the story.
- What happened in the story/book?
- What was the problem/ solution?
- What did you learn from the text?
- What do you think.....?
- I wonder why.....?
- How come.....?

During reading, help your child see that good readers use **"fix-up"** strategies when they don't understand something.

- Reread a part of the story
- Read ahead a little bit
- Look up a difficult word
- Ask questions to someone
- Use context clues
- Use pictures

After reading, for fiction, ask what the theme of the story is. A theme is a message about how the story might relate to life.

- How did the character change from the beginning of the story to the end?
- What did the main character want? What events helped/hindered the character from achieving their goal
- How do the pictures, captions, and/ or illustrations help you as a reader?
- What would happen if?
- For nonfiction, ask your child what the "big ideas" are.
- Was this a good title for the book? Why?



Hillel Torah
בית ספר הלל תורה

Student Name: _____ Going into Grade _____

HT Summer Reading Log - Summer 2024

Please submit the log to the office or email to hoffice@hilleltorah.org by the 1st day of school

Date	Reading comes in many forms! What kind(s) of reading did you do today? You read a book / had a book read to you / read a magazine or the newspaper / listened to an audiobook / attended a read-aloud at the library or a book store and more!	How long? (20 minute minimum)	Parent's Signature

Return books, reports, and this reading log to the school library on the first day of school!

Date	<div>Reading comes in many forms!</div> <div>What kind(s) of reading did you do today?</div> <div>You read a book / had a book read to you / read a magazine or the newspaper / listened to an audiobook / attended a read-aloud at the library or a book store and more!</div>	How long? (20 minute minimum)	Parent's Signature

Return books, reports, and this reading log to the school library on the first day of school!

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!

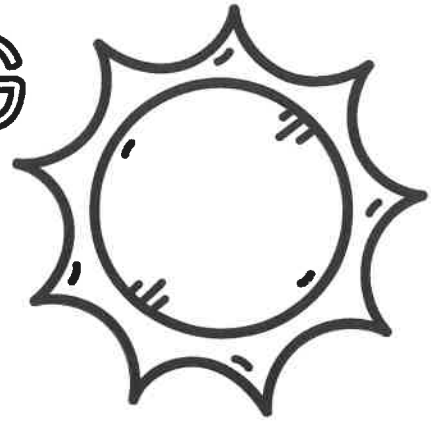


AUGUST READING CHALLENGE

Color one picture for every book you read this month!



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



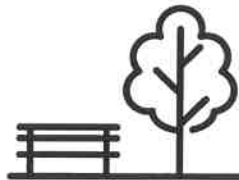
Read under the
covers in your
bed



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.

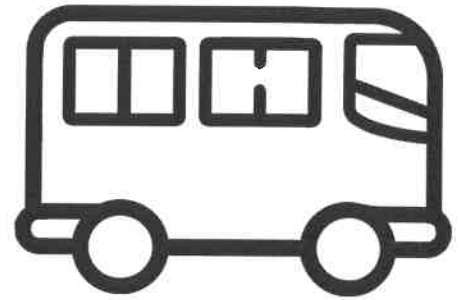
Reader: I see the letter M on the McDonald's sign!

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)

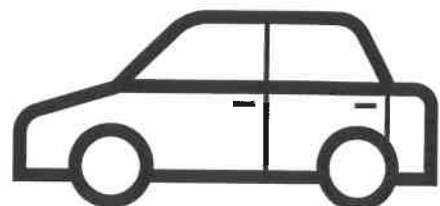
(Skill: identifying rhyme)

Adult: I see something that rhymes with right.

Reader: Is it light?

Adult: It is!!!

-repeat-





WHAT IS DECODING?

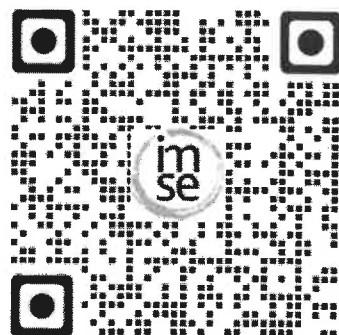
Decoding in reading refers to the ability to convert written words into spoken language. It involves recognizing the letters in a word, associating each letter with its corresponding sound, and blending these sounds together to form words. Essentially, decoding allows readers to make sense of written 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.



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
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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	dwelling
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.

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.

Challenge

Review: M-homophones

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.

★Challenge★

Review: M-igh

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.

★ Challenge ★

Review: M-Contractions

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.

Reading Go Fish

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

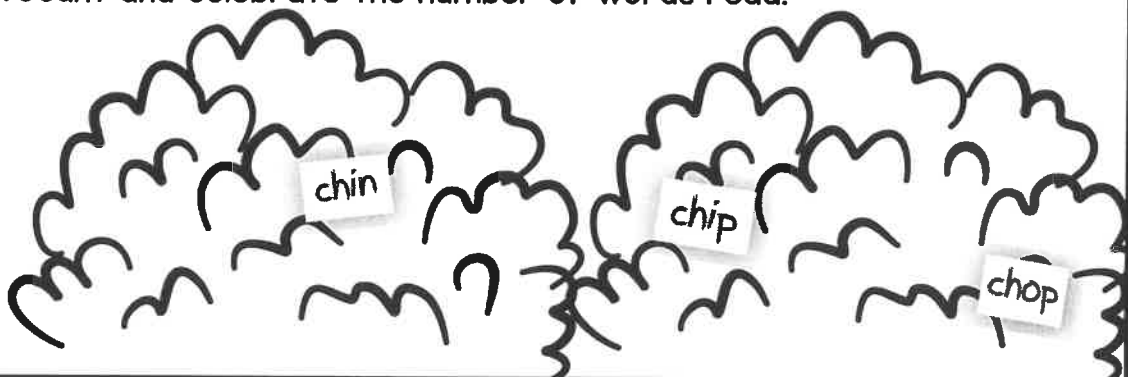
1. Select 6 words from the decoding review pages provided.
2. Create playing cards using index cards and write selected words on cards. Each word will have 2 cards, for a total of 12 cards. Shuffle the cards.
3. With two players, begin by selecting 3 cards each.
4. Player 1 asks Player 2 if they have "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

www.abcy.com

www.storylineonline.net

www.teachyourmonster.org

AUDIO

BOOKS:

www.audible.com



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!

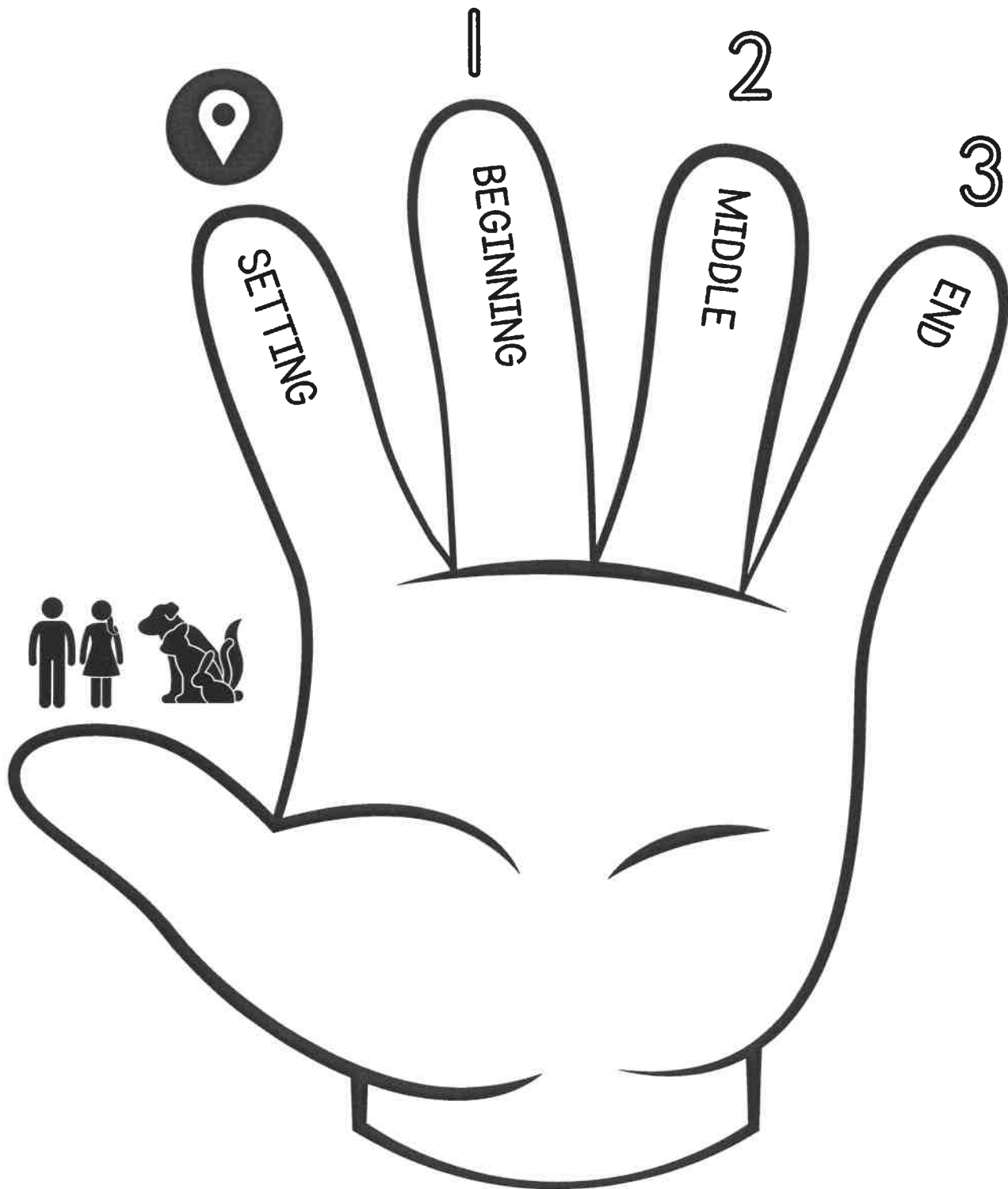


FIVE-FINGER RETELL

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?

1st Grade Sight Words

the

Unit 2

is

Unit 2

a

Unit 2

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Unit 2

and

Unit 2

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Unit 2

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Unit 3

into

Unit 3

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Unit 3

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Unit 3

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Unit 3

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Unit 3

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Unit 3

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Unit 3

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Unit 3

he

Unit 3

be

Unit 3

they

Unit 4

was

Unit 4

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Unit 4

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Unit 4

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Unit 4

I

Unit 4

said

Unit 4

from

Unit 5

have

Unit 5

do

Unit 5

does

Unit 5

were

Unit 6

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Unit 6

who

Unit 6

when

Unit 6

what

Unit 6

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Unit 6

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Unit 6

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Unit 6

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 7

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Unit 8

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Unit 9

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Unit 10

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Unit 10

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Unit 10

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Unit 10

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Unit 10

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Unit 10

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Unit 10

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Unit II

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Unit II

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Unit II

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Unit II

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Unit II

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Unit 12

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Unit 12

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Unit 12

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Unit 12

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Unit 12

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Unit 12

Mr.

Unit 12

Mrs.

Unit 12

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Unit 13

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Unit 13

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Unit 3

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Unit 13

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Unit 13

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Unit 13

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Unit 13

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Unit 13

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Unit 13

water

Unit 14

called

Unit 14

day

Unit 14

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Unit 14

way

Unit 14