



SPRINGER

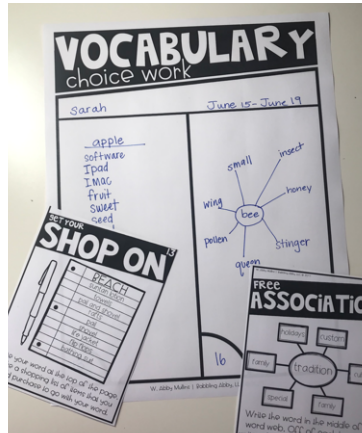
Lower School & Middle School

Literature and Wilson Summer Packet

This packet is intended for students
entering 4th & 5th grade

This packet includes summer Literature work covering vocabulary skills, fluency, and comprehension. We aim to promote a love for reading and maintain the skills learned during the school year. *The idea behind the summer work is to partner **with** your child and model key elements already taught to your child this past school year. Modeling the strategies and oral discussions about their reading will help retain concepts for your students when they return in the fall.*

#1. Independent Learning Activities FOR VOCABULARY (attached)



What to work on:

- Understanding everyday vocabulary
- One work mat a week (two words)

How:

- Vocabulary Choice Work Mat (attached)
- Words are everywhere and we interact with them daily! For this activity, search for 2 new and exciting vocabulary words to focus on for the week. Next, choose one activity to do for each word on the work mat. (Example to the left)

#2 Independent Learning Activities FOR FLUENCY (attached)

What to work on:



- High frequency words: reading and spelling
- Students will need their own set of Word Cards or index cards- (Some students may have High Frequency words during this school year- or they can make new ones on index cards)
- Oral reading using stories, word lists and phrases (attached)
- Word lists included in the fluency section (attached)

How:

1. Practice reading your High Frequency Words and phrases
 - Use pre-scooped Wilson passages to practice oral reading for the summer (attached).
2. Once you've finished practicing, try one of the following activities:
 - a. "Once Again" – Using a passage you've read in a previous practice session, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read.
 - b. "Act it Out!" – Using a passage you've read in a previous practice session, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read. Then, practice acting out the story – either alone or with a friend or family member. Perform it in front of an audience once it's stage-ready!
 - c. "Record It!" – Using a passage you've already practiced, read it out loud three times. Record each reading, then listen to the recordings. Did you improve each time it was read? Could you improve even more if you read it out loud a few more times?

WILSON READING SYSTEM: FLUENCY DRILL				
High Frequency Words: Step 1				
a	the	to	what	both
push	put	son	won	has
his	is	of	this	us
was	pull	shall	a	the



#1. Independent Learning Activities
FOR VOCABULARY

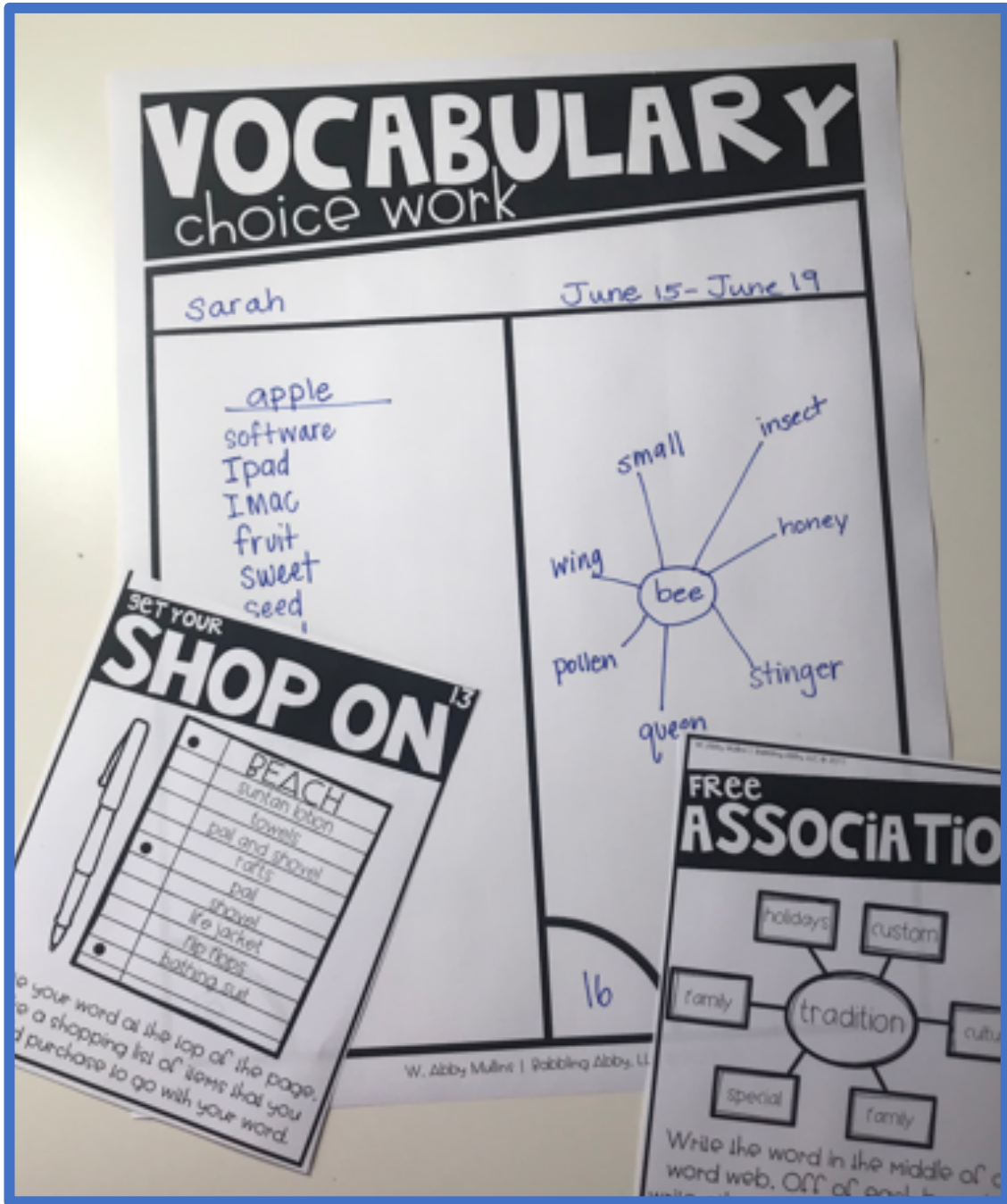
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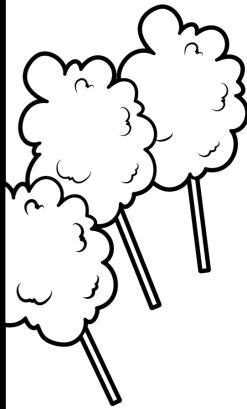
A POP OF POETRY ⁹



The sun is bright.
It shines sunny light.
Down to the beach I walk.
Before day turns to night.

Write the word. Create a poem that uses the word. Underline the word. (It doesn't have to rhyme!)

MAKE A SIMILE ¹⁰



fluffy
The cotton candy was as fluffy as puffy clouds.

Write the word. Write a simile that uses your word. Underline the word.

MAKE A METAPHOR ¹¹



bricks
Michael shot bricks on the court all day.

Write the word. Write a metaphor that uses your word. Underline the word.

WHAT DO YOU SENSE? ¹²

The word bubbles would be clear and shiny. It would taste bitter and soapy. Yuck! It would be sticky and slick. If you could listen to the word bubbles it would sound like a bunch of tiny pops. It would smell refreshing, like bath time.



If you could experience the word using your five senses, how would it look, smell, taste, feel, and sound? Explain.

DEFINE ¹



Write the word. Record the part of speech. Define the word.

DRAW ²



Write the word. Draw a picture that will help you remember the meaning of the word.

FIND AN EXAMPLE ³



Write the word. Locate the word in text. Record the text and underline or highlight the word. Cite the source.

WRITE SYNONYMS ⁴



Write the word. Create a list of synonyms for the word and record them.

WRITE ANTONYMS⁵



Write the word. Create a list of antonyms for the word and record them.

EXPRESS YOURSELF!⁶



danger

The word danger makes me feel scared. It reminds me of the time when I was little and got lost in a store. I thought I was in danger when I couldn't find my mom!

Record the word. Tell how this word makes you feel and why it makes you feel that way.

OVERHEARD⁷

Hey, are you busy? we're going to the movies. Do you want to go with us?

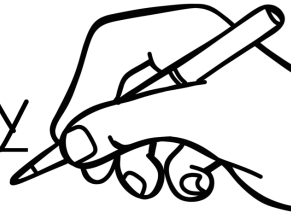
Sorry, I can't. I'm busy. I have ball practice and chores to do.



Write the word. Imagine a conversation between two or more people that would involve the word. Record the conversation and underline the word in the dialogue.

WRITE AN ALLITERATION⁸

country



Catelynn kept a cute and comfortable cottage in the country.

Write the word. Use your word in an alliteration. Underline it.

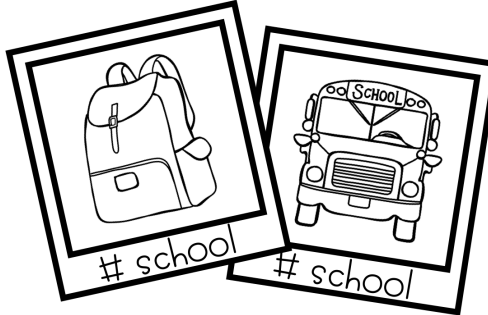
GET YOUR SHOP ON ¹³



Write your word at the top of the page. Make a shopping list of items that you would purchase to go with your word.

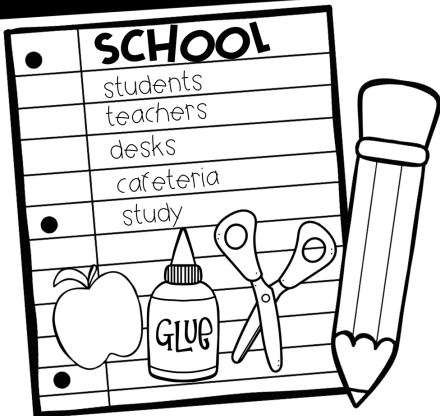
HASHTAG ¹⁴

school



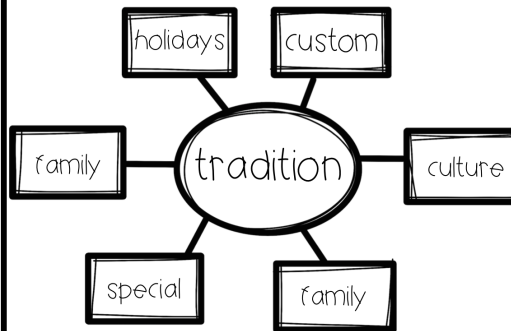
Write your word. Draw 1-3 pictures that would use your word as a hashtag on social media.

CURATE A COLLECTION ¹⁵



Write the word. Create a collection of words and or pictures that you associate with the word.

FREE ASSOCIATION ¹⁶



Write the word in the middle of a word web. Off of each branch, write other words that come to mind when you think of the word.

guess ¹⁷ THE WORD



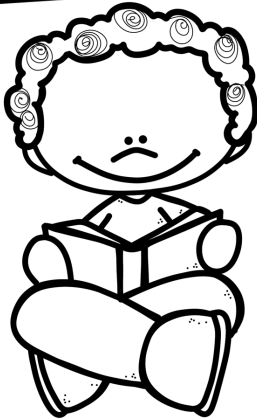
Write the word and cover it with a sticky note. Write and/or draw clues that could help someone guess what your word is. Have a friend guess the word.

MAKE A TEXT-TO-SELF ¹⁸ CONNECTION



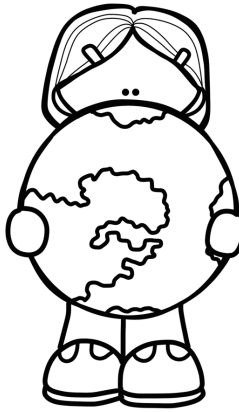
Write the word. How do you connect with this word on a personal level? Write about it.

MAKE A TEXT-TO-TEXT ¹⁹ CONNECTION



Write the word. How do you connect with this word with text or words that you've read? Write about it.

MAKE A TEXT-TO-WORLD ²⁰ CONNECTION



Write the word. How do you connect with this word to a real world occurrence? Write about it.

Duplicate this page

VOCABULARY

choice work

#2. Independent Learning Activities

FOR FLUENCY

Phrases

End of Step 2

with the string sink the ship was so kind in the cold off the shelf

in the crib of the junk on the bench at the rink bring the ball

on that frog for the band on the ship clinch the win from the trap

sing a song to the dump with the brush on that stump in the tent

in the draft on the sand on the post with the strap in a clump

at the dump to the child on the bench did not scold on the crab

in the band for the class on the colt on that trip in the spring

on the stump on this dress up the steps in a flash in the tents

from want chalk comb half

salt talk walk wolf cost

lost wind friend front want

from want chalk comb half

a the to what both

push put son won has

his is of this us

was pull shall a the

Hot Dogs and Pops

Sam sells a lot of hot dogs and pops on hot days.
When it is hot, kids get lots. Then Sam gets lots of
cash. When it is not hot, Sam has a bad day. So, Sam
will wish for the sun.

Tim and Ed

Tim and Ed had a ball and a net. Ed got the net up on
the shed. Tim sunk the ball in the net. Then Ed got the
ball and he did a dunk shot.

When Tim got the ball, Ed did yank it from him.
Ed then hit a long shot to win!

Alfred and the Dentist

Alfred had to go to the dentist at the clinic. He told his dad that he did not wish to go.

“Do not be upset and panic, Alfred,” said Dad.

“You will be fine.”

“I still wish I did not have to go. I tell you, it is not much fun.” “The dentist will just check and floss your teeth. I insist that you go. You will see that it is not a big problem. Trust me.”

listen almost from want chalk

comb island salt talk was

often almost wind friend front

listen a cost to island

often listen almost island a

the to what both often

push put son won has

his is of this us

on his lips	had a bath	on the path	on the cots	for a bath
on the rugs	had a shot	got the hens	get the fish	in the shed
with his nets	at the shop	fill the tub	in the web	up the hill
for his dad	is a mess	in the hall	on the beds	at the mill

in the draft on the sand on the post with the strap in a clump

at the dump to the child on the bench did not scold on the crab

in the band for the class on the colt on that trip in the spring

on the stump on this dress up the steps in a flash in the tents

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on that frog for the band on the ship clinch the win from the trap

sing a song to the dump with the brush on that stump in the tent

in the basket upset with Jill publish the script hotdog with relish lots of talent

with the basketball scolded the kids submit the plans in the pigpen to contact Glen

at the Atlantic twisted his leg had the catnip at the wedding extend the wall

in the contest got the suspect on the summit with Justin to the dentist

disrupt the class on Thanksgiving with the basketball rented the truck brushing the dog

in his pockets inspect the desks dumping the trash in the sandbox clinching the win

is from Wisconsin for the check-up in the handbag singing the song for the tomcat

on a picnic in a nutshell at sunset in the bathtub finish the job

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The Cactus Plant

Mom had lots of plants in her home. Most of them did thrive. Then Jim hid the cactus plant in the drapes for a prank. Mom did not miss it. Jim did not think of the plant and it was still hidden in the drapes. It felt neglect. The sun did not shine in that spot. It was in the shade and there was a cold draft.

At last Mom saw the cactus plant. There was not much life left to it and she was quite upset! It was just a prank. The neglect had been unintended, but still, Mom was mad. Was there hope for the plant? Mom gave it a sunbath and it came back to life. The cactus was uplifted and Mom was glad at last.

High Frequency Words

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 1

Substep 1.3	the a	and	was	is his	I
Substep 1.4	to into	do does	of	you your	shall
Substep 1.5	me he she we be	are	as has	or for	want
Substep 1.6	they	have	one	from	both

STEP 2

Substep 2.1	her	were	how now	could would should	asked
Substep 2.2	who	what	where here there	when which	why by my try
Substep 2.3	some	come comes coming become becomes becoming	any anywhere anyone anything many	been	put putting
Substep 2.4	out about	their	front	said	only
Substep 2.5	too two	no go so also	very every everywhere everyone everything	each	work word world

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 3

Substep 3.1	full pull pulled	push pushed	month	first	number
Substep 3.2	new	other another	after	over under	down
Substep 3.3	Mr. Mrs.	know knew	walk talk	water	right write
Substep 3.4	day today may way away	say says	always	people	our hour
Substep 3.5	through throughout	friend	often	called	great

STEP 4

Substep 4.1	use uses using used	move moved remove removed	taste waste paste	none done	sure
Substep 4.2	never ever however whenever wherever	cause because	goes going	took look good book	food
Substep 4.3	nothing	please pleases pleased	together altogether	year	once
Substep 4.4	important	again against	place	part	found sound around

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 5

Substep 5.1	several	thought bought brought ought	three four fourth	before below between	different
Substep 5.2	own owner owned	house houses	toward	heart	learn learned
Substep 5.3	woman women	beautiful	pretty	don't	person
Substep 5.4	father	mother brother	sister	daughter	son won ton
Substep 5.5	family families	soon	almost	early	since

STEP 6

Substep 6.1	minute minutes	answer	few	school	love above
Substep 6.2	earth Earth	America American	island	ocean	mountain
Substep 6.3	eight eighth	lose loses losing	large	follow	laugh laughter
Substep 6.4	double trouble	triple	though although	during	ready already

Wilson Reading System® High Frequency Words Steps 7-12

STEP 7

Substep 7.1	necessary	excellent	police	special especially	false
Substep 7.2	guess guest	length strength	change range arrange strange	stranger danger	orange
Substep 7.3	knowledge	watch	physical	science scientist scientific	college
Substep 7.4	national	themselves ourselves	half whole	whom whose	question suggestion
Substep 7.5	body anybody everybody nobody somebody	won't	usual usually	probably	either neither

STEP 8

Substep 8.1	cover discover recover	door floor poor	pour tour	mirror	hear heard
Substep 8.2	superior	vary varies variety	vocabulary	area	garage
Substep 8.3	environment government	experience	material	serious	period
Substep 8.4	iron	library	purpose	course source resource resources	court
Substep 8.5	color	search research	theory theories	guarantee	figure

#3. Independent Learning Project Based Activities

FOR COMPREHENSION

What is a think-aloud?

Think-alouds have been described as "eavesdropping on someone's **thinking**." With this strategy, parents and children can verbalize **thinking** while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension.

Ways to start a think aloud:

To stretch your thinking say:

1. I'm thinking...
2. I'm noticing...
3. I'm wondering...
4. I'm seeing...
5. I'm feeling...

To build background and connections say:

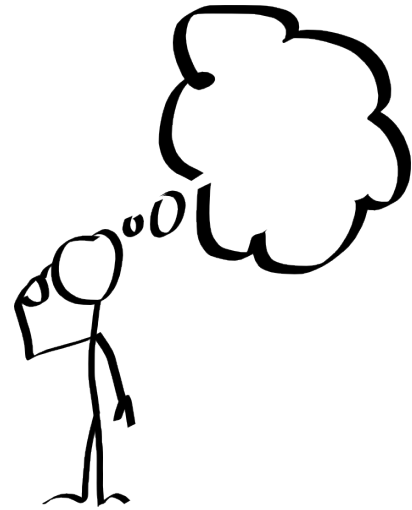
1. This reminds me of ...
2. I'm remembering....
3. I have a connection to...
4. I can relate to...

To develop inferring skills say:

1. My guess is...
2. Maybe...
3. Perhaps....
4. It could mean...
5. I predict...
6. I infer...

Question the story by thinking and saying :

1. I wonder...
2. What if...
3. Why...
4. I don't understand...
5. It confused me when...
6. How could...



When deciding what's important you might say:

1. What's important here ...
2. What matters to me...
3. One thing I should notice is...
4. I want to remember...
5. It's interesting that...

To help make mental pictures you might say:

1. I'm picturing...
2. I can imagine...
3. My mental images include...
4. I can hear/see/smell/ taste....

To draw conclusions you might say:

1. Now I understand why...
2. I'm changing my mind about...
3. I used to think ____, but now I think ____
4. My new thinking is....
5. I'm beginning to think...

Complete a summer reading scavenger hunt.

READING SCAVENGER HUNT

READ A BOOK....

At the Library

With someone younger than you

About a place you'd like to visit

That's about a real-life person

Whose main character is about your age

That is part of a series

That has a cover you love

That was written this year

That you've read before and loved

That is non-fiction

That a friend recommends

Write lying in the grass or sitting under a tree

That takes place in your favorite city

That has been made into a movie

That is only pictures

That your mom or dad liked as a child

That is about being brave

That was written more than 20 years ago

That's a Newbery Award winner

About your favorite sport

In your sleeping bag

That's about a flashlight under the stars

That will teach you a new skill

Written by your favorite author

MODERN PARENTS MESSY KIDS

Choose **one** project from the four attached

Project Choice #1 Alphabet Book



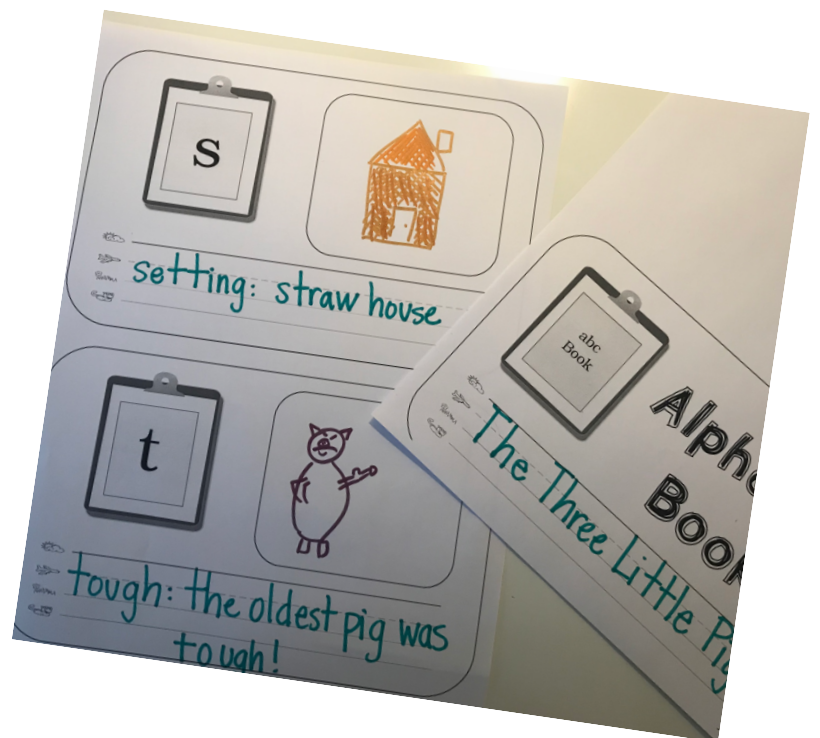
Have you ever seen an alphabet book about the zoo? Every page in the alphabet book starts with a letter of the alphabet and is a zoo-related word!

Create your own Alphabet Book based on the book you have read. What artifacts, vocabulary words, parts of the story, and names reflect the important parts of the book? After you find a word or picture to represent each letter, create your book! If you don't have a photo, write a sentence to explain your letter idea.



See the example below:

If you were reading *The Three Little Pigs*, your "S" page in your alphabet book might be a "straw house" to represent the setting- house of straw.



Project Choice #2 Cereal Box Report

Create a cereal box book report to share your book with the class. Please follow the directions listed below as you create your project. Use the templates to talk about the important parts of your book. After writing your information, cut the templates and attach them to your cereal boxes. Here are the required parts for your box:



1. book information - title, author, genre (include in the design of the front of your box)
2. setting description (attached to the side of the box)
3. main characters (attached to the side of the box)
4. summary or summary and favorite part (attached to the back of the box)
5. book rating (attached to the top of the box)
6. puzzle or game (attached to the back of the box)

Design the front of your cereal box around the ideas from your book. Be creative with your title. For example, if you read a Magic Tree House book, you could call your cereal Tree Puffs. Be sure to add your name somewhere on the front of the cereal box. Make sure your work is legible. Have fun!

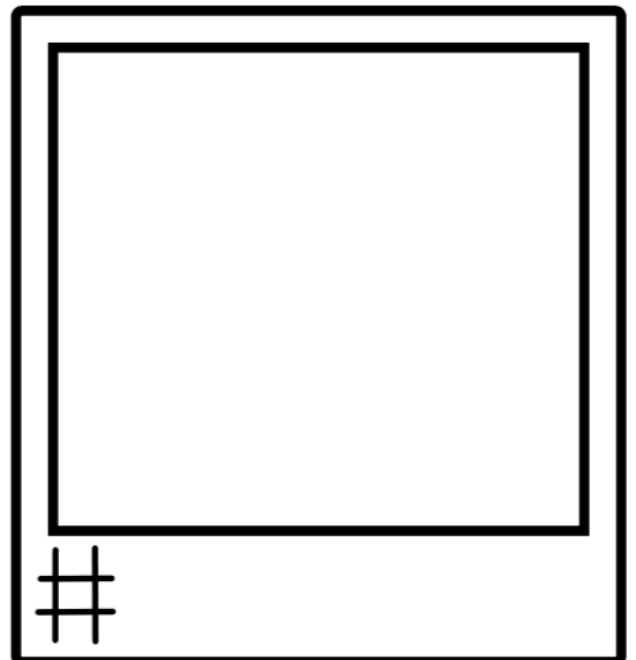
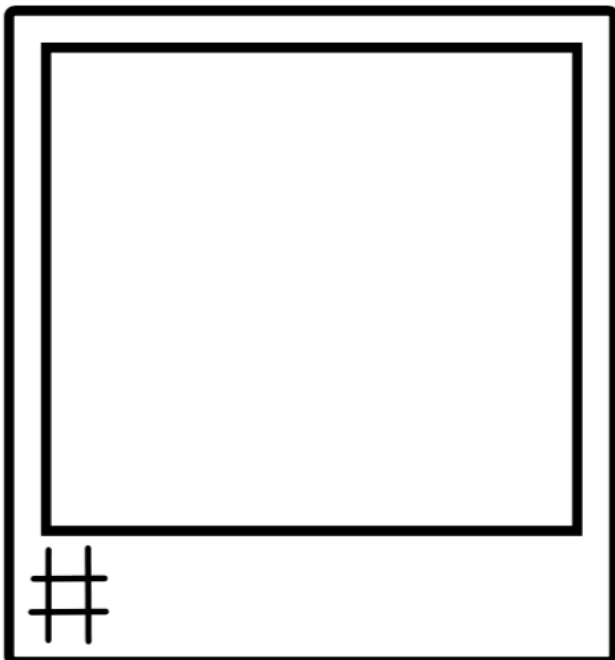
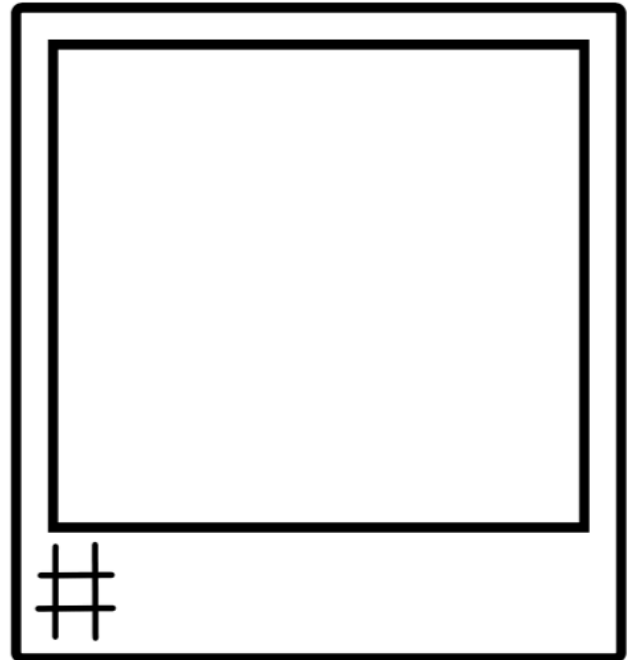
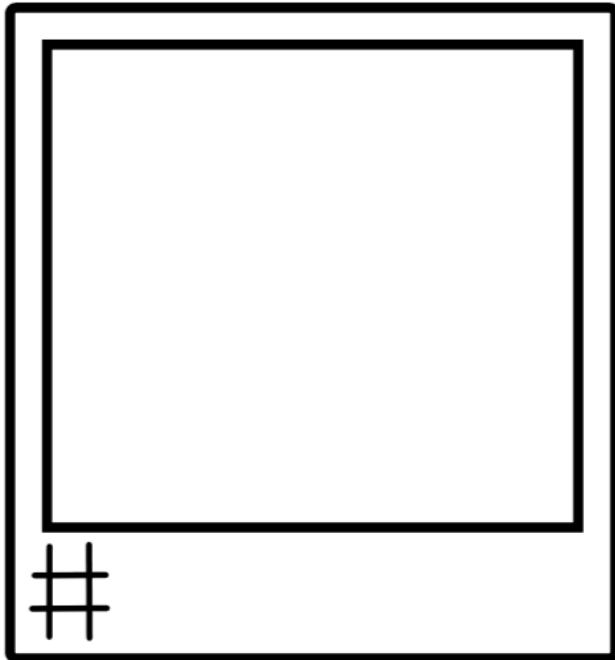
Book Summary

My Favorite Part:

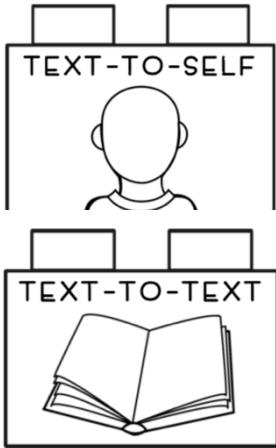
Back of the box

Project Choice #3 Snapshot Summary

Directions: Make a poster to summarize the main points of the text/story using detailed illustrations. At the top of your poster, include the title of the book. Write your name in the bottom right-hand corner of the poster. Use hashtags as the captions to explain each part of the story. Use the template below to create your snapshots. Be sure to include at least six snapshots. (duplicate photo boxes as needed) Snapshots may consist of a beginning, middle, end, problem, solution, character, and setting. **(Duplicate snapshots as needed).**



Project Choice #4 Making Connections



Text-to-self connections compare ideas learned in a text with your own experiences or ideas. **Text-to-text** connections are recurring words or ideas within a book. They can also be common themes or events in the book you are currently reading with books you have already read. Finally, **text-to-world** connections are links between ideas in a text and other knowledge domains.

Directions: Record any connections you made while reading the text/story. Create a Lego brick for each connection you make while reading and place your Legos on a poster when finished. Be sure to put the title of your book on top of your poster. Place your name on the bottom right-hand side. (Use at least six bricks- duplicate as needed)

A large rectangular area intended for drawing a poster. Above the top edge of this area are four small, empty squares, each representing a Lego brick used for the title.

A second large rectangular area for drawing a poster. Above the top edge of this area are four small, empty squares, each representing a Lego brick used for the name.

