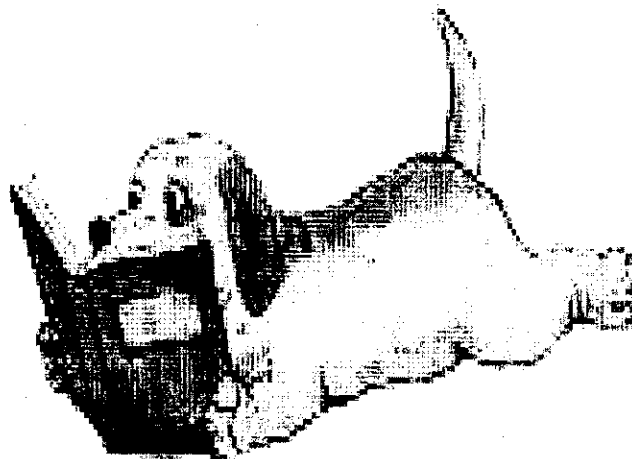


Bridgeport Public Schools
Summer Reading Activities

Second Grade

Name: _____ **School:** _____

Parent/Guardian Signature: _____



Reading Department
948 Main Street-5th floor
Bridgeport, CT 06604



Bridgeport Public Schools 2010 – 2011

ADMINISTRATIVE OFFICES BUILDING
948 Main Street – 5th Floor
Bridgeport, Connecticut 06604
Telephone (203) 275-1371 Fax (203) 337-2520

VICTORIA EGRI
Director of Reading/Literacy
VEgri@bridgeportedu.net
June 2010

Dear Parents/Guardians,

Summer is a time for students to celebrate the completion of a successful school year, and to continue to enjoy reading by choosing books that are of interest to them.

This packet has been developed to assist you in continuing to enhance your child's literacy experiences during the summer months. As your child reads through the summer he/she will build new vocabulary as they improve their ability to read fluently and with comprehension. This packet includes:

- *Summer Reading Lists;*
- *Reading logs for the Connecticut Governor's Reading Challenge;*
- *Sight word vocabulary practice;*
- *Story Maps; and*
- *CMT practice activities.*

This Summer Packet is not intended to be done during one sitting, but spread throughout the summer months. Set aside a time each day, or a few days a week, when your child will read a book from the list for at least 20 minutes a day.

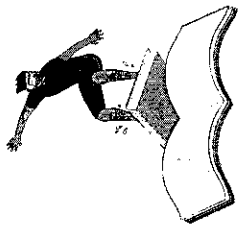
Please take your child to the public library where there is a special section of books specifically for Bridgeport Public School Students. The librarians will assist in choosing appropriate books to read. You may even find a book that you would love to read! Then encourage your child to complete one of the response activities.

The completed packet should be brought to school in August. If you have any questions, please contact the Reading Department at 203-275-1374. We wish you a safe and relaxing summer!

Sincerely,

A handwritten signature in cursive script that reads "Victoria Egri".

Victoria Egri
Director of Reading/Literacy



CONNECTICUT READS 2010

The Governor's Summer
Reading Challenge



Name _____

Grade _____

School _____

Town _____

My favorite book was _____

I liked this book because _____



CONNECTICUT READS 2010

The Governor's Summer Reading Challenge

Summer Reading Journal



MAKE WAVES at your library!

CONNECTICUT READS 2010

THE GOVERNOR'S SUMMER READING CHALLENGE

Title of Book

of Pages
(Grades 6-12)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Title of Book

of Pages
(Grades 6-12)

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Total number of pages read (Grades 6-12 only) _____

**BRIDGEPORT PUBLIC LIBRARY
SUMMER READING LIST: 2010**

GRADE 2

AARDEMA	OH, KOJO! HOW COULD YOU! WHY MOSQUITO'S BUZZ IN PEOPLE'S EARS And other books by Verna Aardema
ADLER	Picture book biographies
CAMERON	THE STORIES JULIAN TELLS And other books about Julian, Huey and Gloria
DICAMILLO	MERCY WATSON series
GIBBONS	Books by Gail Gibbons
HOWE	PINKY AND REX Series
OSBORNE	THE MAGIC TREE HOUSE series
PARRISH	AMELIA BEDELIA Series
PARK	JUNIE B. JONES Series
PINKNEY	SOLO GIRL
POLACCO	Books by Patricia Polacco
RYLANT	THE HENRY AND MUDGE Series THE MR. PUTTER AND TABBY Series
VARIOUS AUTHORS	Stepping Stone books



Second Grade Suggested Summer Reading List



Note: The following books are only suggestions. Please feel free to add any books that are appropriate for your reader. The staff in the children's area of the public library will also have many wonderful suggestions for you.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. Here are some titles to get you started! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if it is a good fit. If they struggle with more than a few words on the page, it is probably too difficult, but the book would still be a great book to read aloud to your child.

School Stories

- *Amazing Grace* by Mary Hoffman
- *Arthur's Prize Reader* by Lillian Hoban
- *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble
- *Fish Face* by Patricia Reilly Giff
- Junie B. Jones series by Barbara Park
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Miss Nelson Is Missing* by Harry Allard
- Polk Street Gang series by Patricia Reilly Giff

Books About Friends

- *A Bargain for Frances* by Russell Hoban
- *The Beast in Ms. Rooney's Room* by Patricia Reilly Giff
- *Fox on the Job* by James Marshall
- *Frog and Toad Together* by Arnold Lobel
- *Horrible Harry and the Green Slime* by Suzy Kline
- *Pinky and Rex* by James Howe

Historical Fiction

- American Girls series
- *Deputy Dan and the Bank Robbers* by Joseph Rosenbloom
- *Kamishibai Man* by Allen Say

Classics to Read Aloud

- *Alice in Wonderland* by Lewis Carroll
- *Just-so Stories* by Rudyard Kipling
- *Paddington Bear* by Michael Bond
- *Winnie the Pooh* by A. A. Milne
- *The Wizard of Oz* by L. Frank Baum

Caldecott Awards and Honor Books

- *The Funny Little Woman* by Arlene Mosel
- *Many Moons* by James Thurber
- *The Ox-Cart Man* by Donald Hall
- *The Story of Jumping Mouse* by John Steptoe
- *Sylvester and the Magic Pebble* by William Steig
- *When I Was Young in the Mountains* by Cynthia Rylant

Learning to Read Stories

- Berenstain Bears series by Jan and Stan Berenstain
- Cam Jansen series by David A. Adler
- Hello Reader!
- I Can Read Books
- Junie B. Jones series by Barbara Park
- Puffin Easy-to-Read
- Step Into Reading Levels 1-4
- *The Stories Julian Tells* by Ann Cameron

Enjoy!

Bridgeport Public Libraries

Current Children's Magazines

These magazines are available at the libraries.

American Girl (ages 8-11)
Appleseeds (ages 8-11)
Boy's Life (ages 11 and up)
Cobblestone (ages 9-14)
Cousteau Kids (ages 8-12)
Cricket (ages 9-14)
Faces (ages 9-14)
Highlights for Children (ages 3-8)
Hopscotch for Girls (ages 6-12)
Humpty Dumpty (ages 4-6)
National Geographic World/Kids (ages 6-14)
New Moon (for girls ages 8-14)
Ranger Rick (ages 6-12)
Sports Illustrated for Kids (ages 8 and up)
Your Big Backyard (ages 3-7)











➤ First _____

➤ Next _____

➤ Then _____

➤ Finally _____



Barack Obama

By Kira Freed

(www.readinga-z.com)



Did you ever think about being president of a country? Do you wonder why someone would want such a big job? Barack Obama was elected president of the United States in November 2008.

Barack was born in 1961 in Hawaii. People called him Barry when he was young. His mother was a white woman from the United States. His father was a black man from an African country. Barry's father left when Barry was very young.

Later, his mother married a man from a country in Asia. Barry's family moved to that country. Many people there were very poor.



Barry moved back to Hawaii at age ten. He lived with his grandparents until he finished high school. Barry lived in many homes

and many cultures. He did not know where he belonged in the world.



Barry left Hawaii in 1979. He moved away to go to another school. He started using his African name, Barack. He started to see that he was African American and white. He did not have to choose between the two.

Barack wanted to help poor people have better lives. He moved to Chicago. He helped people learn about new jobs. But he wanted to help even more.



Barack wanted to become a lawyer. He wanted to help change laws. He moved to Boston and studied law. After Barack became a lawyer, he moved back to Chicago. He helped change laws to make life better for poor people.

Barack wanted to help even more. He became part of the government of his state. Later, he became part of the government in Washington.



Barack made a big speech in 2004. He saw ways to help the United States be a better nation. He asked all Americans to work together. He spoke about peaceful ways to solve problems.

Many people liked Barack's speech. They liked his message of hope and peace. They liked his clear thinking. They wanted Barack to be president. After four years of hard work, Barack was elected president.



Barack Obama started his job as president on January 20, 2009. He and his family moved to the White House. Barack will keep working to make the world a more peaceful place.

Literal Comprehension

List 3 facts you learned about Barack Obama.

1. _____
2. _____
3. _____

Interpretation

Why do you think the author chose to write about Barack Obama?

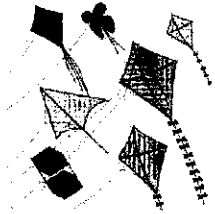
Reflection

What do you think is the most important think that you learned from this story?

Tell why you think it is important.

All About Kites

By Elizabeth Austin
(www.readinga-z.com)



A kite is one of the oldest, simplest toys. People all around the world enjoy flying kites. Kites come in every size, shape, and color you can imagine. Did you know that kites are designed to be both toys and tools? Some kites are made to be art as well.



Kites were named after a bird with wide wings that soars high into the sky on air currents. No one knows who made the first kite. But Chinese writers wrote about them over 2,000 years ago. One famous Chinese legend tells a story about a man who used a kite to attack a fort. He couldn't find a way to get inside. So he tied himself to a huge kite and flew over the fort's wall! The soldiers were terrified to see a man flying, so they ran away.



There is a famous story about the American diplomat and inventor Ben Franklin. He used a kite to prove his idea that lightning was made of electric current. He tied a metal key to a kite string. Then he and his son flew the kite during a thunderstorm. Electricity from the storm clouds ran down the wet string to the metal key. When he reached toward the key, he got a surprise. The electricity jumped from the key and gave him a shock! Do not try this dangerous experiment yourself. When Ben Franklin tried it again, he was hurt badly.

People sometimes used kites for fishing. They put a fishhook and bait on the long kite tail. Then they sailed the kite far from the shore. The kite tail dragged in the water, so the fish could see the bait. It bit the bait and was caught, and then the kite was pulled in.



Weather kites carried scientific instruments into the sky. They recorded wind speed and temperature high in the clouds.



Years ago, some armies used kites with cameras attached to spy on enemy troops. Kites were also used as flying targets for shooting practice. These special kites could turn and dodge bullets, imitating the movements of fighter planes.



Today, kites are used mostly for fun. There is a kite design for everyone. You'll discover that different shapes of kites fly in different ways. Flat, diamond-shaped kites fly easily and smoothly. Rectangular box kites hang still in the air for a long time. Stunt kites twist and twirl on many strings. Large parafoil kites are like parachutes. Giant dragon kites flutter. Fighting kites can be used to cut other kites' strings.

On a breezy day, take your kite to a flat open area. Be sure that there are no power lines or big trees. Look at the ground around you. Is there anything you could trip over? Hold your kite up by the bridle and run into the wind. Let go of the kite and slowly let out some string, then let out a little more until your kite is flying high in the sky. Happy flying!



Literal Comprehension

List 3 facts you learned about kites.

1.	_____
2.	_____
3.	_____

Interpretation

Why do you think the author chose to write about kites?

Reflection

What do you think is the most important think that you learned from this story?

Tell why you think it is important.

Make Your Own Kite

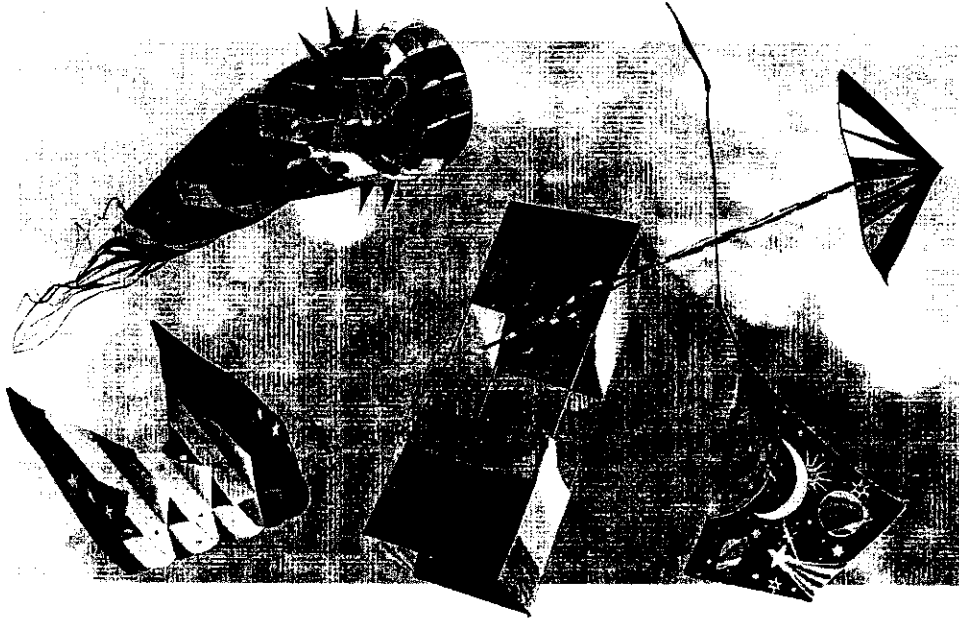
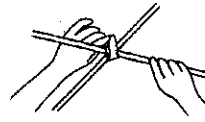
You'll need:

- two lightweight, smooth sticks, one 3 feet (90 cm.) long, the other 2 feet (60 cm.)
- a large plastic trash bag, cut open
- a long strip of lightweight cloth or plastic for the tail
- scissors
- strong tape
- a very long string



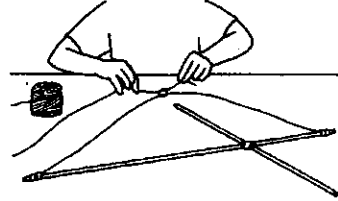
Step 1:

Form a cross shape with the sticks. Wrap tape around the sticks where they meet.



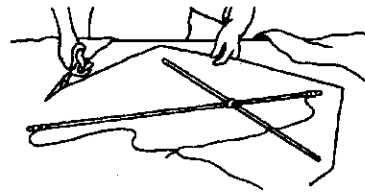
Step 2:

Cut off a 4-foot (120 cm.) piece of string. Tape each end of the string to each end of the long stick. This string is called the **bridle**. Tie one end of the rest of the string to the middle of the bridle.



Step 3:

Lay the cross on the open plastic bag. Cut a diamond shape around it. Make sure to cut the diamond shape wider than the ends of the sticks.

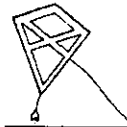
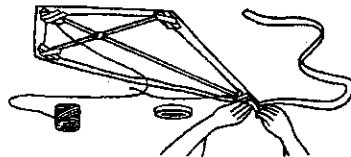


Step 4:

Fold the corners of the diamond over the ends of the sticks. Tape the corners tightly to the sticks.

Step 5:

For a tail, tape the strip of cloth or plastic to the bottom of the kite.



Kite Safety

Remember to choose an open, safe place to fly your kite.



















- Don't fly it near power lines.
- Keep it away from trees, roads, and airports.
- Don't fly a kite in the rain or when you hear thunder.
- Be sure nothing is on the ground to trip over.

Fry's Sight Words 1-25

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
the	☺	☹
of	☺	☹
and	☺	☹
a	☺	☹
to	☺	☹
in	☺	☹
is	☺	☹
you	☺	☹
that	☺	☹
it	☺	☹
he	☺	☹
was	☺	☹
for	☺	☹
on	☺	☹
are	☺	☹
as	☺	☹



















1-25

with		
his		
they		
I		
at		
be		
this		
have		
from		

Fry's Sight Words 26-50

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
or	☺	☹
one	☺	☹
had	☺	☹
by	☺	☹
word	☺	☹
but	☺	☹
not	☺	☹
what	☺	☹
all	☺	☹
were	☺	☹
we	☺	☹
when	☺	☹
your	☺	☹
can	☺	☹
said	☺	☹
there	☺	☹



















use		
an		
each		
which		
she		
do		
how		
their		
if		

Fry's Sight Words 51-75

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
will	☺	☹
up	☺	☹
other	☺	☹
about	☺	☹
out	☺	☹
many	☺	☹
then	☺	☹
them	☺	☹
these	☺	☹
so	☺	☹
some	☺	☹
her	☺	☹
would	☺	☹
make	☺	☹
like	☺	☹
him	☺	☹

51-75



















into		
time		
has		
look		
two		
more		
write		
go		
see		

Fry's Sight Words 76-100

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
number	☺	☹
no	☺	☹
way	☺	☹
could	☺	☹
people	☺	☹
my	☺	☹
than	☺	☹
first	☺	☹
water	☺	☹
been	☺	☹
call	☺	☹
who	☺	☹
am	☺	☹
its	☺	☹
now	☺	☹
find	☺	☹

76-100



















long		
down		
day		
did		
get		
come		
made		
may		
part		

Fry's Sight Words 101-125

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
over	☺	☹
new	☺	☹
sound	☺	☹
take	☺	☹
only	☺	☹
little	☺	☹
work	☺	☹
know	☺	☹
place	☺	☹
year	☺	☹
live	☺	☹
me	☺	☹
back	☺	☹
give	☺	☹
most	☺	☹
very	☺	☹

101-125



















after		
thing		
our		
just		
name		
good		
sentence		
man		
think		

Fry's Sight Words 126-150

Directions: Can you read the words? Circle ☺ for Yes. Circle ☹ for No.

	Can I read it?	
	Yes	No
say	☺	☹
great	☺	☹
where	☺	☹
help	☺	☹
through	☺	☹
much	☺	☹
before	☺	☹
line	☺	☹
right	☺	☹
too	☺	☹
mean	☺	☹
old	☺	☹
any	☺	☹
same	☺	☹
tell	☺	☹
boy	☺	☹

126-150

follow		
came		
want		
show		
also		
around		
farm		
three		
small		

PHRASES WITH FRY INSTANT WORDS

Fry Instant Words are high-frequency words occurring in reading. By practicing reading these phrases containing these words, students can improve skills in both speed and accuracy. There are approximately 150 words on each page. An acceptable fluency level would be for the student to read each page (two columns) in one minute. An untimed pre-test should be given to make sure students can read the phrases correctly before emphasizing fluency.

<u>Group 1</u>	<u>Group 2</u>
1. <u>the</u> little boy	1. <u>he</u> is it
2. <u>a</u> good boy	2. <u>I</u> can go
3. <u>is</u> about me	3. <u>they</u> are here
4. then <u>you</u> give	4. one by <u>one</u>
5. was <u>to</u> come	5. <u>good</u> and wet
6. old <u>and</u> new	6. came with <u>me</u>
7. what <u>we</u> know	7. <u>about</u> a dog
8. <u>that</u> old man	8. <u>had</u> a hat
9. <u>in</u> and out	9. <u>if</u> you come
10. <u>not</u> up here	10. <u>some</u> good candy
11. good <u>for</u> you	11. <u>up</u> and down
12. down <u>at</u> work	12. <u>her</u> green hat
13. <u>with</u> his cat	13. say and <u>do</u>
14. <u>it</u> was new	14. <u>when</u> they come
15. work <u>on</u> it	15. <u>so</u> I went
16. <u>can</u> come here	16. <u>my</u> little house
17. they <u>will</u> go	17. <u>very</u> good girl
18. <u>are</u> so long	18. <u>all</u> around
19. three <u>of</u> them	19. <u>would</u> you like
20. before <u>this</u> one	20. <u>any</u> good book
21. <u>your</u> little boy	21. have you <u>been</u>
22. <u>as</u> long as	22. we are <u>out</u>
23. <u>but</u> not me	23. here and <u>there</u>
24. <u>be</u> here again	24. <u>from</u> my mother
25. have <u>been</u> good	25. a nice <u>day</u>

PHRASES WITH FRY INSTANT WORDS

Group 3	Group 4
1. to <u>go</u> home	1. <u>who</u> am I
2. <u>see</u> the dog	2. <u>an</u> old cat
3. <u>then</u> they went	3. in <u>their</u> car
4. look at <u>us</u>	4. <u>she</u> had some
5. yes and <u>no</u>	5. a <u>new</u> school
6. play with <u>him</u>	6. he <u>said</u> it
7. <u>by</u> the house	7. <u>did</u> not go
8. he <u>was</u> going	8. a good <u>boy</u>
9. <u>come</u> to me	9. <u>three</u> little dogs
10. <u>get</u> the cat	10. <u>up</u> and down
11. in <u>or</u> out	11. go to <u>work</u>
12. one, <u>two</u> , three	12. <u>put</u> it out
13. to the <u>man</u>	13. we <u>were</u> there
14. a <u>little</u> dog	14. <u>before</u> you go
15. he <u>has</u> it	15. <u>just</u> one day
16. sit by <u>them</u>	16. about this <u>long</u>
17. <u>how</u> do you	17. <u>here</u> it is
18. <u>like</u> the book	18. get the <u>other</u>
19. in <u>our</u> car	19. our <u>old</u> car
20. <u>what</u> do you	20. then <u>take</u> it
21. do you <u>know</u>	21. <u>cat</u> has been
22. <u>make</u> a book	22. <u>again</u> and again
23. <u>which</u> one is	23. would <u>give</u> him
24. this <u>much</u> is	24. day <u>after</u> day
25. about <u>his</u> frog	25. <u>many</u> of them

PHRASES WITH FRY INSTANT WORDS

Level 2

Group 5	Group 6
1. <u>saw</u> a cat	1. such a <u>big</u> box
2. at <u>home</u> again	2. <u>where</u> it was
3. as <u>soon</u> as	3. I <u>am</u> not
4. <u>stand</u> on the	4. a great <u>ball</u>
5. in the <u>box</u>	5. yesterday <u>morning</u>
6. <u>upon</u> a time	6. <u>live</u> in a
7. the <u>first</u> one	7. <u>four</u> of them
8. <u>came</u> up to	8. at <u>last</u> a
9. a tall <u>girl</u>	9. <u>color</u> the box
10. a big <u>house</u>	10. putting <u>away</u> her
11. <u>find</u> a rock	11. tall <u>red</u> hat
12. <u>because</u> it was	12. <u>friend</u> of the
13. <u>made</u> me mad	13. to look <u>pretty</u>
14. <u>could</u> I go	14. much to <u>eat</u>
15. in the <u>book</u>	15. <u>want</u> to say
16. <u>look</u> at that	16. one <u>year</u> old
17. is my <u>mother</u>	17. the <u>white</u> pine
18. <u>run</u> out of	18. <u>got</u> a cup
19. at <u>school</u> today	19. wanted to <u>play</u>
20. with the <u>people</u>	20. <u>found</u> his dog
21. all last <u>night</u>	21. that was <u>left</u>
22. <u>into</u> my room	22. <u>bring</u> her home
23. began to <u>say</u>	23. <u>men</u> were there
24. I <u>think</u> that	24. as you <u>wish</u>
25. on the <u>back</u>	25. red and <u>black</u>