



SUMMER LEARNING CURRICULUM

602.631.4800 | information@vsuw.org
vsuw.org |     

Valley of the Sun
United Way





Thank you, VSUW Donors!

Studies indicate that children in all income groups learn basic skills at the same rate during the school year (Von Drehle, 2010; Terzian et al., 2009; Alexander et al., 2007; Miller, 2007; Chaplin & Capizzano, 2006). However, during the summer months, children from low-income families can lose up to two months of reading proficiency and math skills (RAND Corporation, 2020), while children from middle and upper income families continue to make gains. The losses compound over the years, and create the achievement gaps that plague low-income children moving forward. It is imperative that literacy activities (reading, writing, phonics, speaking, and numeracy) become a priority to ensure that children not only retain the previous year’s knowledge, but grow knowledge and skills for the upcoming school year.

Valley of the Sun United Way has collaborated with SchoolRise, LLC to develop an easy to use curriculum of literacy activities that youth development community partners may use to imbed literacy into their daily programming. The following curriculum represents learning exercises that can provide robust opportunities to enhance learning during the summer months or throughout the school year.

TABLE OF CONTENTS

4 ACTIVITIES

CLASSROOM ACTIVITIES

- 4 4 Corners ■
- 5 A to Z Races ■■
- 6 Add Another Detail or Sentence ■■
- 6 Airplane ■
- 7 Ballarama Sentence Building ■
- 8 Balloon Toss ■■
- 9 Bang/Oh No ■
- 9 Charades ■
- 10 Comprehension Beach Ball ■
- 11 Comprehension Cube ■
- 11 Concentration ■
- 12 Connect 4 ■
- 13 Cookie Thief ■
- 13 Cootie Catcher ■■■
- 14 Fluency Ball ■
- 15 Go Fish ■
- 16 Heads Up – Words Up ■
- 17 Hot Potato ■
- 17 Let’s Describe It! ■
- 18 Listen and Sketch ■■
- 19 Musical Chairs with a Twist ■■
- 20 Pass the Plate ■■■
- 21 Playdough ■

- 21 Pool ■
- 22 Reading to Draw ■
- 23 Reading Voice ■
- 23 Scavenger Hunt ■
- 24 Sight Word Escape the Maze ■
- 25 Sight Word Fishing ■■
- 26 Sight Word Musical Chairs ■
- 27 Spelling Hangman ■
- 28 Star Sight Words ■
- 28 Storytelling with Sight Words ■■■
- 29 Taboo ■■
- 29 Tic-Tac-Toe ■
- 30 Toss, Read & Write ■
- 30 Twister ■
- 31 War ■
- 32 What Word Is It Mr/Ms Fox? ■
- 33 Word Basket Toss ■
- 34 Words in Cups ■

GYM ACTIVITIES

- 36 4 Corner Soccer ■■
- 37 Around the World ■
- 38 Ball Toss ■■
- 39 Band-Aid Tag ■■■

- 40 Capture the Flag ■
- 41 Comprehension Basketball ■■
- 41 Hopscotch ■
- 42 Hungry, Hungry Hippo ■■
- 43 King of the Court ■
- 44 Land It ■■
- 45 Pac Man ■■
- 46 Parachute Games ■■
- 47 Sharks and Minnows ■■
- 48 Sight Word Ball Race ■
- 48 Sight Word Bowling ■

POOL ACTIVITIES

- 50 Diving Sticks ■
- 50 Sponge Scrabble ■

Area of Focus: ■ Word Study ■ Comprehension ■ Fluency

52 INDEX

52 ADDITIONAL RESOURCES



CLASSROOM ACTIVITIES

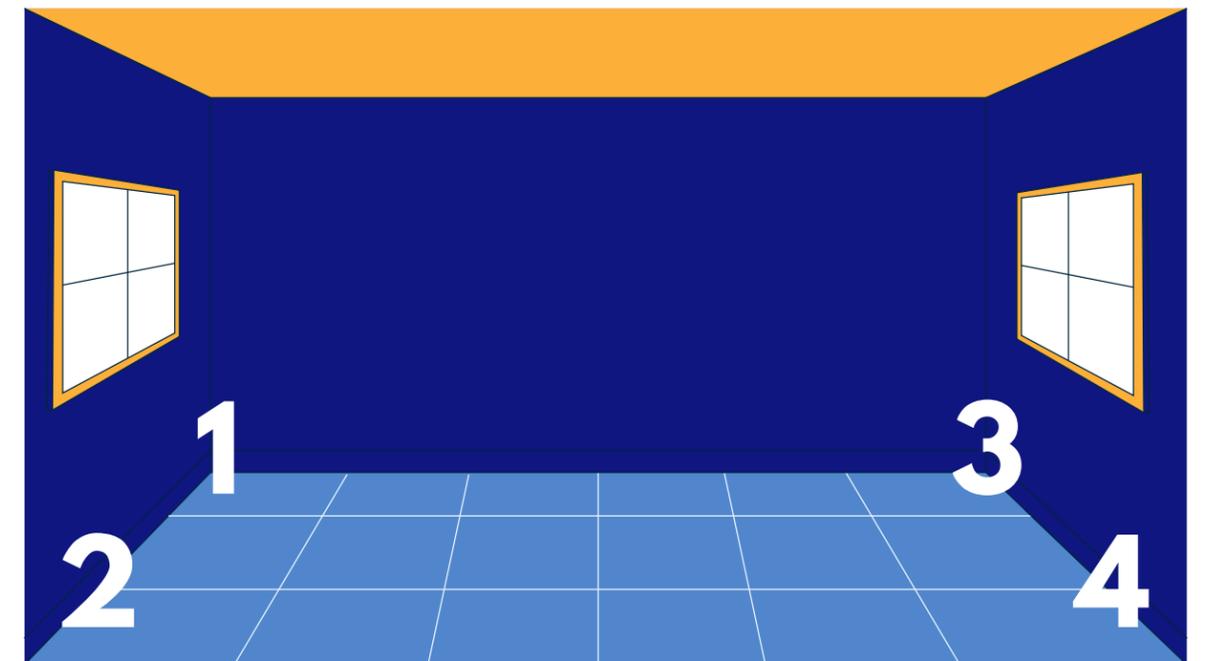
4 CORNERS

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** List of words that can be sorted under each category

DIRECTIONS:

This game is played just like “4 Corners” is normally played. Start by placing 4 different categories into 4 corners of the room (e.g., food, places, animals, colors, etc.). The students will pick a corner to stand in. Each one will pull a word out of the bag. If the word matches that category then the students in that corner will need to sit. Keep playing the game until there is one child left. Have the students that are seated read the cards.



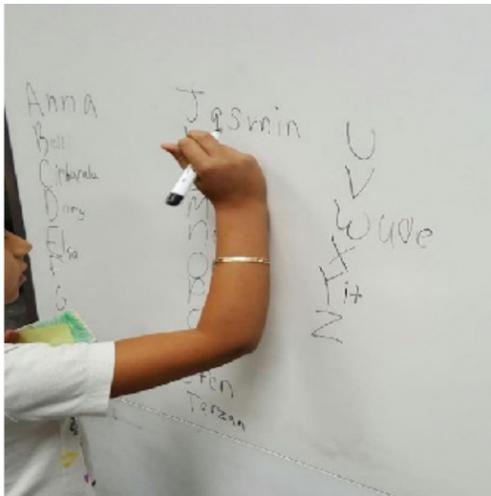
A TO Z RACERS

 **AREA OF FOCUS:** Word Study and Comprehension

 **MATERIALS NEEDED:** Chart paper or large whiteboard, appropriate writing utensils

DIRECTIONS:

Divide the students into even teams (2 to 4 in a team). Start by placing chart paper or a large whiteboard for them to write on in different areas in the room. Label the paper or whiteboard A - Z. Next give the teams a topic (e.g., food, sports, Disney characters, etc.). The student at the front of the line will run to the paper and will try to fill in a word that starts with the letter A. Then the student will race back and hand the marker to the next student in line; that student will then race up to enter a word in the B slot (e.g., if the category was fruit they could write apple, banana, cantaloupe...). If they cannot think of a word beginning with a particular letter they can leave that space and go to another one. The team with the most words completed at the end of the game, wins.



TIP: Consider using a timer or adding music!



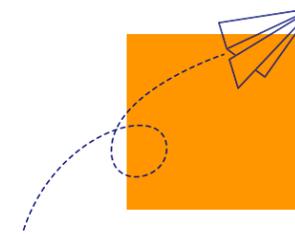
ADD ANOTHER DETAIL OR SENTENCE

 **AREA OF FOCUS:** Fluency and Comprehension

 **MATERIALS NEEDED:** Index cards, drawing paper, crayons

DIRECTIONS:

Write the beginning sentence at the top of a sheet of chart paper or lined paper. Have students work individually or in small groups to add a second detailed sentence. Then allow new students or groups to add the next detail. Continue until everyone has had a turn. When finished, read the story allowed.



AIRPLANE

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** High frequency words, blank paper

DIRECTIONS:

Write one high frequency word on each piece of paper. Have the students make their sheet into an airplane. Then have their words fly! Get creative and have them aim for a target; have the students who got the closest to a target read their words. Change it up each time or have the students make up new rules.

Variation: Lay out sight words on index cards or sheets of paper. Have players read the word closest to where their airplane landed.

BALLARAMA SENTENCE BUILDING

AREA OF FOCUS: Fluency

MATERIALS NEEDED: Boxes or crates, balls, masking tape and a marker

DIRECTIONS:

The object is to have the students find the words which builds their sentence and toss them in the crate. To start: create several different sentences and make labels for the boxes or crates. Then, put words on the balls, several of which make the sentence that is on the crate. Place the balls all over the floor.



BALLOON TOSS



AREA OF FOCUS: Word Study and Comprehension

MATERIALS NEEDED: Balloons with comprehension questions on them (i.e.: who were the characters, what was the setting, what was the problem in the story, how was the problem solved, what happened at the beginning, what happened in the middle, what happened at the end) or sight words list, markers, and music.

DIRECTIONS:

Write comprehension questions on balloons. While the music is playing, have the students pass the balloons around in a circle until music stops. Whoever has a balloon(s) in their hand when the music stops, will then read the question and answer it.

*For younger students, write a different sight word on each balloon. Start by having the students toss the balloons in the air. (Make it fun by adding some music). When you say stop (or the music stops) the student must call out the word on their balloon. Then toss again!

BANG/OH NO



AREA OF FOCUS: Word Study

MATERIALS NEEDED: Sight word cards, 2 “BANG”/”Oh No” cards, bag

DIRECTIONS:

Write a high frequency word on several (30) cards and write “BANG” or “Oh No” on two cards. Put the cards in a bag. Students will take turns pulling out a card that is in the bag. If the student can read the card, they can keep it. If the student cannot read the card, then they put the card back in the bag. If a student pulls out a “Bang” or “Oh No” card, all of his/her cards will go back into the bag.

COMPREHENSION BEACH BALL

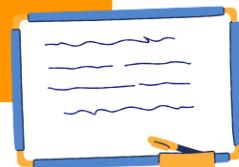
AREA OF FOCUS: Comprehension

MATERIALS NEEDED: Ball, comprehension questions, book

DIRECTIONS:

Write a variety of comprehension questions on a ball (see the list of question in the index for ideas). After you read a story, have the students toss the ball to a friend. Once the ball has landed in the other students hands, have them read and answer the question where the students thumbs have landed.

CHARADES



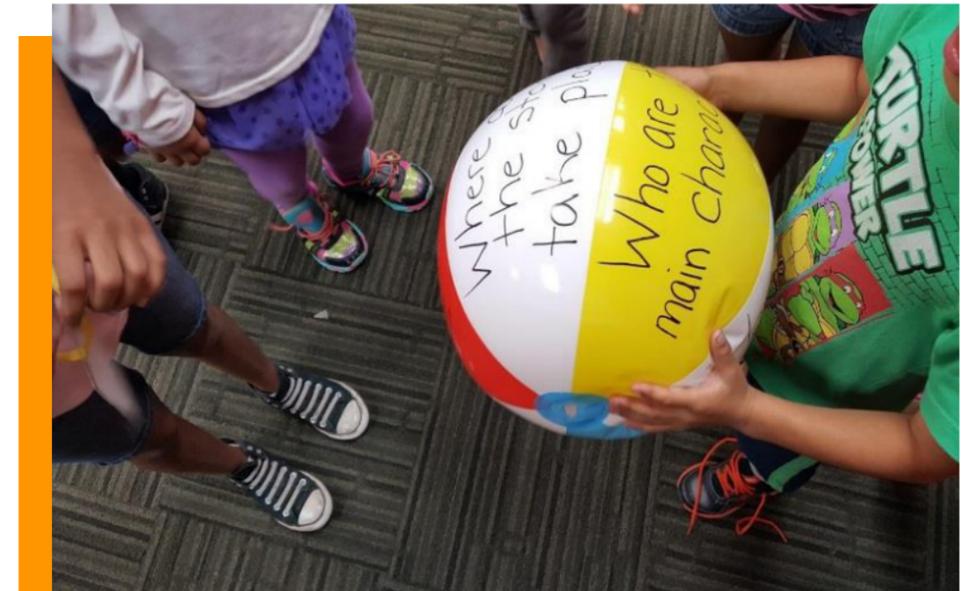
AREA OF FOCUS: Comprehension

MATERIALS NEEDED: Dry erase boards and markers, and charades cards (make up your own charade cards, or use ones from the Free Charade Generator online)

DIRECTIONS:

Break students into groups (3 to 5 in a group) based on the amount of students you have. Have the first student select a card; that student will act out what’s on the card. The player is NOT allowed to speak. The group has to write down what they think the card says. If they get it correct the team gets a point, and the next person on the team stands up and gets a card.

Variation: Have one person act it out and the first team to get it correct, gets the point.



COMPREHENSION CUBE



AREA OF FOCUS: Comprehension

MATERIALS NEEDED: Search for comprehension cubes on the web, there are lots to choose from OR copy one out of the index in the back

DIRECTIONS:

Read a story and then have fun answering questions off the cube the students can make.

CONNECT 4

AREA OF FOCUS: Word Study

MATERIALS NEEDED: The game "Connect 4", permanent marker or sight word cards

DIRECTIONS:

Write sight words directly on the red or yellow game chips. The game is played similar to "Connect 4", except the student will read a word. After a student reads the word, they can drop the chip down the row of their choice.

Variation: Read a sight word card to make a move. Once a player makes 4 in a row, create a sentence using the four words.

CONCENTRATION

large

AREA OF FOCUS: Word Study

MATERIALS NEEDED: 2 sets of sight word cards

DIRECTIONS:

Make two sets of high frequency cards of equal amount (vary the total amount based on the age group). Mix them up and turn them face down on the table. Players take turns turning over two cards at a time, reading the words as they go. When the player gets two words that are the same, in order to keep the match, the player must read the word correctly.



COOKIE THIEF



 **AREA OF FOCUS:** Fluency

 **MATERIALS NEEDED:** Cookie Thief cards or index cards, and a sharpie to create your own playing cards

DIRECTIONS:

To play, students will take turns drawing a game card. If a student draws a game card with a fluency sentence on it, he/she will read the sentence. If the sentence is read correctly, the student will keep the card. If the sentence is read incorrectly, then the student places the card back in the card pile. If a student draws a “*bonus cookie*” card, he/she will get an extra turn. Watch out for the “*thief*” card, he/she will be instructed to put some of their cards back. At the end of the playing time, the student with the most cards wins.

COOTIE CATCHER



 **AREA OF FOCUS:** Word Study, Fluency, and Comprehension

 **MATERIALS NEEDED:** Blank cootie catcher

DIRECTIONS:

Create a cootie catcher, or visit the website to type directly and print:
<https://downloadablecottiecatchers.wordpress.com/2011/02/13/blanktemplate-for-cootie-catcher>

This is a great way to review high frequency words, add different voices to make a reading of a song or poem interesting, or add comprehension questions inside.

FLUENCY BALL

 **AREA OF FOCUS:** Fluency

 **MATERIALS NEEDED:** Ball, permanent marker, sentence starters (see resources), and ‘voice cards’

DIRECTIONS:

Label the ball with a variety of sentences and/or sentence starters. Toss the ball; where the right thumb lands that sentence is to be read.

Extension: A voice card is drawn by another player. The player with the ball must read it in that tone or voice written on the card (e.g., as slow as a snail, or as fast as a cheetah, a ‘baby voice’, with an English accent, in a whisper, etc.).



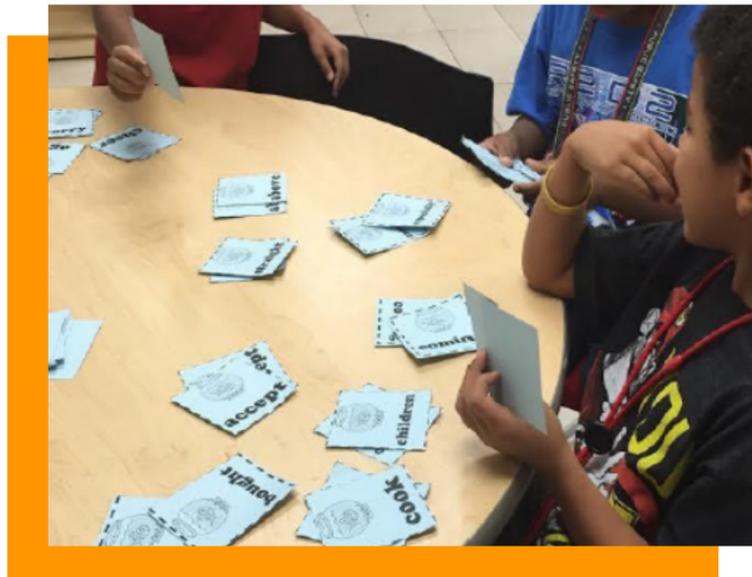
GO FISH

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** 2 set of sight word cards

DIRECTIONS:

Make two sets of high frequency cards. Shuffle the cards, and deal five cards to each player. Place the rest face down on the middle of the table. Players must read the word when asking for a match. If no one else has the match, the player chooses a card from the pile on the middle of the table. Players keep the matches, and the one with the most matches at the end of the game wins.



HEADS UP - WORDS UP

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Sight word cards

DIRECTIONS:

Each student gets a paper with a sight word. Seven (7) students will be chosen to stand at the front of the class, holding up their word. Each of the students that are seated read their word to the group. Adult/Instructor will say *"heads down, words up"*. The students that are at their desks or sitting at a table will put their heads down, close their eyes, and hold their words up. The seven students will walk around and take the word out of 1 of the students hand and puts it down in front of them. When all 7 have picked a word, they will walk back to the front of the class. The adult/instructor will now say, *"heads up, words up"*. Those 7 who got picked will stand up with their word. They will read their word and then say the word of the person that they think chose them. If they are correct, they get to go up to the front with their word and the person they chose will sit down. If they pick the incorrect student, then they will have to sit back down.



HOT POTATO



AREA OF FOCUS: Word Study

MATERIALS NEEDED: Pen, hot potato template (see index), and lunch bag

DIRECTIONS:

Have the students sit in a circle. Place all the sight word game cards in a lunch bag. The first player starts by selecting a sight word game card. If a sight word card is drawn, they must read the word aloud. If they correctly read the word, they keep the card and pass the bag to the person to the right. If they select the “*hot potato card*”, their turn is over and they must put the “*hot potato card*” back in the bag, plus any/all of the cards they had won so far. The student with the most cards wins.

LET'S DESCRIBE IT!



AREA OF FOCUS: Word Study

MATERIALS NEEDED: Butcher paper, marker

DIRECTIONS:

Students are divided into teams. Each team will have a designated piece of butcher paper that is taped on to the wall (or a table can be used in place of the wall, if there's no wall space). The butcher paper can be divided into as many games that will be played. The adult will call out a word and the first student on each team will write the word in a section on the butcher paper. The next student on each team will then go up to the wall (or to the table) and write a word that describes the designated word. This continues until time runs out. The team with the most words that describe the original word wins.

LISTEN AND SKETCH

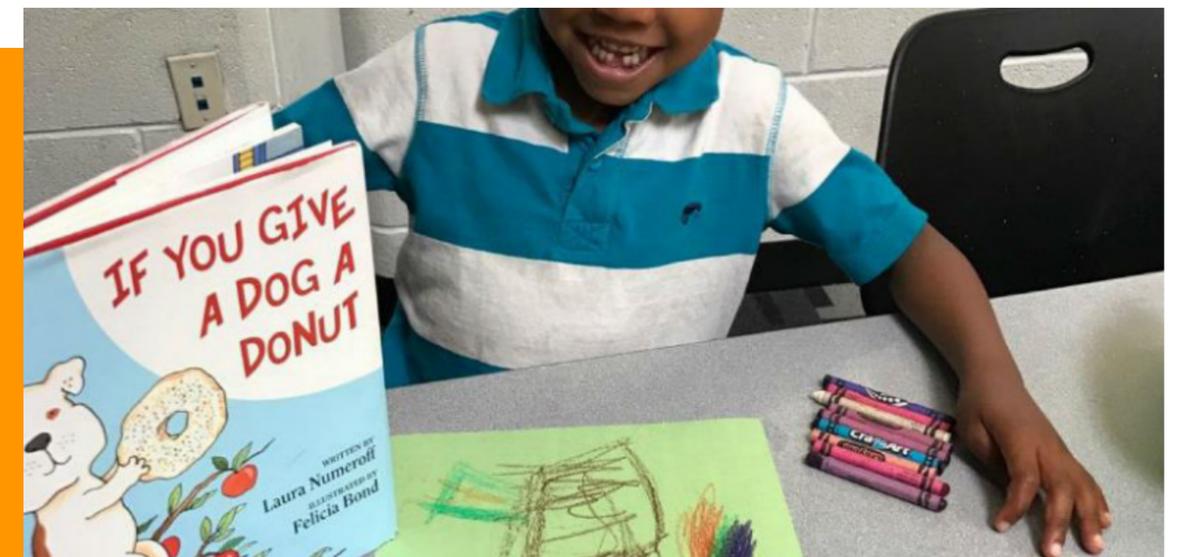
AREA OF FOCUS: Fluency and Comprehension

MATERIALS NEEDED: Book, paper & crayons, OR dry-erase boards & markers

DIRECTIONS:

Read a text to the students and have them draw a picture (or group of pictures as beginning, middle, and end OR character, setting, problem, solution) while they listen to the story.

Fluency extension: Pick one phrase from the book to focus on; have students sketch and write that phrase. Then, have them read the phrasing in different ways or different voices.



MUSICAL CHAIRS WITH A TWIST

 **AREA OF FOCUS:** Word Study and Comprehension

 **MATERIALS NEEDED:** Chairs, rhyming words, book if playing extension

DIRECTIONS:

Played like musical chairs but instead of music use rhyming words. When a non-rhyming word is called out, then the student must sit down.

Extension: Read a book or part of a book. Instead of music, call out details from the book and then call out a non-detail so students can sit down.



PASS THE PLATE

 **AREA OF FOCUS:** Word Study, Fluency, and Comprehension

 **MATERIALS NEEDED:** Paper plates, sight word and/or sight word phrase lists, comprehension questions, music

DIRECTIONS:

Version 1: Write sight words on paper plates. Have the students sit in a circle. Give each of them a plate. Turn on the music, and have the students pass the plates around the circle. When the music stops, the students take turns going around the circle reading their sight word.

Version 2: Same as above with a slight variation. Write sight word phrases on the paper plates to practice fluency. For example, "This is a good day" or "Up in the air".

Version 3: Read a story aloud. Then write comprehension questions on each plate. Assign each student a turn and talk partner. Turn the music on, have the students pass the plates around the circle. When the music stops, have the students ask their comprehension question to their partner. Partners will take turns answering the questions.



PLAYDOUGH



 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** High frequency words, playdough or clay

DIRECTIONS:

Have the students form words using playdough or clay.

Easier: Give the sight word cards to the students.

Challenge: Call out the word and see if the student can spell it on their own.

READING TO DRAW

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Index cards, drawing paper, crayons

DIRECTIONS:

Write directions on an index card, one set of direction per card. Some examples include:

“Draw a long snake. Color it. Give it a long tongue. Draw a large rock by its tail.”

“Draw a man. Draw a hat on his head. Draw a coat on the man. Color his pants two colors. Make one shoe black and one shoe green. Draw a long, black cane in one hand.”

“Draw a large circle with a big ‘X’ in the middle. The four ends of the ‘X’ should touch the circle. Draw someone you like in one part of the circle. Draw your favorite animal in another part of the circle. Draw your favorite food in another part of the circle. Draw yourself in the last part of the circle.”

You can make cards to fit your Theme of the Week. Use your imagination, create several and you can also store them for students to take advantage of during down time.

POOL

8

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Pool Table and balls, sight words, masking tape, permanent marker

DIRECTIONS:

Label pool balls with words. If a player makes the shot, then they must read the word on the ball in order to keep their ball in the pocket. If they miss the word, then the ball is placed back on the table and it's the next player's turn.

READING VOICE



AREA OF FOCUS: Fluency

MATERIALS NEEDED: A list (or dice) of ideas on how to change your reading voice. Look in the index for cards and die

DIRECTIONS:

Before reading a piece of text (poem, song, article, or story) choose a way in which to change your voice. Keep that voice until you pick a new one.

SCAVENGER HUNT



AREA OF FOCUS: Word Study

MATERIALS NEEDED: Colored sticky notes with words on them to form sentences

DIRECTIONS:

Divide students into teams (according to how many different color of sticky note pads you have). Each team will have their own color of sticky notes. Hide the sticky notes around the room with words on them. The team will need to find their color sticky notes with words and then and form a sentence with them. First team to form their sentence wins.

SIGHT WORD ESCAPE THE MAZE

AREA OF FOCUS: Word Study

MATERIALS NEEDED: Sight word cards, and floor markers

DIRECTIONS:

Place sight words on the rubber markers or on any colored paper. The instructor/adult will need to create a pattern on a piece of paper that the students will need to follow to win. The instructor/adult will then call on one student at a time to try to follow the pattern correctly in order to get through the maze. To get through the maze the students will need to read the sight word on the marker before they step on it, then they will follow the correct pattern. If they follow the pattern correctly, then they win. If they step on a marker and it is the wrong marker in the pattern, then they are out and it's the next students turn. The students must listen to what the others have done before, in order to figure out the pattern.



SIGHT WORD FISHING

AREA OF FOCUS: Word Study and Comprehension

MATERIALS NEEDED: Fish with sight words and magnets on them, popsicle sticks with yarn and magnet attached, hula hoops

DIRECTIONS:

Students will fish for sight words (cut out on fish). Using a fishing rod (popsicle sticks with yarn attached and a magnet attached to the yarn), the students will fish out as many sight words as they can; if they can't say the word, the fish go back in the "pond" (hula hoop).

Extended Activity: Write comprehension answers on the fish and ask students questions from a story.



SIGHT WORD MUSICAL CHAIRS

AREA OF FOCUS: Word Study

MATERIALS NEEDED: Chairs, music, tape, sight word list or make your own words

DIRECTIONS:

Make a circle with chairs and tape a sight word on each chair. Play the game as normal. When the music starts students will begin to walk around the circle; when the music stops, each student must find a seat. Students must read their word out loud before the music begins again.



SPELLING HANGMAN

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Dry erase board, and markers

DIRECTIONS:

There will be a “*Host*” and an “*Executioner*”. They will be tasked with choosing a word (or a phrase for longer games) that the students will have to solve. Choose one student to be the “*host*” (the host will be the person that will draw the lines for each word or phrase for the other students to solve). Choose one student to be the “*executioner*” (the executioner will be the person that will complete the puzzle). Once the host has decided what the word or phrase will be, then the “*host*” will draw a blank line for each letter of the word or phrase. For example: If the word was “zipper,” she/he would draw six blanks, one for each letter (_ _ _ _ _).

The students will begin guessing which letters are in the word (or phrase) by asking the host. For example: the students would ask “is there an ‘e’ in your word?” Whenever the students guess a letter that is in the secret word have them write it on their board. Whenever the students guess a letter that is not in the secret word they get a strike that brings them closer to losing. To show that the students have guessed the incorrect letter, the host draws a simple stick figure of a man being hung. If the student gets every letter of the word before the host finishes drawing, then they win. At any point a student can try to guess the entire word (or phrase) instead of a single letter, but if they guess the wrong word then the host should treat it as if they guessed a wrong letter.

Tip: If you are worried about exposing younger children to images of violence, you can draw a snowman instead of a hangman. You would start with three circles for the body, then adding a new part to the drawing for every wrong answer such as eyes, nose, and buttons, etc. This is also where you can adjust the difficulty of the game; the more marks you make, the more wrong guesses the students gets and the easier the game is.



STAR SIGHT WORDS

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Sight words, stars on sticks or straws

DIRECTIONS:

Students will receive a star wand with a sight word written on it. They will choose a book from the Learning Center and write down how many times they find the sight word in the book. They can trade their star wands to find multiple sight words while reading.



STORYTELLING WITH SIGHT WORDS

 **AREA OF FOCUS:** Word Study, Fluency and Comprehension

 **MATERIALS NEEDED:** Index cards, writing utensil

DIRECTIONS:

Students will write a sight word on an index card.

Version 1: Put cards face down while students sit in a circle. Students will draw a card and one begins to tell a story with their word. The next student will continue the story with their word and so on. Continue until all cards have been used.

Version 2: One individual uses the cards to create a story in front of audience.

Version 3: Teacher shows and reads words to students. A student pulls a card and creates a short story (using word several times) and others try to figure out what word was written on the card.

TABOO

 **AREA OF FOCUS:** Word Study and Comprehension

 **MATERIALS NEEDED:** Print cards (see resources), or print from online (lots of levels for different ages and abilities), dry-erase boards, markers

DIRECTIONS:

Students will take turns picking a Taboo card. They have to try to describe vocabulary while avoiding the “taboo” words. Students will have to get creative while using strategies such as describing categories, parts, and functions. Students can also use synonyms, locations, and other descriptors. This game is perfect for small or large groups. Instead of the students shouting out their answer, have them write it down and show it!

TIC-TAC-TOE



 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Blank paper, pencil, counters in 2 colors, list of sight words

DIRECTIONS:

Players create tic-tac-toe lines and take turns writing words in spaces. The players read a word and cover it with a counter. The game is played just like Tic-Tac-Toe but if you can't read the word, you can't cover the space!

TOSS, READ & WRITE



 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Pom-poms, muffin tins, word families, whiteboards, markers

DIRECTIONS:

The student(s) will toss a pom-pom into the muffin tin. The student(s) will read the word family on which the pom-pom lands. Then the student(s) will write a word from the word family on the whiteboard.

TWISTER

 **AREA OF FOCUS:** Comprehension

 **MATERIALS NEEDED:** Twister game, permanent marker, comprehension questions

DIRECTIONS:

Write several comprehension questions on the Twister mat (see the list of questions in the index for ideas). Make sure to spread them out so that all the students aren't sharing at the same time.

After you read a story, play Twister as usual. When a hand or foot lands on a question, that student will answer the question.

WAR

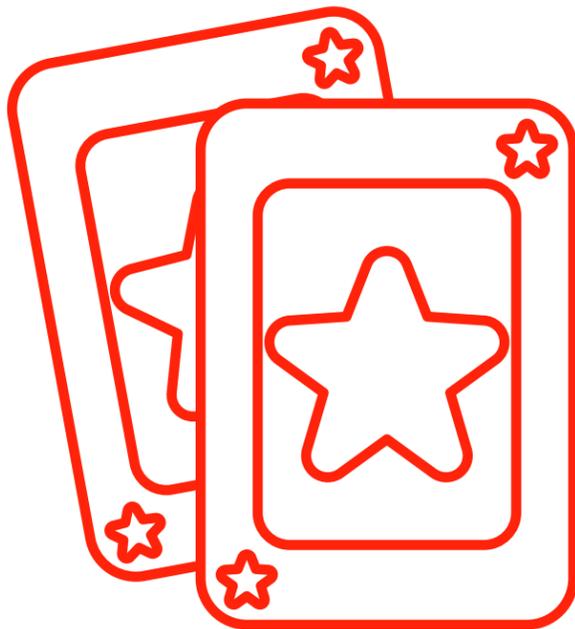
 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Two sets of the same 26 high frequency cards

DIRECTIONS:

Deal all 52 cards out between two players. Each player will lay down 1 card. The player who laid down the card with the most letters, gets to read first (this will be player one). If the player can read both cards, then they win the stack. If they are unable to read both words, player two will get a chance to win both cards by reading them. If neither player can read them, then the cards stay in the pile.

There is a “War” when both players lay down the same word. When this happens, each player lays down 3 cards upside down and then 1 right side up. Again, whoever has the word with the most letters can try to win the stack first by reading the 2 new cards.



WHAT WORD IS IT MR/MS FOX?

 **AREA OF FOCUS:** Fluency

 **MATERIALS NEEDED:** High frequency cards

DIRECTIONS:

One student will be a Mr/Ms Fox at one end of the room, and on the other end of the room will be the remaining students. When the group of students (not Mr/Ms Fox) ask the question chorally, “*What time is it Mr Fox?*” the leader/counselor hands a Mr/Ms Fox a word card to read aloud. Mr/Ms Fox reads the word and the other students have to say all the sounds in the word. The group will take one step for each sound to approach the fox.

Example: Mr/Ms Fox reads the word: house. The sounds for “house” are: /h/ /ow/ /s/. There are three sounds in house, so the group of students will take 3 steps towards Mr/Ms Fox. At any given time when the group of student ask chorally, “*What time is it Mr Fox?*” the Fox can answer, “*LUNCH TIME!*” When the Fox yells, “*LUNCH TIME!*” the group of students run back to where they began. The Fox will need to tag one person from the group to become the new Fox.

Suggestion: Because this game can move quickly, the activity can be used as a quick literacy activity during transition time or when waiting for the next rotation/camp activity.

WORD BASKET TOSS

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Paper, marker, trash can

DIRECTIONS:

Beforehand, write sight words on pieces of paper and crinkle them up.

Each student chooses a paper ball and reads the word. He/she shows the group, and the group reads the word. He/she then has three chances to score a basket for a point. Can be played individually or on teams.

Possible Extensions: Students can read sentences, or students can read and answer a comprehension question related to a story.



WORDS IN CUPS

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Cups and marker

DIRECTIONS:

Have the students build words in a fun way with using cups.

Challenge: Add extra cups and instead of just working with word families, write the entire alphabet on all the cups.





GYM ACTIVITIES

4 CORNER SOCCER

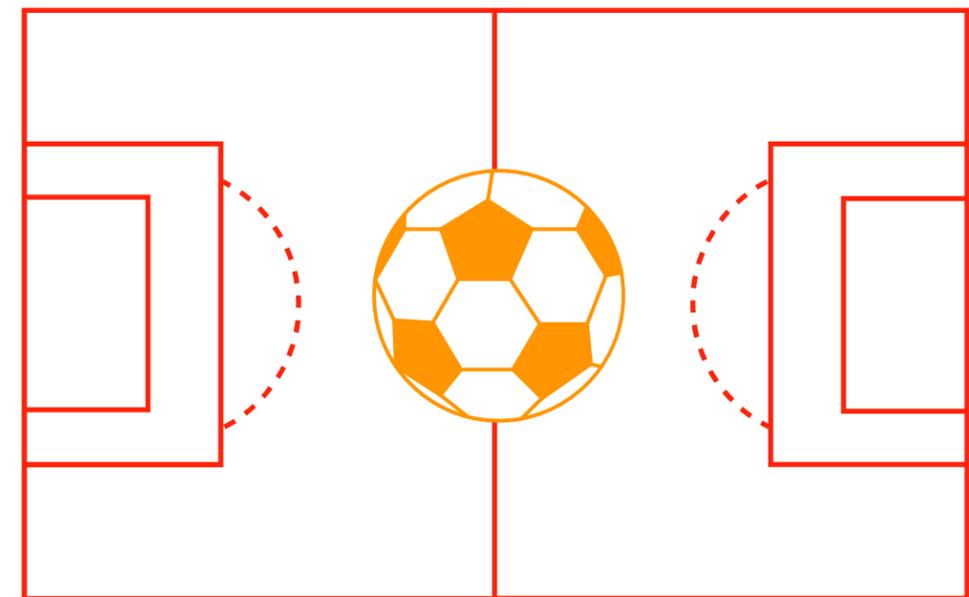
 **AREA OF FOCUS:** Word Study and Fluency

 **MATERIALS NEEDED:** Ball, 2 goal nets (or cones, designated spots, etc.), word cards

DIRECTIONS:

Students are divided up into 4 teams. Two goal nets are set up in the middle of the gym and across from each other (at least 25 feet apart). The soccer ball is set right in the middle of the gym. Each member is given a number. When their number is called, the students must run to the ball and try to make a goal. For the goal to count, the student who made the goal must name the emotion card that the instructor is holding up, and spell it as well.

Extended Directions: Many variations can be used for the word cards including: synonyms, antonyms, or sight words. You can use sight word in a sentence, or the instructor can read a story before hand, and the cards can be questions from the book.



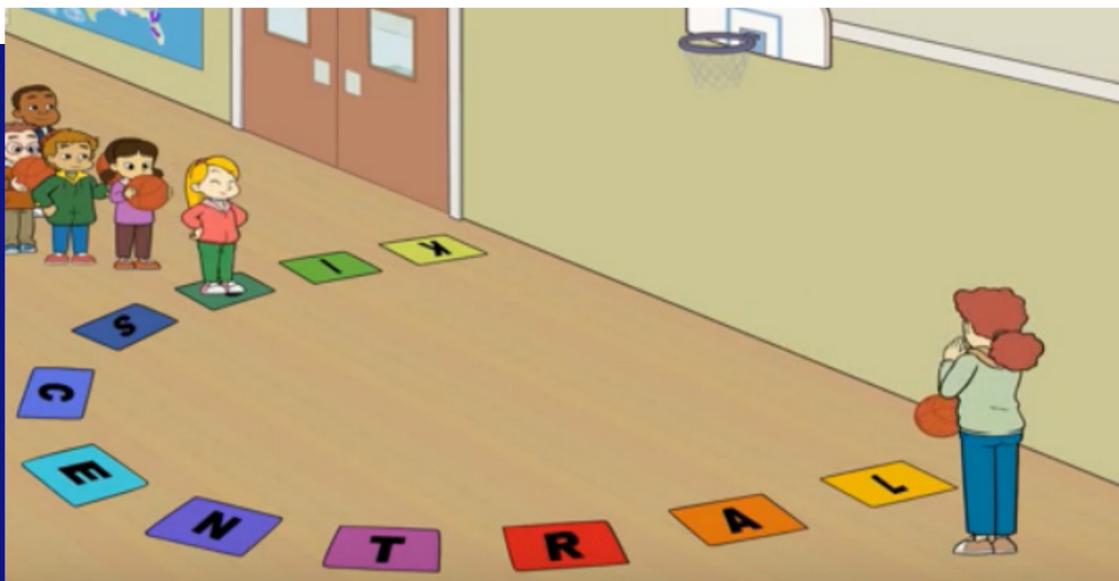
AROUND THE WORLD

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Basketballs, sight word cards

DIRECTIONS:

Around the World is played as you would normally play it, but before the student shoots the ball the student must read a sight word. If they don't get the word correct or they miss the shot, then they can pass it to the next student in line. The first to make it all the way "Around the World", wins.



BALL TOSS

 **AREA OF FOCUS:** Word Study and Fluency

 **MATERIALS NEEDED:** Ball, adult ready with words to keep the game going

DIRECTIONS:

The group stands in a large circle. The adult starts by introducing the game (alliteration, rhyming, synonyms, antonyms, segmenting, or blending) and then gives the first word. Each time the ball is tossed, a child needs to add to the list.

Alliteration – *Adult: "robot" Kids: "race, rabbit, read..."*

Rhyming – *Adult: "time" Kids: "dime, rhyme, lime, I'm..."*

Synonyms – *Adult: "run" Students "jog, dash, dart, sprint..."*

Antonyms – *Adult: "run" Students "walk, stand, stroll..."*

Segmenting - The adult says a word and the younger students will break it into its individual sounds. Younger students: *Adult "dog" kids pass the ball 3 times (/d/ /o/ /g/)* and then back to the adult.

Older students can break words into syllables. Older students: *Adult "strawberry" students pass the ball 3 times (straw-ber-ry)* and then back to the adult.

BAND-AID TAG

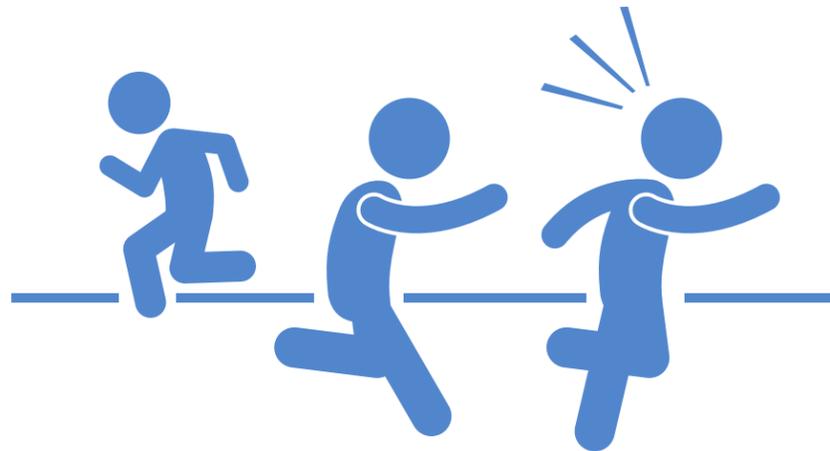
 **AREA OF FOCUS:** Word Study, Fluency and Comprehension

 **MATERIALS NEEDED:** Dry erase boards and markers

DIRECTIONS:

In this game, every player is “it” and can both tag others and be tagged. If a player is tagged, that player must take one hand and put it directly on the place where they were tagged. The hand is a “band-aid”. After being tagged once, players continue to run around, avoid being tagged and attempt to tag others, but they must keep their “band-aid” on and therefore only has one free hand. If a player is tagged again, they must take the other hand and place it on the second spot where tagged. The player can still continue to run around with both “band-aids” on. If any player is tagged a third time, they have to go to the hospital and do a literacy activity to get back in.

Example: Answer a comprehension question, use rimes to create words (-am -ight -at) create a sentence, write rhyming words, or come up with something fun on your own.



CAPTURE THE FLAG

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Individual flags like those used for flag football (you can also use crepe streamers) and sight word cards

DIRECTIONS:

Make two teams on each side of the gym. On each team’s wall, there will be a bucket of words to grab, or you can tape the words on the back wall (suggestion: make the words into two different colors so you can tell who has more or less words and it discourages cheating).

The goal is to get across the line, into the other team’s zone without getting a flag pulled off, grab one of their words and return it to their own side. If a flag is pulled off, then that person is put into jail and the word is returned back. In order to get out of jail,



COMPREHENSION BASKETBALL



AREA OF FOCUS: Comprehension

MATERIALS NEEDED: Whiteboards, markers, basketball (if no basketball court is available, use a laundry basket or other substitute basket)

DIRECTIONS:

Have students get into teams of 4 or 5. The adult will ask the teams questions about a story that was read to them. Each student must write down the answer that they think is correct on the whiteboard. The student from each team that gets it correct will get to shoot the basketball (one student at a time will shoot the basketball). If the student makes a basket, then that student/team will earn a point. The team with the most points wins.

HUNGRY, HUNGRY HIPPO

AREA OF FOCUS: Word Study and Comprehension

MATERIALS NEEDED: Different color of sentence strips, marker or something to write with, sit-down scooters

DIRECTIONS:

Cut up sentences that were put on different color sentence strips. Make sure each group has an assigned color of their sentences. Place the cut up words in a pile in the middle of the gym. Have the different groups move to the 4 corners of the gym. Using a scooters one student lays face down on the scooter while the other student pulls or pushes them to the center to get one of their colored pieces. The scooter is pulled back to the corner of the gym and the students rotate. This continues to happen until all the pieces are in their corner of the gym. Once they have all their words the group tries to rebuild their sentence. The first group to build their sentence correctly, WINS!

HOPSKOTCH



AREA OF FOCUS: Word Study

MATERIALS NEEDED: Chalk or painter's tape, sight words

DIRECTIONS:

Draw or tape a hopscotch court on the ground. Put a different sight word in each box. Play the game as you would hopscotch but as the student hop across, have them read each word they land on. If they miss a word or say it incorrectly, they must start over.



KING OF THE COURT

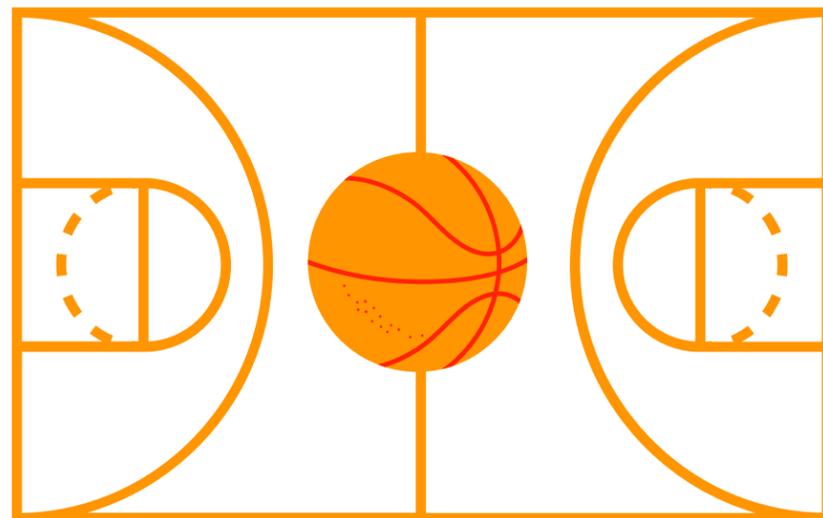
 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Dry erase boards and marker for each team, a book, sight words, vocabulary words, comprehension questions, and dictionaries for each group

DIRECTIONS:

Create two or more groups depending on the amount of students that are playing. Put them at separate areas of the gym or room and place a ball in the middle. Have the adult also in the middle to shout out a comprehension question, sight word, or a vocabulary word.

The object is for the each team to either bring the correct answer, vocabulary definition, or word match to the middle first and grab the ball and return it to their “court” to earn a point.



LAND IT

 **AREA OF FOCUS:** Word Study and Comprehension

 **MATERIALS NEEDED:** 1 plastic water bottle filled ¼ with water, 1 white board, 1 dry erase maker, reading material (sight word cards, vocabulary word cards, letter cards); a short sentence could be read without writing it. Variation: book and comprehension questions

DIRECTIONS:

Divide students into teams. At the sound of the whistle, the first student on each team runs to the end mark (the place where materials are). They will read and write the word. Then they have three chances to toss the water bottle in the air and “land it”. If they are successful their team earns a point. First team to reach designated number of points wins.

For Older students: Read a book prior to playing the game and ask a comprehension question and have them write down the answer. Then have them try to “land it”.



PAC MAN



 **AREA OF FOCUS:** Word Study and Comprehension

 **MATERIALS NEEDED:** High frequency word cards, and a gym with court lines

DIRECTIONS:

In the gym, have 2-3 students become the “PAC Men”. The rest of the students are on the gym lines waiting for the game to begin. A timer is suggested to play the game (about 5-7 minutes of play before the group leader/counselor has everyone take a break and chooses new PAC men).

When the group leader/counselor yells “GO” the PAC Men and the students will run around the gym, staying on the court lines on the ground of the gym* (see note below). When the PAC Men tags a student, who is not a PAC Man, the tagged student will become a “brick”. As a “brick”, the tagged student will squat down and become a roadblock on the gym line. Thus, the other students who have not been tagged and the PAC men are not allowed to go past the “brick/roadblock”. The running students will have to pivot on the lines if they approach a brick/roadblock to turn around and go the opposite direction.

In order for the “brick/roadblock” to enter into the game again, the group leader/counselor will need to approach the “brick/roadblock” and have them read HF words cards. Suggested: 5-7 word cards. Once the “brick/roadblock” had read the words successfully, they may enter the game again. The group leader/counselor repeats this process for the “brick/roadblock” until the game/round is over.

NOTE: Because this game is similar to the video game (but not precisely like it), all moves must be linear and all running is done on the gym lines. Students must stay on the lines to travel around the gym; no jumping to another line. The lines of the gym become a “track” for the students to run on.

PARACHUTE GAMES

 **AREA OF FOCUS:** Word Study and Comprehension

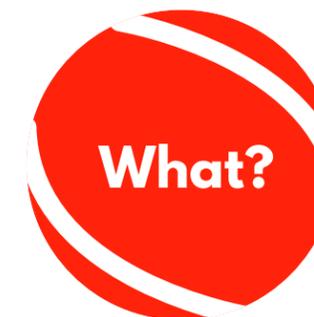
 **MATERIALS NEEDED:** Parachute, balls (or beanbags), masking tape, permanent marker, and a book

DIRECTIONS:

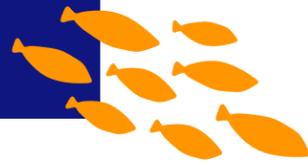
Write the 5W+H (Who, What, When, Where, Why and How) question words onto balls or beanbags.

Read a story to the students and then use the parachute to bounce the Who, What, When, Where, Why and How balls into the air. This is a fun way to ask and answer comprehension questions. The object is for them to keep the balls on the parachute but if one falls off, then the adult asks a question (Example: Story question – Where did the story take place? Or Why do you think the (character) did (action)?

Variation: Sight Words – If you have a lot of small balls you can write a sight word on each. Throw them onto the parachute and bounce them till they all come off. Then have each student grab a ball, read it to a neighbor, and then throw them back onto the parachute to play again.



SHARKS AND MINNOWS

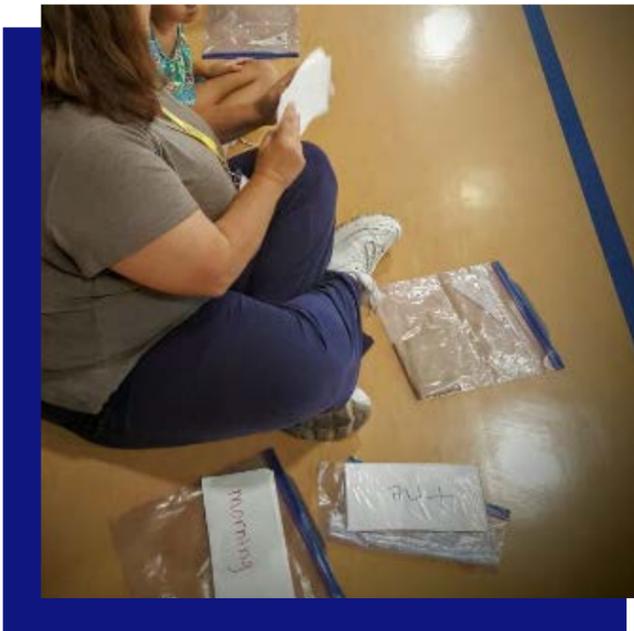


 **AREA OF FOCUS:** Word Study and Comprehension

 **MATERIALS NEEDED:** Sight word cards OR books and comprehension questions

DIRECTIONS:

First pick 1-4 players (1 being the main 'shark') to be sharks and everyone else will be minnows. The sharks stand in the middle of the play area and say, "Fishy, fishy come out and play!" The minnows slowly walk towards the sharks. At any time, the main shark can yell, "Shark Attack!" at which point, the minnows must run to the opposite boundary line without being tagged. If a minnow is tagged, he/she also will become a shark, or they can read a sight word, answer a comprehension question, or give them a word to rhyme or make an alliteration, give the amount of syllables in a word...the ideas are endless. The point is to quickly get back into the game as a minnow again.



SIGHT WORD BALL GAME

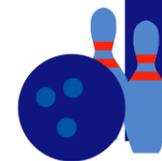
 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Basketballs/balls and sight word cards

DIRECTIONS:

Break up the students into equal amounts of groups, you can have as little as two or more groups, depending on the size of room you have. Place sight word cards evenly spaced across the floor. Start with the first student bouncing the ball across the floor to the other side. As they dribble, each student must read the words as they pass by. Once they get to the end, race back dribbling as fast as they can so the next person in line can dribble to read.

Variation: Have the student pass the ball back and forth as they walk down the line of words reading.



SIGHT WORD BOWLING

 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Sight words on cards, bowling pins, bowling balls, or carts

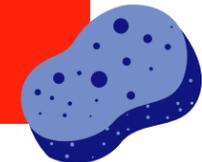
DIRECTIONS:

Divide the students into teams. Label the bowling pins with sight words. Using a cart, the students will take turns being the bowling ball and knocking down the pins (you could use bowling balls if you want). If the student is able to read the words that are on the pins that they have knocked down, those count as points. The team with the most points wins.



POOL ACTIVITIES

SPONGE SCRABBLE



 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Sponges, permanent marker, scissors, scrabble tile

DIRECTIONS:

This game can be played in a swimming pool or in the center of room. Students will play Scrabble (cut the sponges in half and use both sides). Instructor/adult will write scrabble letters on sponges with permanent marker. To make it challenging, you can add up points for the students to collect. The student with the most points wins.

DIVING STICKS



 **AREA OF FOCUS:** Word Study

 **MATERIALS NEEDED:** Diving sticks, masking tape, permanent marker

DIRECTIONS:

Place the masking tape on the diving sticks and label them with sight words. Throw the diving sticks into the pool and let the students have fun diving for words. Sticks are easily changeable for a variety of words.



INDEX AND ADDITIONAL RESOURCES

INDEX

Animal Charades 9

Animal Taboo 29

Cookie Thief Games Cards 13

Cootie Catcher 13

Comprehension Cube 11

Comprehension Questions 10, 20, 30, 43, 44, 47

Fluency Cards 23

Fluency Die 23

Free Charades Generator 9

High Frequency Words 6, 21, 31, 32, 45

Hot Potato Template 17

Sentence Starters 14

Sight Word Cards 8, 9, 11, 12, 15, 16, 20, 21,
24, 25, 26, 28, 29, 37, 40, 41, 43, 44, 47, 48

Voice Cards 14

Word Cards 36

Word Families 30

ADDITIONAL RESOURCES

25 Literacy Handouts for Parents – **English and Spanish**

Achievement Gap Flyer

Does Reading Aloud Really Matter? | **English** | **Spanish**

Read Aloud Flyer | **English** | **Spanish**

Seize the Summer Flyer | **English** | **Spanish**



References:

Alexander, K.L., Entwisle, D.R., & Olson, L.S. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2), 167-180.

Augustine, C., & Thompson, L. (2020). Getting Support for Summer Learning: How Federal, State, City, and District Policies Affect Summer Learning Programs. RAND Corporation.

Chaplin, D., & Capizzano, J. (2006). Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL). ERIC Document Reproduction Service No. ED493056.

Miller, B.M. (2007). The Learning Season: The Untapped Power of Summer to Advance Student Achievement. Paper commissioned by the Nellie Mae Education Foundation. Retrieved from http://www.nmefdn.org/uploads/Learning_Season_ES.pdf.

Terzian, M., Moore, K.A., & Hamilton, K. (2009). Effective and Promising Summer Learning Programs and Approaches for Economically-Disadvantaged Children and Youth: A White Paper for the Wallace Foundation. Retrieved from <http://www.wallacefoundation.org>.

Von Drehle, D. (2010). The Case Against Summer Vacation. *Time*, August 2, 2010.