



## Summer Reading Packet for Rising First Graders

Dear Students and Parents,

During the summer, it is important for your child to keep reading and practicing Red Words learned throughout the year.

There are two REQUIRED summer sequencing worksheets. Your child will read, or be read, the short passage, color, cut, glue, and put the pictures in order of how they happened.

There are three REQUIRED Spanish language arts activities. The first activity is Segmento 10; your child will color in the box that matches the initial sound of the picture. The second activity is Silibas con "a-e"; in this activity, your child will write the syllables (syllabicate) of the word that is provided. The first word is done for you as an example.

Also, during the summer, please keep a log of all the books your child reads, or you read together. There will be one REQUIRED reading, which is "My New Friend is so Fun!", By Mo Willems. We will be doing activities with this story during the first week of school. Your child should read a minimum of five books to earn a dress-down day.

Please have your child turn in all of their completed sequencing and syllables worksheets and reading log during the first week of school.

Enjoy your summer, and keep reading!

If you have questions regarding the summer homework, please feel free to contact me at [lthaxton@stambroseschool.org](mailto:lthaxton@stambroseschool.org). I will be checking my email throughout the summer.

Warmly,

Ms. Lisa Thaxton

1st-grade teacher

Suggestions for Summer reading:

Any Mo Willems books such as:

We Are In A BOOK!

Don't Let the Pigeon Drive

Rosie's Walk by Pat Hutchins

Bob Books

The Rainbow Fish by Marcus Pister

Pete the Cat: I Love My White Shoes by Eric Litwin and James Dean

If You Give a Mouse a Cookie by Laura Numeroff

Berenstain Bear Books by Jan & Stan Berenstain

Harry the Dirty Dog by Gene Zion

Any book in the I Can Read! Group, start with Level 1 and advance as your child can read comfortably and is able to comprehend the story

## Summer Reading Log

[illegible]

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



## Summer Sequencing:



Directions: Read the story. Cut the pictures below and paste them in order to show the order of events in the story.

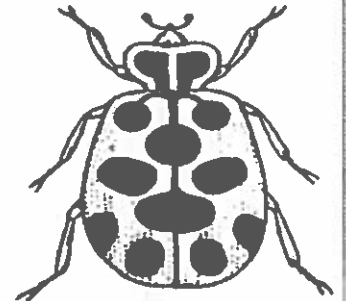
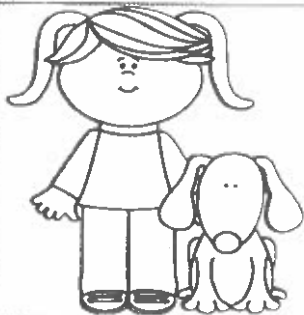
The fox is red. The fox runs in the woods. Do you see the fox? No, I see a bug! The bug is small and black. Now, I see a dog. It is my dog. The dog's name is Spot. Spot eats his food.

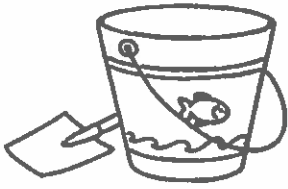
First,  
1

Next,  
2

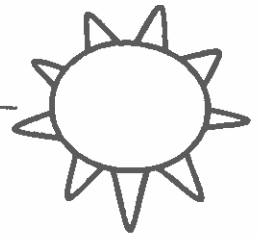
Then,  
3

Last,  
4





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



## Summer Sequencing:

**Directions:** Read the story. Cut out the pictures below and paste them in order to show the order of events in the story.

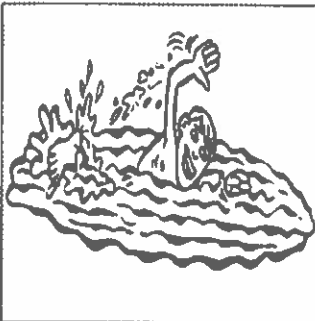
The sun is yellow and bright. The sand hurts my feet.  
It is so hot! We like to splash in the waves. Mom packs  
snacks for lunch, and we eat on a blanket. We make a  
sand castle. Dad takes a swim.

First,  
1

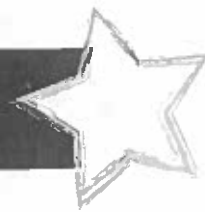
Next,  
2

Then,  
3

Last,  
4



# Sílabas con "a-e"



4. Yo puedo separar cada palabra por sílabas.

**casa**

Ca	sa
----	----

**Pepe**

--	--

**Adela**

--	--	--

**lleva**

--	--

**cama**

--	--

**regaña**

--	--	--

**pega**

--	--

**hace**

--	--

**tarea**

--	--	--

**tele**

--	--

**llega**

--	--

**sale**

--	--

**queda**

--	--

**cena**

--	--

**Papá**

--	--

**Mamá**

--	--















**Ana**

--	--

# Segmento 10

10











5. Yo puedo colorear la caja que contiene el sonido inicial que concuerda con el dibujo en cada renglón.

	d	t	r
	o	a	u
	n	f	b
	ch	g	ll
	r	c	d
	a	u	e
	l	s	p
	g	ñ	v
	f	n	s
	e	i	a
	m	p	s
	v	ch	ñ
	t	r	c
	b	j	n

continúa →

# Segmento 10

10

	<b>l</b>	<b>s</b>	<b>p</b>
	<b>g</b>	<b>ch</b>	<b>ll</b>
	<b>d</b>	<b>c</b>	<b>r</b>
	<b>e</b>	<b>o</b>	<b>a</b>
	<b>s</b>	<b>p</b>	<b>m</b>
	<b>g</b>	<b>ll</b>	<b>ñ</b>
	<b>j</b>	<b>b</b>	<b>f</b>
	<b>r</b>	<b>c</b>	<b>d</b>
	<b>u</b>	<b>i</b>	<b>o</b>
	<b>ch</b>	<b>v</b>	<b>g</b>



a

and

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