



Summer Bridge™

BRIDGING
GRADES

1^{to}2

EXPLORATIONS

Get ready
for the new
school year with
an engaging
summer!

Monthly theme-based explorations involve:

- Math and Language Arts
- Science and Social Studies
- Character Education
- Fitness and Outdoor Learning



Section I Introduction

Theme: Learning in the Neighborhood

This month's explorations can be done close to home. They encourage your child to pay attention to his own actions each day and to consider ways to apply learning as it happens. This type of personal connection to information helps solidify knowledge and inspires children to seek out new learning experiences. Summer is a great time for your child to explore and experience the world nearby. Whether searching for insects in the yard or at the park, attending a farmers' market or community festival, or taking a walk around the block, you will find many opportunities to help your child observe and learn.

To build language arts and literacy skills this month, ask your child to find words all around—on street signs, ads for yard sales and other events, and products at the store. Encourage her to use phonics skills to read unfamiliar words and to notice variant spellings of similar sounds, such as the long *a* sound in *paint*, *cage*, and *may*. To practice writing skills, your child may like to write a neighborhood newsletter, prepare menus for a special picnic or barbeque, or create directions for a new game to play outside with friends.

To build math skills this month, look all around for ways to use math. Let your child select and weigh a certain number of fruits at the market, count out coins to pay for an ice cream cone, or add up scores during a family game. While exploring nature, encourage your child to notice the number of legs on an insect, patterns in flower petals, or how many birds at a feeder belong to the same species.

Explorations

This month, your child will have a choice of two explorations. He may choose to follow steps for one or both. Review the explorations below with your child and help him make a choice. Emphasize that it is useful to have a path in mind from the start. Then, help your child find and complete the project activities according to his plan. Throughout the section, your child will see the icons shown below on pages that include directions directly related to one of the explorations. Emphasize that breaking a large project into smaller steps helps make it fun and easy to do.



Treasure Hunt

With this exploration, your child will put her first-grade skills to the test! The end goal is to design a clue-based treasure hunt for a friend. As your child reviews skills throughout the month, she will choose and create questions that would work well as clues to get the treasure hunter from point A to point B. This type of planning involves both critical thinking and creativity in addition to an understanding of the content. Your child will

SECTION I

analyze questions for the types of answers they generate and choose those whose answers work well as clues. She will think creatively about how an answer could be used to get the treasure hunter from point A to point B, and she will craft directions that make it clear to the reader what to do next.

To help your child make meaningful connections with the skills he's practicing, encourage him to look for ways to apply those skills to the world around him. Discuss real-life addition and subtraction problems as they present themselves. Maybe that means figuring out how many tables will be needed at the block party or how many more packages of flour you need to buy for your baking extravaganza. For language arts, practice sounding out words you see around town, talk about causes and effects of everyday actions, and share opinions about stories and articles. The more learning has a purpose that's obvious to your child, the more fun it will be!



Exercise Journal

This exploration's focus is math and fitness! Your child will practice data collection, graphing, and organization while staying active. Throughout the month, your child will keep track of all the ways she gets exercise. In addition to things like swimming, running the bases, or playing tag with friends, she might also be carrying groceries or walking up flights of stairs. She should write down anything she does that serves as exercise. Later in the month, she will add something new to her repertoire, and she will finish the month by creating a week-long exercise schedule.

To increase interest in exercise, help your child to understand the connection between staying active and being healthy and happy. Share your own experiences of relieving stress or just having fun by exercising. If you don't already, see if you can find some physical activities, like walking or hiking, to do regularly with your child.

It may be challenging at first for your child to collect data. To help her stay on track, you might set a time at the end of each day to record activities. You might also talk about the muscles you're using as you do everyday activities like climbing stairs, washing dishes, or walking to the corner market.

Learning Activities

Practice pages for this month review skills your child learned in first grade. They also focus on skills that support the explorations described above. Preview the activities and choose several that target skills your child needs to practice. Also select several relating to the exploration(s) your child plans to complete. You may wish to mark those pages with a star or other symbol to let your child know to begin with those. Then, let your child choose practice activities that interest her and allow her to demonstrate her growing skills.



Treasure Hunt, Step 1

Put your skills to the test! In this exploration, you will use what you learned last school year to design a treasure hunt. After reviewing your first-grade skills, you will hide a “treasure” somewhere around your house and then write clues to lead someone to it. Each clue will lead to the next, and the last clue will lead to the treasure.

To get started, think about the types of questions that would work as clues. You want to ask things that will get your treasure hunter to move from one place to another. Questions with numbers for answers work well. For example, if you want your treasure hunter to take 10 steps, you could ask, “What is 20 minus 10?” There are other ways to get someone from place to place, too. You could ask about the setting of a story and send the treasure hunter to a similar spot in real life. You could have the treasure hunter look for a particular shape based on its features (e.g. “Find the shape that has three sides that you can see from the backyard.”) or find an object from its definition (e.g. “Go to the place that is attached to the house and has a roof but no walls.”) See how many different ways you can come up with to get your treasure hunter moving!

In the box, list as many different kinds of questions as you can think of. Be creative and have fun!

Add or subtract to solve each problem.

1. $5 + 2 =$ _____

2. $9 - 3 =$ _____

3. $10 - 1 =$ _____

4. $3 + 4 =$ _____

5. $6 + 2 =$ _____

6. $8 - 5 =$ _____

7. $9 - 5 =$ _____

8. $8 + 2 =$ _____

9. $7 - 3 =$ _____

10. $8 - 4 =$ _____

11. $5 + 5 =$ _____

12. $6 + 3 =$ _____

13. $10 - 8 =$ _____

14. $7 - 6 =$ _____

15. $4 + 5 =$ _____

Write the capital letters of the alphabet.



Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top blue line, a dashed middle pink line, and a solid bottom blue line. The first set contains the tracing guide for letters A and B.

Use the data from the table to answer the questions.

	Knights	Dukes	Guards	Counts	Jesters
King Ludwig			 		
King Jonas			 		



1. How many knights and dukes does King Jonas have? _____
2. How many more guards does King Ludwig have than King Jonas? _____
3. How many guards and jesters does King Ludwig have? _____
4. Who has 28 dukes and guards combined? _____
5. Which king has fewer counts and jesters combined? _____
6. Who has fewer knights? _____

Complete each fact family.

1. Family: 1, 4, 5

$1 + 4 = \square$

$4 + \square = 5$

$5 - 1 = \square$

$\square - 4 = 1$

2. Family: 3, 7, 10

$7 + 3 = \square$

$\square + 7 = 10$

$10 - \square = 3$

$10 - \square = 7$

3. Family: 4, 5, 9

$5 + 4 = \square$

$\square + \square = 9$

$9 - \square = \square$

$\square - 4 = \square$

Write the lowercase letters of the alphabet.

ab

CHARACTER CHECK: Today, when a family member asks you to do something, repeat the request to show you were listening. Example: "Okay, I'll put my toys away."

Circle the word that matches each picture.

1.



bog

dog

hog

2.



star

far

car

3.

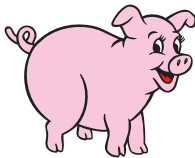


bat

bit

bet

4.



peg

pug

pig

Read each sentence. Circle each noun. A noun can be a person, place, or thing.

5. The smallest child won the race.
6. The red wagon was full of toys.
7. Did Cara share her candy?
8. Our neighbors have a trampoline.
9. Andy rode his new bike today.





Treasure Hunt, Step 2

It's time to gather the facts for your treasure hunt! Return to your list of question types on page 3. As you review your math and language arts skills, be on the lookout for questions that match the types on your list. Be open to other kinds of questions, too. Remember, you want to use questions that have clear answers that could take your treasure hunter one step closer to the treasure. Either copy questions directly from the workbook, or change them into what works for you. Include the answers, too—check the answer key to make sure your answers are correct.

A large rectangular area with a light green border, containing ten horizontal lines for writing.



Complete each fact family.

1. Family: 4, 3, 7

$4 + 3 = \square$

$3 + 4 = \square$

$7 - 3 = \square$

$7 - 4 = \square$

2. Family: 6, 3, 9

$6 + \square = 9$

$3 + \square = \square$

$9 - \square = 3$

$9 - \square = \square$

3. Family: 3, 5, 8

$\square + \square = \square$

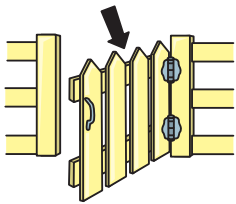
$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

Say the name of each picture. Write the letter of each long vowel sound.

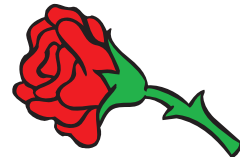
4.



5.



6.



7.



8.



9.



FACTOID: Snakes do not have eyelids.