



New and Improved
Award-Winning Series

BRIDGING
GRADES

1 to 2

Summer Bridge Activities®

*Teacher
Recommended!*

Get ready for
2nd grade while
keeping school
skills sharp!

Over
6 Million
Copies
Sold!

Includes:

- Reading
- Writing
- Math
- Science
- Social Studies
- Fitness

Bonus:

- Flash Cards
- Stickers



Visit summerlearningactivities.com/sba for free activities

Summer Reading List

The summer reading list includes fiction and nonfiction titles. Experts recommend that parents read with first- and second-grade children for at least 15 minutes each day. Then, ask questions about the story to reinforce comprehension.

Decide on an amount of daily reading time for each month. You may want to write the time on the Monthly Goals page at the beginning of each section in this book.

Fiction

Cannon, Janell <i>Stellaluna</i>	Hoffman, Mary <i>Amazing Grace</i>
Cooney, Barbara <i>Miss Rumphius</i>	Hoose, Phillip M. <i>Hey, Little Ant</i>
Cummings, Pat <i>Clean Your Room, Harvey Moon!</i>	James, Simon <i>Dear Mr. Blueberry</i>
dePaola, Tomie <i>Jamie O'Rourke and the Big Potato</i>	Joyce, William <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>
Eastman, P. D. <i>Are You My Mother?</i>	Kellogg, Steven <i>Best Friends</i>
Fox, Mem <i>Wilfrid Gordon McDonald Partridge</i>	Locker, Thomas <i>Where the River Begins</i>
Gannett, Ruth Stiles <i>My Father's Dragon</i>	Matsuno, Masako <i>A Pair of Red Clogs</i>
Gerstein, Mordicai <i>How to Bicycle to the Moon to Plant Sunflowers: A Simple but Brilliant Plan in 24 Easy Steps</i>	McCloskey, Robert <i>Blueberries for Sal</i> <i>Lentil</i>
Hesse, Karen <i>Come On, Rain!</i>	McLerran, Alice <i>Roxaboxen</i>
Hoban, Russell <i>A Bargain for Frances</i>	Nolan, Dennis <i>Dinosaur Dream</i>

Summer Reading List (continued)

Fiction (continued)

Polacco, Patricia
Fiona's Lace

Rylant, Cynthia
When I Was Young in the Mountains

Say, Allen
Emma's Rug

Sendak, Maurice
*Pierre: A Cautionary Tale in Five Chapters
and a Prologue*

Seuss, Dr.
Horton Hatches the Egg
How the Grinch Stole Christmas!

Steig, William
Doctor De Soto
Sylvester and the Magic Pebble

Stevens, Janet
Tops & Bottoms

Talley, Carol
Papa Piccolo

Titus, Eve
Anatole

Ungerer, Tomi
Fog Island

Woodson, Jacqueline
*This Is the Rope: A Story from the Great
Migration*

Nonfiction

Bang, Molly
*Ocean Sunlight: How Tiny Plants Feed the
Seas*

Branley, Franklyn M.
The Big Dipper
What Makes Day and Night

DK Publishing
Eye Wonder: Bugs

Ehlert, Lois
The Scraps Book: Notes from a Colorful Life

Gove, Doris
My Mother Talks to Trees

Heiligman, Deborah
Jump into Science: Honeybees

Markel, Michelle
*Clara and the Shirtwaist Makers' Strike of
1909*

McGovern, Ann
... If You Sailed on the Mayflower in 1620

Pfeffer, Wendy
Wiggling Worms at Work

Showers, Paul
Where Does the Garbage Go?

Yaccarino, Dan
*The Fantastic Undersea Life of Jacques
Cousteau*



© Carson-Dellosa

Monthly Goals

A *goal* is something that you want to accomplish. Sometimes, reaching a goal can be hard work!

Think of three goals to set for yourself this month. For example, you may want to learn five new vocabulary words each week. Have an adult help you write your goals on the lines.

Place a sticker next to each goal that you complete. Feel proud that you have met your goals!

1.	_____	PLACE STICKER HERE
2.	_____	PLACE STICKER HERE
3.	_____	PLACE STICKER HERE

Word List

The following words are used in this section. They are good words for you to know. Read each word aloud with an adult. When you see a word from this list on a page, circle it with your favorite color of crayon.

compare

question

correct

sentence

events

solve

half

title

long

true

SECTION I

Introduction to Flexibility

This section includes fitness and character development activities that focus on flexibility. These activities are designed to get your child moving and to get her thinking about building her physical fitness and her character.

Physical Flexibility

Flexibility, to the average person, means being able to accomplish everyday physical tasks easily, like bending to tie a shoe. These everyday tasks can be difficult for people whose muscles and joints have not been used and stretched regularly.

Proper stretching allows muscles and joints to move through their full range of motion, which is key to maintaining good flexibility. There are many ways that your child stretches every day without realizing it. She may reach for a dropped pencil or a box of cereal on the top shelf. Point out these examples to your child and explain why good flexibility is important to her health and growth. Challenge her to improve her flexibility consciously. Encourage her to set a stretching goal for the summer, such as practicing daily until she can touch her toes.

Flexibility of Character

While it is important to have a flexible body, it is also important to be mentally flexible. Share with your child that being mentally flexible means being open minded. Talk about how disappointing it can be when things do not go her way and explain how that is a normal reaction. Give a recent example of when unforeseen circumstances ruined her plans, such as having a trip to the park canceled because of rain. Explain that there will be situations in life when unforeseen things happen. Often, it is how a person reacts to those circumstances that affects the outcome. By using relatable examples, you can arm your child with tools to be flexible, such as having realistic expectations, brainstorming solutions to make a disappointing situation better, and looking for good things that may have resulted from the initial disappointment.

Mental flexibility can take many forms. For example, respecting the differences of other children, sharing, and taking turns are ways that your child can practice flexibility. Encourage your child to be flexible and praise her when you see her exhibiting this important character trait.

Read the poem.

Pitter-Patter

Pitter-patter, pitter-patter.
How I love the rain!

Storm clouds moving in,
The rain is about to begin.
How I love to see the rain!

Tiny sprinkles on my face,
Little droplets playing chase.
How I love to feel the rain!

I open up my mouth so wide,
Letting little drops inside.
How I love to taste the rain!

Tapping on my window,
It's a rhythm that I know.
How I love to hear the rain!

Everything looks so green,
And the fresh air smells so clean.
How I love to smell the rain!

Pitter-patter, pitter-patter.
How I love the rain!



Draw a line to match each sense with a detail in the poem.

Sense	Detail
1. sight	tapping a rhythm on the window
2. touch	storm clouds moving in
3. taste	little drops inside my mouth
4. hearing	tiny sprinkles on my face
5. smell	clean, fresh air

DAY 1

Write the capital letters of the alphabet.



Handwriting practice lines for capital letters. The first row shows the letters A and B with stroke order numbers. Below are several sets of empty three-line guides (top blue, middle dashed pink, bottom blue) for practicing writing the capital letters of the alphabet.

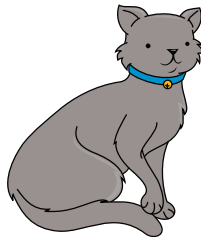
Say the name of each picture. Write the vowel that completes each word.

6.



m _ _ p

7.



c _ _ t

8.



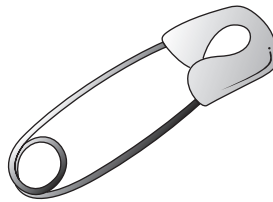
b _ _ d

9.



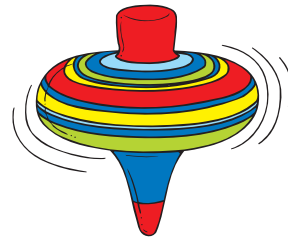
c _ _ p

10.



p _ _ n

11.



t _ _ p

FACTOID: The largest type of frog is the goliath frog. It can reach up to 12 inches (about 30 cm) in length.

Solve each problem.

1.
$$\begin{array}{r} 15 \\ - 11 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 16 \\ - 4 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 13 \\ + 5 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 19 \\ - 3 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 18 \\ + 2 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 18 \\ - 4 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 12 \\ + 6 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 17 \\ - 4 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 15 \\ + 4 \\ \hline \end{array}$$

Rewrite each sentence below with a new verb. Look at the word in parentheses () to see whether the new verb should be in the present, past, or future tense.

13. Sanja eats soup for lunch.

(past) _____

14. Eli raced down the hill.

(future) _____

15. Abby splashed her brother in the pool.

(present) _____

16. The piano will need to be tuned.

(present) _____

17. Ty will slam the car door.

(past) _____