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KLURMAN  
ELEMENTARY SCHOOL

# Summer Review Program

## Summer 2024/5784

**Student's Name**

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**Entering 2nd Grade**



June 2024

Dear KES Parents,

Your child and their teachers have worked hard all year to make great strides in reading and writing. As you may know, good readers and writers read and write daily. Summer is a great time for students to read for pleasure, to nurture a love for reading and to maintain any gains made during the year. It is also a wonderful time for you to read to your children! Read a-louds are a wonderful opportunity to work on comprehension skills and vocabulary and to generate further interest in books.

This coming summer, we will be promoting different levels of prizes depending on the amount of work that is done over the summer. Students are being given 3 different options. For the completion of 1 option you will receive the 1st level prize. For the completion of 2 options you will receive the 2nd level prize and for completing all 3 options you will receive the 3rd level prize. Completed responses will be accepted in the school office in exchange for a prize in the first weeks of school, B'ezras Hashem.

Options:

- Complete the packet of 10 fiction and nonfiction passages and complete the questions
- Read 1 novel of choice and complete one of the reading responses found at the end of this packet
- Read a 2nd novel of your choice and complete one of the reading responses found at the end of this packet

The attached reading passages have been chosen for your child.

If your child chooses to read a book, we recommend choosing a book based on the "Five Finger Rule", which your child may remember from school. Have your children turn to any page in the book. For every word that they don't know, they should hold up a finger. Your child can use the following guidelines according to how many fingers they hold up:

0 or 1 – Most probably too easy for your child.

2 – A good choice that will give your child a reasonable challenge and allow them to learn new words.

3 – Your child might need some help, but still a good choice if they're up for a challenge.

4 – May be too difficult for your child to read on their own. If you are on hand to give them help or read along with them it can be suitable, but if they are reading on their own, choose a different book.

5 – Most probably a bit too advanced, best to try a different book unless your child really wants to read it.

Some ideas on how to choose a book :

- **[kosherbooks.org](http://kosherbooks.org)** gives a list of approved books with comments

- Jewish books available through publishers such as **Menucha Publishers**, as well as **Artscroll, Feldheim, and Israel Book Shop**.
- Ask friends and family
- Go to the library
- Look on-line

Your support in promoting literacy skills is especially crucial during the elementary years. We look forward to a continuous partnership that will foster growth and a lifelong love of reading.

Have a wonderful summer and happy reading!

Rabbi Baumann  
Principal

Rabbi Noam Grossman  
Boys Division

Mrs. Miriam Deitsch  
Girls Division

Mrs. Dara Lubin  
Literary Coach/Curriculum Coordinator

# A Butterfly's Life

by Linda Ruggieri



Butterflies are beautiful insects. You often see them around colorful flowers.

A butterfly's life begins in a special way. First, a mother butterfly lays an egg on a leaf. A caterpillar hatches from the egg. The caterpillar eats leaves and grows bigger.

Next, the caterpillar becomes a chrysalis (KRIS-a-liss). It makes a kind of hard shell that covers its whole body. During the time as a chrysalis, the caterpillar slowly changes. The parts of a butterfly begin to form, like the wings, legs, and antennae.

Weeks or months later, a new creature pops out of the chrysalis shell. It has become a butterfly! The butterfly flutters its wings and flies away.

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

**1.** What kind of animal is a butterfly?

- A. Butterflies are reptiles.
- B. Butterflies are insects.
- C. Butterflies are mammals.

**2.** The text describes the different steps in a butterfly's life. What are butterflies when they first hatch?

- A. Butterflies hatch as caterpillars.
- B. Butterflies hatch as fully grown butterflies.
- C. Butterflies hatch as worms.

3. Read the following sentences from the text:

"A butterfly's life begins in a special way. First, a mother butterfly lays an egg on a leaf."

"During the time as a chrysalis, the caterpillar slowly changes. The parts of a butterfly begin to form, like the wings, legs, and antennae."

"Weeks or months later, a new creature pops out of the chrysalis shell. It has become a butterfly!"

Based on this information, where does the caterpillar turn into a butterfly?

- A. inside its shell as a chrysalis
- B. on a leaf near the mother butterfly
- C. inside the egg the mother butterfly lays

4. What is "A Butterfly's Life" mostly about?

- A. the life of a butterfly
- B. how butterflies lay eggs
- C. what butterflies eat

5. What can you often see butterflies around?

You can often see butterflies around

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6. What did you learn from "A Butterfly's Life"?

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**7. Class Discussion Question:** Use information from the text to summarize the steps in the life of a butterfly.

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**8.** Draw a butterfly that has just emerged from its chrysalis shell.

# Celebrate Flag Day

by ReadWorks



June 14 is Flag Day in America. Many people honor the American flag on that day.

The American flag is red, white, and blue. It has 13 stripes. It has 50 stars. Each star stands for one of our 50 states.

Where do we see the American flag? We see it in parades. We see it on people's houses. We see it on buildings in towns. We see it at schools. We see the flag on many holidays. Where have you seen the American flag?

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

1. When is Flag Day in America?

- A. July 4th
- B. June 14th
- C. December 25th

2. What holiday does this passage describe?

- A. Independence Day
- B. Flag Day
- C. Memorial Day

3. Flag Day is a time to celebrate the American flag and the important things it stands for. What part of the passage shows us that this is true?

- A. "The American flag is red, white, and blue."
- B. "Many people honor the American flag on that day."
- C. "We see the flag on many holidays."

4. What is the theme of "Celebrate Flag Day"?

- A. parades and why people have them
- B. Flag Day and the American flag
- C. American holidays

5. How many stars and stripes does the American flag have?

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6. What did you learn from "Celebrate Flag Day"?

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**7. Class Discussion Question:** List the places where the American flag can be seen. Then discuss why people display the American flag.

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**8. Draw the American flag.**

# Carl's Garden Problem

by ReadWorks



Carl wanted to grow a garden. Mrs. Sanchez was Carl's neighbor. She gave Carl flower seeds. Carl planted them.

Mr. Brown was Carl's neighbor too. He saw Carl planting.

"I have vegetable plants in pots," Mr. Brown said. "Would you like to plant those too?"

"Yes, thank you!" said Carl.

Mr. Brown helped Carl plant the vegetables.

"My vegetables keep falling over," said Carl.

Mr. Brown went to his shed. He came back with long, thin sticks.

"These are tomato stakes. They will hold the plants up," said Mr. Brown.

Mr. Brown put the stakes in the ground.

"Now the plants will grow tall!" said Carl.

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

1. What did Carl want to do?

- A. grow a garden
- B. buy flowers
- C. talk with his neighbors

2. What does Carl plant in his garden in the *beginning* of the story?

- A. tomatoes
- B. vegetables
- C. flower seeds

3. Mr. Brown's vegetable plants were probably big and heavy. What information from the passage shows us that this is true?

- A. Mr. Brown's vegetables were first growing in pots.
- B. Mr. Brown had tomato stakes.
- C. Mr. Brown's vegetable plants that Carl planted kept falling over.



4. What is "Carl's Garden Problem" mostly about?

- A. Carl planting a garden
- B. how to support plants with stakes
- C. Carl and his neighbors

5. What was Carl's garden problem?

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6. What did you learn from "Carl's Garden Problem"?

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**7. Class Discussion Question:** Explain how Carl solves his garden problem. Be sure to explain what Carl's problem was.

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**8.** Draw a picture of Carl planting the vegetables Mr. Brown gave Carl.

## Getting Around Cities



Lots of people live in a city. These people need to get around the city easily. They need to go to school or work. Some people need to go into and out of the city for work or school!

Many cities have ways to help people get around. They have public transportation. Something that is public has to do with all the people in a community. And transportation is how people and things get from one place to another.

There are many kinds of public transportation. Some cities have buses. These buses stop at certain places to pick people up and drop them off. Some cities have trains. They bring people into or out of the city. And some cities have underground trains. These are called subways. People take them to get around the city quickly.

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

**1. What is transportation?**

- A. how people and things get from one place to another
- B. a place where many people live and work
- C. the way people make cars, buses, and trains

**2. What does the text list and describe?**

- A. different kinds of cities
- B. different kinds of cars
- C. different kinds of public transportation

3. The word "public" means having to do with all the people in a community.

Transportation is how people and things get from one place to another.

What does "public transportation" mean?

A. Public transportation is something all the people in a community can use to learn.

B. Public transportation is something all the people in a community can use to get from one place to another.

C. Public transportation is something all the people in a community can use to cook food.

4. What is the main idea of this text?

A. Subways are the fastest way to get around a city.

B. People use public transportation to get around cities.

C. Lots of people live in a city.

5. What kind of public transportation stops at certain places to pick people up?

A kind of public transportation that stops at certain places to pick people up is a \_\_\_\_\_.

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6. What did you learn from "Getting Around Cities"?

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**7. Class Discussion Question:** Describe at least two kinds of transportation described in the text. Use information from the text in your answer.

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**8.** Draw a picture of a person using public transportation.

# Drinking Fountain

by Marchette Chute

When I climb up  
To get a drink,  
It doesn't work  
The way you'd think.

I turn it up,  
The water goes  
And hits me right  
Upon the nose.

I turn it down  
To make it small  
And don't get any  
Drink at all.

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

1. Why does the speaker of the poem climb up?

- A. to go down a slide
- B. to get hit in the nose
- C. to get a drink

2. Some words in this poem rhyme. What are two words in the poem that rhyme?

- A. "down" and "any"
- B. "small" and "all"
- C. "up" and "right"

3. The speaker of the poem has trouble using a drinking fountain.

What information from the poem supports this statement?

- A. When the speaker turns it down, the water of the drinking fountain becomes too small to drink.
- B. When the speaker climbs up to the drinking fountain, the speaker is not tall enough to reach the water.
- C. When the speaker turns it up, the water of the drinking fountain becomes too small to drink.

4. What is "The Drinking Fountain" mostly about?

- A. someone who is too short to use a drinking fountain
- B. someone who has trouble getting a drink from a drinking fountain
- C. someone who likes to drink water but does not like to drink milk

5. What happens when the speaker of the poem turns the water up?

The water hits the speaker on

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6. What did you learn from "The Drinking Fountain"?

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7. What does the word "it" refer to in this poem? Support your answer with information from the poem.

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8. Draw a picture of what happens when the speaker turns the water up.

# Fruits Have Seeds

by Linda Ruggieri



Fruits grow in different ways. Apples grow on trees. Grapes grow on vines. Blueberries grow on bushes.

All fruits have something special. Do you know what that is? Seeds! Some fruits have one seed. Others have many seeds.

A peach has one seed. A coconut has one seed too. A pumpkin has many small seeds. A strawberry has many tiny seeds. They are on the outside of the fruit.

Seeds are important because they can grow into new plants.

What happens when seeds fall to the ground? Plants grow. Those plants will have stems, leaves, flowers, fruits-and more seeds.

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

1. What can fruit grow on?

- A. Fruit can grow on seeds, stems, and leaves.
- B. Fruit can grow on trees, vines, or bushes.
- C. Fruit can grow on rocks, dirt, and water.

2. The text describes fruits. What do all fruits have in common?

- A. All fruits have many seeds.
- B. All fruits grow on vines.
- C. All fruits have at least one seed.

3. Different fruits have different numbers of seeds. Which information from the text shows us this is true?

- A. A coconut has one seed. A pumpkin has many small seeds.
- B. Apples grow on trees. Grapes grow on vines.
- C. Seeds are important because they can grow into new plants.

4. What is the main idea in "Fruits Have Seeds"?

- A. Coconuts have only one seed.
- B. Fruits grow in different ways.
- C. All fruits have seeds.

5. What can seeds grow into?

Seed can grow into

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6. What did you learn from "Fruits Have Seeds"?

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7. **Class Discussion Question:** Seeds from fruit can grow into new plants. What must happen first before these seeds can grow into new plants? Use information from the text to support your answer.

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8. Draw a fruit mentioned in the text that has one seed and a fruit that has many seeds. Be sure to label each fruit.

# Troy's Treat

by ReadWorks



Photo Credit: Flying Toaster

Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was \$5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for \$5!"



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

### 1. Who is Tara?

- A. Troy's friend
- B. Troy's sister
- C. the girl at the counter

### 2. Where does Troy take Tara for her special treat?

- A. the movie theater
- B. the toy store
- C. the ice cream store

### 3. Read the following sentences from the story: "Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday."

Why did Troy want to buy Tara a special treat?

- A. It was Tara's birthday.
- B. Troy likes to surprise Tara.
- C. Tara did Troy's chores.

4. What is "Troy's Treat" mainly about?

- A. buying an ice cream sundae
- B. Troy treating his sister Tara for her birthday
- C. how Troy saved \$5

5. What was Troy's surprise for his sister?

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6. What did you learn from "Troy's Treat"?

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**7. Class Discussion Question:** At the end of the passage, Troy gets a surprise as well. Why is Troy most likely surprised?

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**8.** Draw a picture of Troy treating his sister for her birthday.

# What Is a Rainbow?

by Rachelle Kreisman



Rainbows sometimes show up on rainy days. Have you ever seen one?

Rainbows appear in the sky only if the sun is shining. Sunlight looks white. Actually, it is made of many colors. Rainbows show off those colors.

Rain comes from clouds. Clouds are made of tiny drops of water. If

the drops get too big, they fall as rain.

Sunlight shines through the drops of rain. The drops bend the light. The colors spread out. Then you see a rainbow! A rainbow's top rows are red, orange, yellow, and green. The bottom rows are blue, indigo, and violet.

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

1. Rainbows appear in the sky only if the sun is doing what?
  - A. setting
  - B. shining
  - C. rising
  
2. The text explains how rainbows are formed. What does sunlight need to shine through for a rainbow to appear?
  - A. Sunlight needs to shine through the water in rain for a rainbow to appear.
  - B. Sunlight needs to shine through dark gray clouds for a rainbow to appear.
  - C. Sunlight needs to shine through a cloudless blue sky for a rainbow to appear.
  
3. Rainbows appear when sunlight shines through drops of rain. The drops bend the light, and the colors spread out. Based on this information, when do rainbows appear?
  - A. Rainbows appear on days when it is both sunny and rainy.
  - B. Rainbows appear on days when it is just rainy.
  - C. Rainbows appear on days when it is just sunny.

4. What is "What Is a Rainbow?" mainly about?

- A. how clouds are formed
- B. what makes the sun shine
- C. how rainbows are formed

5. What colors make up sunlight?

The colors that make up sunlight are red, orange, yellow, green,

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6. What did you learn from "What Is a Rainbow"?

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7. **Class Discussion Question:** Use information from the text to explain how rainbows are formed.

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8. Draw a picture of a rainbow.



# Discovering a Dinosaur

by Caitlyn Meagher



Museo Municipal Carmen Funes in Neuquén, Argentina

*This is what the skeleton of the Argentinosaurus would have looked like!*

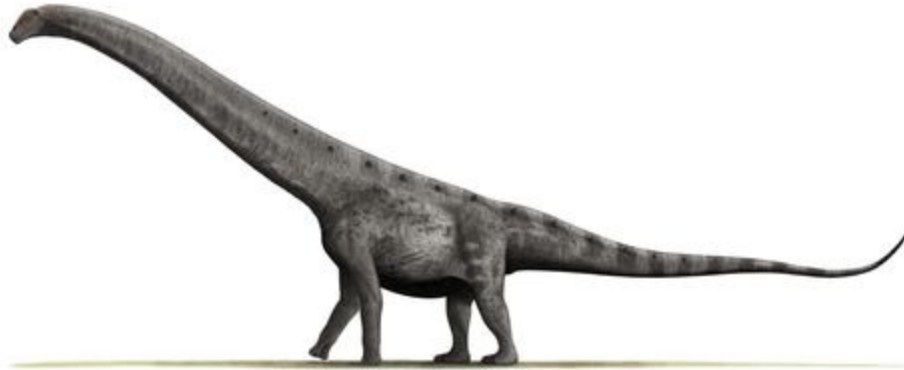
A farmer in Argentina found a big object on his farm. He thought it was a piece of wood.

Later, a scientist came and saw the object. His name was José F. Bonaparte. José studied dinosaur fossils.

José realized this object was not a piece of wood. It was a dinosaur's leg bone! José and other scientists dug and found more fossilized bones. They were all from the same dinosaur. Scientists named the dinosaur Argentinosaurus.

Scientists think Argentinosaurus was one of the largest land animals in the world. It probably weighed more than 10 elephants!

Scientists have found many fossils in Argentina. Would you like to discover a dinosaur fossil?



drawing by Nobu Tamura

*This is a drawing of what the Argentinosaurus dinosaur might have looked like while it was alive.*

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

1. What big object did a farmer in Argentina find?

- A. a big tree
- B. a dinosaur bone
- C. an old car

2. What happened after José realized that the object the farmer found was a dinosaur bone?

- A. José and other scientists found more bones.
- B. José and other scientists decided to leave.
- C. José couldn't find any more dinosaur bones.

3. Scientists could tell that the *Argentinosaurus* was a very large animal from its bones.

What sentence from the text supports this conclusion?

- A. "Scientists have found many fossils in Argentina."
- B. "Scientists think *Argentinosaurus* was one of the largest land animals in the world."
- C. "A farmer in Argentina found a big object on his farm."

4. What is the main idea of this text?

- A. Elephants are large animals, but not as big as dinosaurs were.
- B. Farmers in Argentina find dinosaur bones all the time on their farms.
- C. Scientists in Argentina found bones from a dinosaur they called the *Argentinosaurus*.

5. What did José study?

He studied \_\_\_\_\_.

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6. What did you learn from "Discovering a Dinosaur?"

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7. Class Discussion Question: How do you think the scientists figured out that the *Argentinosaurus* was one of the largest land animals?

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8. Draw a picture of the fossil that a farmer found on his farm in Argentina.

# Why Do We Have Summer?

by Rachelle Kreisman



Summer starts on the longest day of the year. We call that day the summer solstice.

Summer days are warm and long. There is more sunlight. People spend more time outdoors.

Why do we have summer? Earth tilts as it travels around the sun. When Earth's northern half leans toward the sun, that part has summer.

Summer starts in the northern half of Earth around June 21. At that time, it is winter in the southern part of Earth. That is because the Earth's southern half is tilted away from the sun.

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

**1. What is the summer solstice?**

- A. The summer solstice is the hottest day of the year.
- B. The summer solstice is the longest day of the year.
- C. The summer solstice is the shortest day of the year.

**2. The text explains why we have summer. Why do we have summer?**

- A. Summer starts on the longest day of the year.
- B. Summer days are warm, long, and sunny.
- C. Earth tilts as it travels around the sun.

**3. When the earth's southern half is tilted away from the sun, it is winter in the southern part of Earth. What season does the southern part of Earth have when it is tilted towards the sun?**

- A. winter
- B. summer
- C. fall

4. What is "Why Do We Have Summer?" mainly about?

- A. why we have summer
- B. the northern half of Earth
- C. what summer days are like

5. What season is it in the southern half of Earth when people in the northern half have summer?

It is

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6. Please draw the earth as the northern half tilts towards the sun. Color the half of Earth which has summer red. Color the half of Earth which has winter blue.

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7. What did you learn from "Why Do We Have Summer"?

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**8. Class Discussion Question:** Use information from the text to explain why summer days are warm and long.

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## Summer Reading Responses

### Non-Fiction:

- What did you know about the topic before opening the book?
- List three facts you've learned while reading the book.
- What is the author's purpose for writing the book?
- What information surprised you and why?
- What information do you question or think might not be correct? Why? How might you check it out?
- What is the most important information you've learned and why?
- What would you like to learn more about regarding this topic and why?
- Create a timeline of important events that you have read about so far.
- What features helped you determine that this book was non-fiction?
- Does the author include opinion and fact statements in the book? Find examples of each.

### Fiction:

- Did you enjoy reading this book? Why or why not?
- Did anything about this book remind of you of something that happened in your own life? Did a character remind you of someone you know? Explain.
- Are the characters realistic? Why or why not?
- Create a timeline of important events that you have read about so far.
- Describe a character you'd like to meet. List 4 questions you'd ask him or her.
- Describe the conflict and the solution.
- Describe the setting - time and place. Based on the details and events in the story, would you add anything to the setting? Why or why not?
- Compare and contrast two characters in the story.
- What is the theme of the story? Support your answer with evidence from the text.

Reading Response

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Fiction/ Non-Fiction (circle one, add the genre for extra credit) \_\_\_\_\_

Reading Response chosen: \_\_\_\_\_

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Your Response: \_\_\_\_\_

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Reading Response

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Fiction/ Non-Fiction (circle one, add the genre for extra credit) \_\_\_\_\_

Reading Response chosen: \_\_\_\_\_

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Your Response: \_\_\_\_\_

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