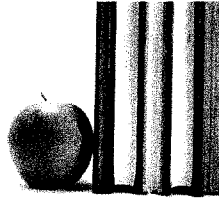


St. Mary of the Hills School

Summer 2026

Reading Requirements



Students Entering **GRADE 3**

Dear Parents:

To encourage a love of reading for pleasure and help maintain reading fluency, we are asking each child to read daily over the summer. Please have your child complete the attached log. Feel free to attach additional pages if needed. The children will then choose 7 books from their reading log and complete the 7 attached activities. There are also some reading skill worksheets to complete. They should write neatly and check their work. This will be graded.

All Summer Reading packets are due on Friday, September 11.

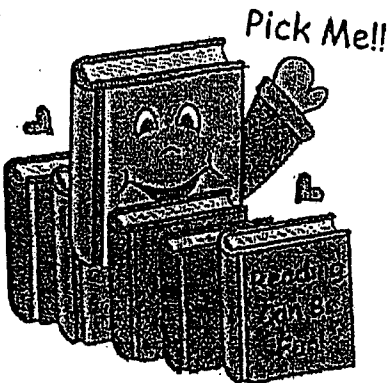
Have a great summer!

Name _____

Name: _____

My Reading Log

	Date	Title	Author	Minutes	Parent Signature
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____

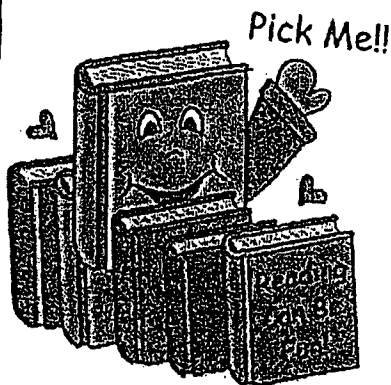


**Anything can happen....
when you open a book!**

Name: _____

My Reading Log

	Date	Title	Author	Minutes	Parent Signature
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____



**Anything can happen....
when you open a book!**

Name _____

Date _____

2nd Grade Summer Reading Challenge

Directions: Use 7 different books from your log to complete 7 different tasks from the menu below. Make sure to do one activity per book. Check off each task as you go.

☐ **Task #1:**

Imagine you are taking a summer vacation to the setting of a book you are reading. Design a set of postcards from the trip explaining what you and your family would do on this vacation. Use full sentences! (2 postcards)

☐ **Task #2:**

Pick a book that you would like to recommend to a friend and complete the book recommendation page. Tell what you thought about the book and why your friend would love it.

☐ **Task #3:**

Choose a non-fiction book. Draw a detailed picture from the book and write 3 fun facts that you learned from the book. Make sure to use full sentences!

☐ **Task #4:**

Choose a character from the book. Use the information that you learned about this character to answer the questions about them in the person graphic organizer. Use full sentences!

☐ **Task #5:**

Write a book review. Tell about your favorite part and explain why you chose that part; draw a picture of your favorite character; rate the book; and decide whether you would recommend it to a friend.

☐ **Task #6:**

Use the double person graphic organizer to compare and contrast yourself to a character in your book. Write 3 ways you and the character are similar and 5 ways you and the character are different from each other.

☐ **Task #7:**

Use the graphic organizer with the person and the house to tell about the characters, setting (when & where it took place), problem, 3 important events, and the solution in the story.



BOOK Recommendation for _____

Title of book: _____

(your friend's name)

Author: _____

I thought this book was:

☐ scary

☐ funny

☐ sad

☐ happy

☐ interesting

☐ other: _____

I think you would love this book because _____

This book is

fiction

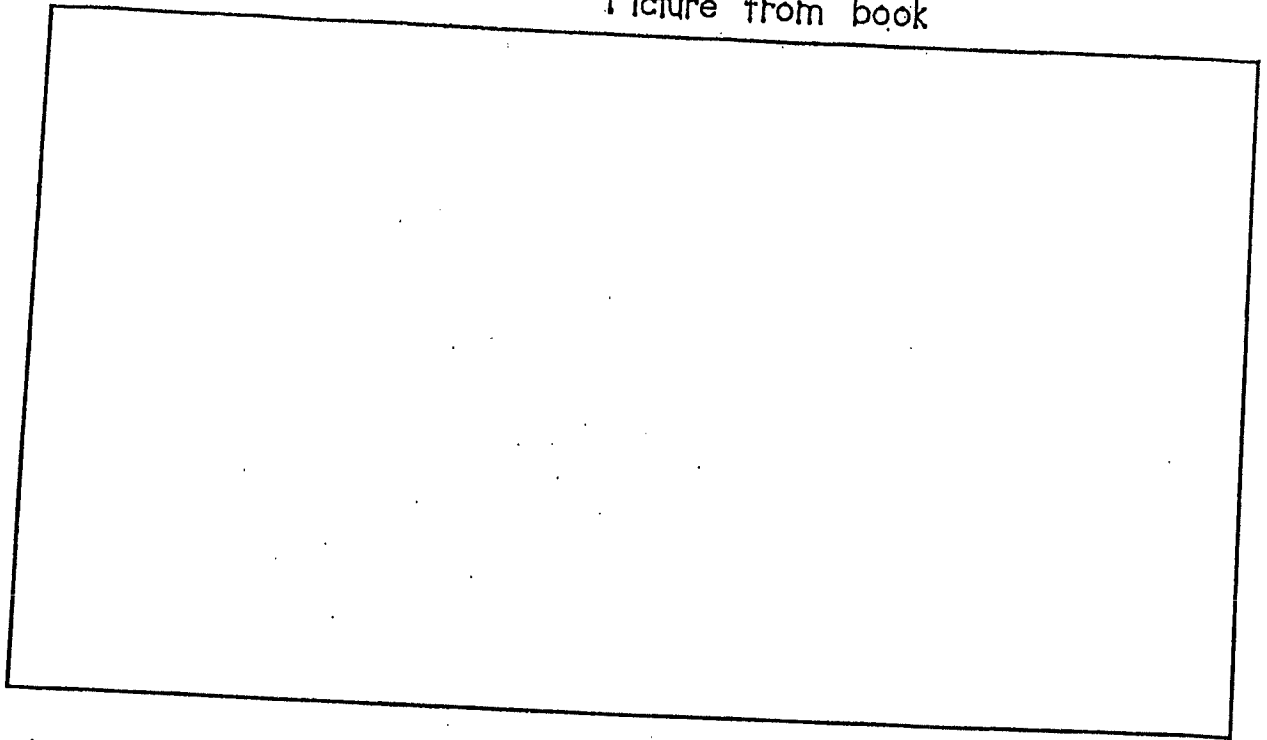
non-fiction

A recommendation from your friend:

Title of book: _____

Name: _____

Picture from book

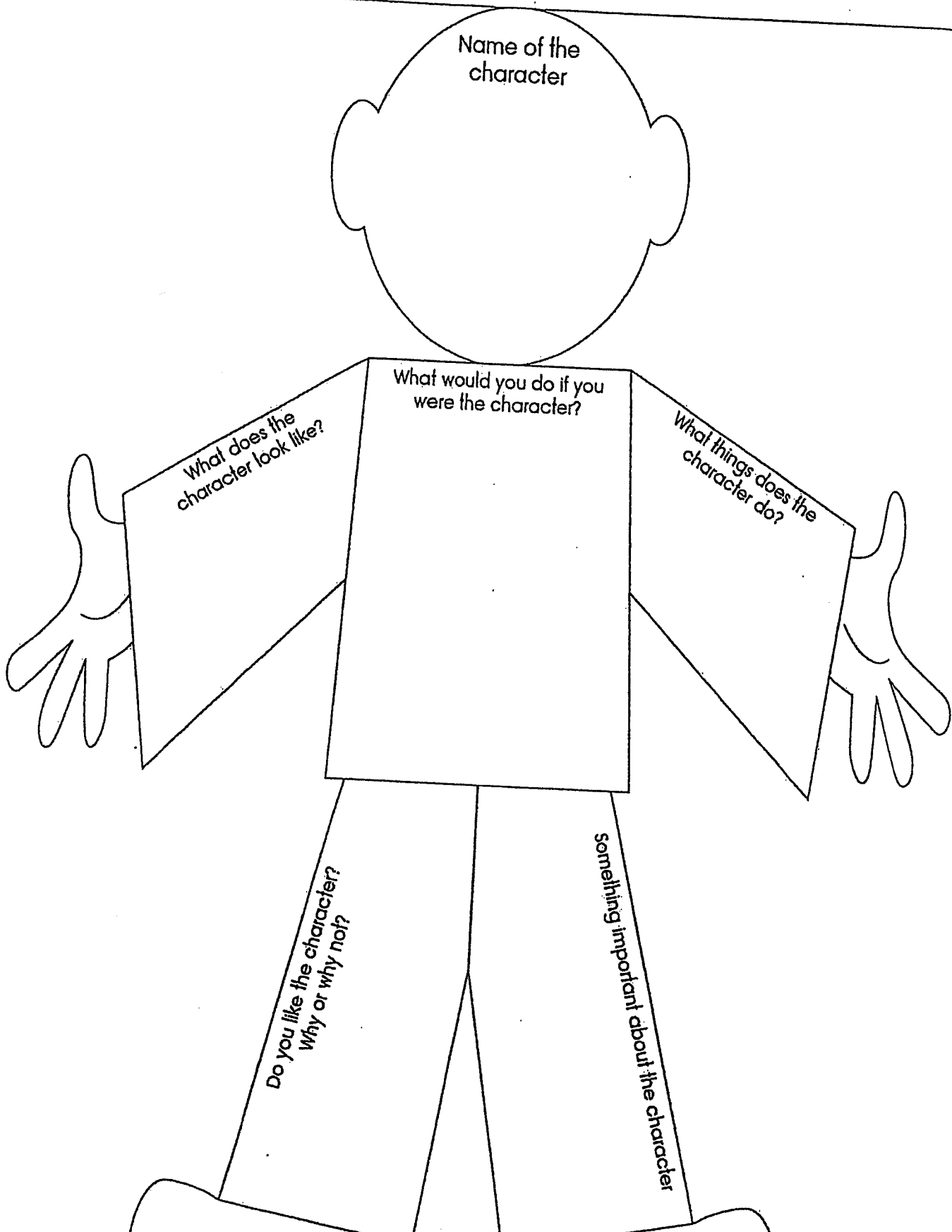


Write 3 fun facts that you learned from this book.
* Use full sentences! *

Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are four sets of these lines provided for writing.

Name _____

Title of book: _____



Summer Reading Book Review

NAME: _____

title: _____

MY favorite part was _____

MY favorite character:

(Draw a picture)

I would give this
book



stars!

WOULD YOU recommend
this book to a friend?



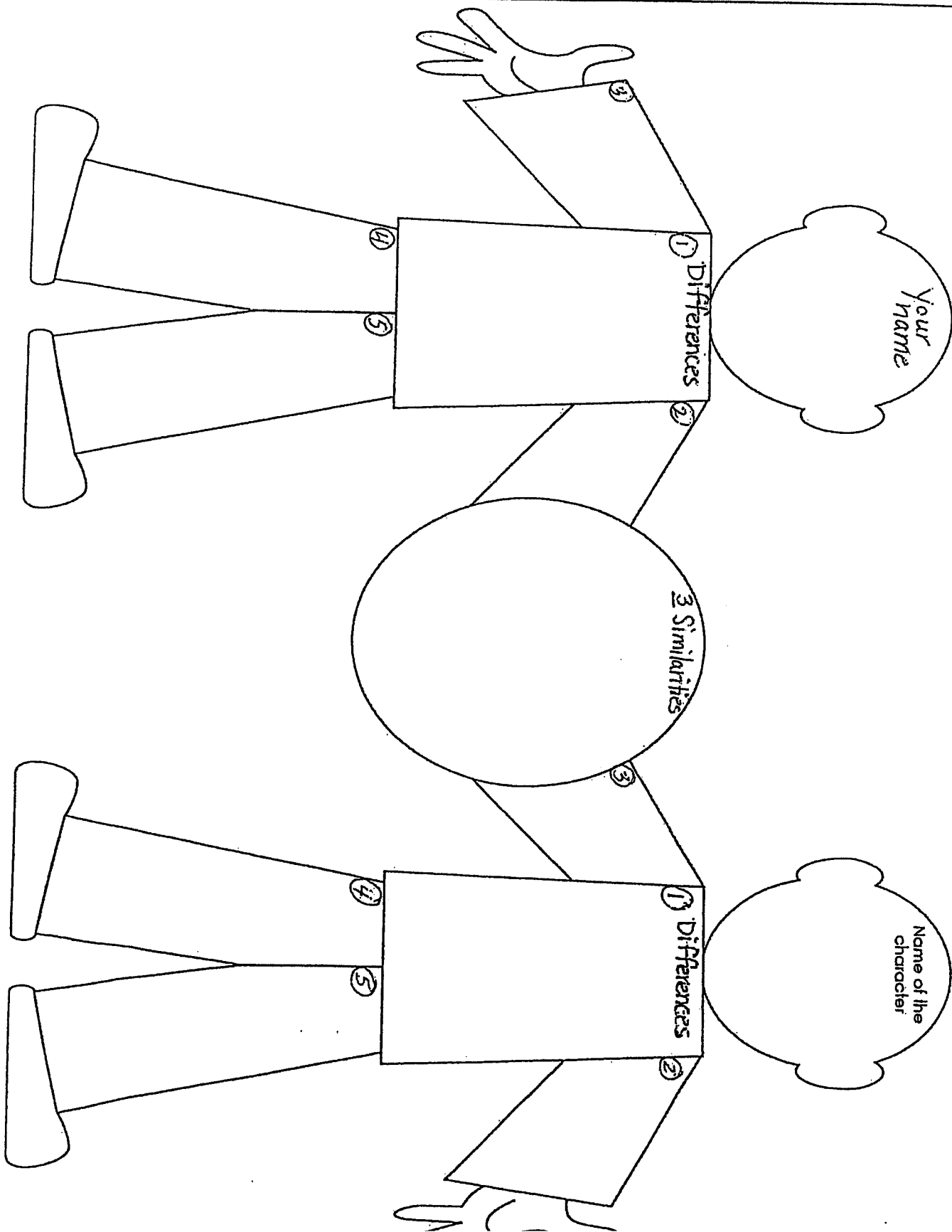
yes



no

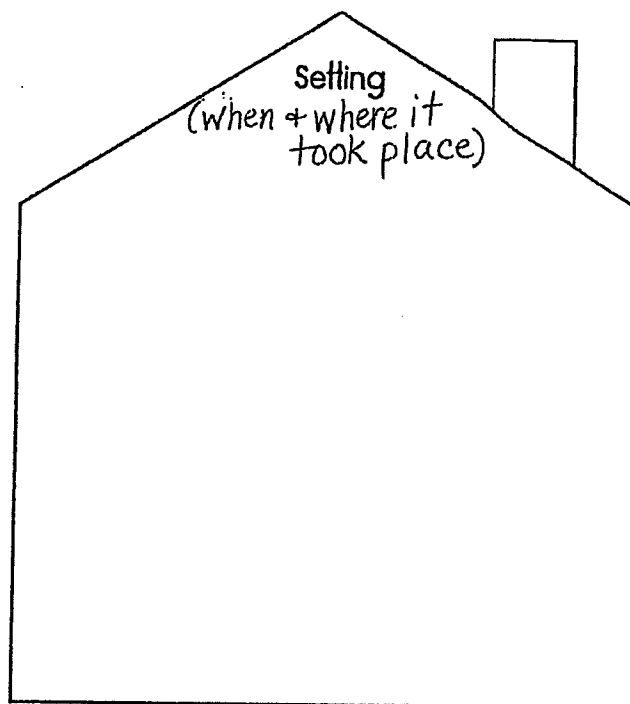
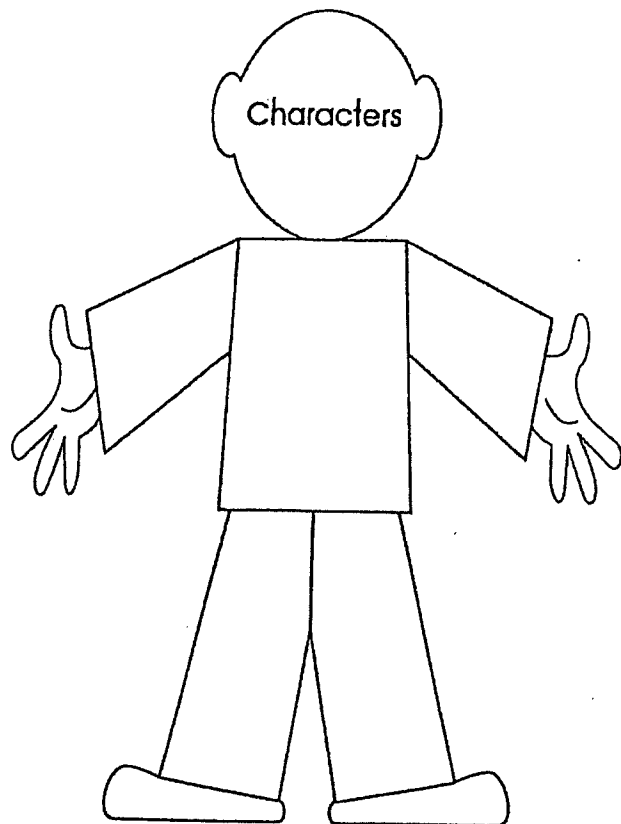
Name _____

Title of book: _____



Name _____

Title of book: _____



Problem

Events (*pick 3 important events*)

Solution (*how the problem was solved*)

Food Is Our Fuel

Cross-Curricular Focus: Life Science



Everything that is alive needs energy. All animals get the energy they need from **food**. People are animals. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the **fuel** that helps keep the amazing machine running.

Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals.

Since plants make their own food using sunlight, the sun's energy is found in plants. The sun's energy is very strong. It loses a lot of its strength by the time it goes into a plant.

When we eat plants, we get more of the sun's energy than when we eat animals. That's why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less energy than the first animal got. The second animal used a lot of energy to chase its prey.

Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answer.

1) Where do all animals get their energy?

2) Where do plants get their energy?

3) If our bodies are amazing machines, then food is our _____

4) Why do we get more energy from eating vegetables than we get from eating meat?

5) If a third animal eats the second animal, will it get more or less energy?

How Things Move

Cross-Curricular Focus: Physical Science



We can watch things around us move. When something is in **motion**, it **changes** its position. Objects can move from one place to another. They can move in many directions. If you roll a ball, it might move in a straight line. It might also move in a curve. A swing can move back and forth. A light switch can move up and down. Fans have blades that move in a circle.

If you want to know if something is moving, you can compare it to other things around it that are not moving. If the things behind the object are changing, the object is probably moving. If they are not changing, the object is probably not moving.

You can measure the distance an object moves. Just measure the distance between where it was when it started to move and where it was when it stopped. Distance can be measured in inches, feet, yards or miles. Those measurements are in the customary system. It can also be measured in millimeters, centimeters, meters and kilometers. Those measurements are in the metric system.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) When something is in motion, what does it change?

2) How does a swing move?

3) How does a light switch move?

4) How can you test if something is moving or not?

5) What is one unit of measurement you could use to measure distance?

Color Shows Mood

Cross-Curricular Focus: Visual Arts



Artists use **color** to create patterns. Color can also show different moods. Bright colors make us feel happy and energetic. Dark colors make us feel calm or sad.

The primary colors are red, yellow, and blue.

They are the colors that can be mixed together to make different colors. Mixing two primary colors makes a secondary color. The secondary colors are orange, green, and violet (purple). Orange is made by mixing yellow and red. Green is made by mixing yellow and blue. Violet is made by mixing red and blue. Intermediate colors can be made by mixing a primary and a secondary color together. Some intermediate colors are blue violet and red orange. Black, white, and gray are special colors. They are called neutral colors.

Colors have been organized into a color wheel. It shows the three primary colors, the three secondary colors, and the six intermediate colors. Artists use the color wheel. It helps them know which colors they want to use together.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answer.

1) What kinds of colors make us feel calm?

2) What kinds of colors make us feel like we have lots of energy?

3) What are the primary colors?

4) What are the secondary colors?

5) What tool do artists use to organize all the colors?

Name _____ Main Ideas

The New Girl



There was a new family in the neighborhood. They had a little girl about Fiona's age, and Fiona really wanted to meet her. The first time Fiona saw the new girl in school, she smiled and said hello. When she saw her on the bus home from school, Fiona asked if they could sit together, and she told the new girl all about their neighborhood. One afternoon a few days later, when Fiona was outside playing with some of her friends, the new girl came outside. She stood in her front yard, looking uncomfortable. Fiona smiled, and waved, and called to her, and invited her to come play, which her new friend was happy to do!

What is the main idea? Circle the correct answer.

- A. Fiona takes the bus to school.
- B. There is a new family in the neighborhood.
- C. Fiona is a very friendly girl.

Which of the following is a supporting idea?

- A. Fiona smiles and says hello.
- B. The family has a girl about Fiona's age.
- C. There is a new family in the neighborhood.

Name _____

Main Ideas

What's the Main Idea?

1. Our elementary school chorus had the largest participation in its history this year. They did eight performances - three in school, and five around town - and received an award for Most Improved School Vocal Group from the state. There was a lot of great talent, and ten students make All County Chorus.

A. Our elementary school chorus is very popular.

B. Our elementary school chorus had a very successful year.

C. There are a lot of students in our elementary school chorus.

2. Helen held the new baby carefully in her lap, while her anxious parents hovered nearby. Helen could hardly believe how tiny she was. Helen's heart swelled with pride, and a new sense of responsibility.

A. Helen is going to babysit.

B. Helen is a nurse.

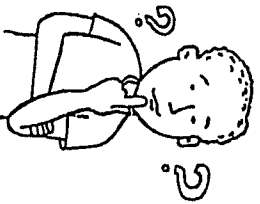
C. Helen has a new baby sister.

3. John trudged off the field, his shoulders slumped, as the batter on deck hurried to home plate. John sighed. Was he ever going to get a hit???

A. John is playing baseball.

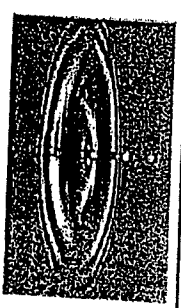
B. John just struck out in baseball.

C. John is a baseball coach.



Cause & Effect

Cross-Curricular Focus: Reasoning Skills



Cause and effect is one way to explain things that happen around us. Many things happen because something **caused** or **influenced** them to happen. Sometimes it is hard to look at a cause and figure out the effect. It may help you to start with the effect and use your reasoning skills. Think about all the things you know that could be reasons for the effect you can see.

For example, you may see someone putting on a heavy jacket. This is the effect. To look for a cause, think to yourself, "What would make someone put on a heavy jacket?" Maybe the person is going outside into very cold weather. Maybe the person works in the penguin pen at Sea World. Maybe the person is going to visit an ice skating rink where the air is kept very cold. All of these things could be a cause for putting on a heavy jacket.

Now, think about another example. The effect is that the student had to go to the principal's office. What are the possible causes? Maybe the student bullied another student. Maybe the student is just being picked up early. Maybe the student is being given a prize!

Name: _____

Answer the following questions based on the re passage. Don't forget to go back to the passage whenever necessary to find or confirm your ans

The effect is: your clothes are wet.
Write two possible causes:

1. _____

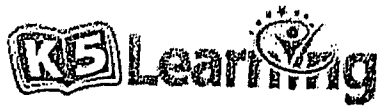
2. _____

The effect is: you got an A+ on your spelling test! Write two possible causes

3. _____

4. _____

5. In your own words, explain something you learned about cause and effect.



Context Clues

Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the **bolded** word using cross sentence clues. Fill in the circle next to the correct answer.

The swimmer kept **afloat** by laying on her back in the water.

- ☐ to fall or drop slowly
- ☐ to rest on the surface of the water

The boy **claimed** that someone else broke the window, but all the other children said it was him.

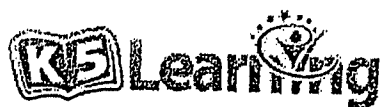
- ☐ a sentence that asks for a reply
- ☐ to state or demand as one's right

I **shared** the cake with my friends.

- ☐ to divide and give out to others while keeping a portion for oneself
- ☐ to put or store

The telephone was **invented** by Alexander Graham Bell.

- ☐ to think of, come up with, or create something new
- ☐ to ruin completely



Word definitions

Second Grade Vocabulary Worksheet

Circle the word that describes the word in bold in each sentence.

1. The main **performer** had to change her costume many times during the play.

fan

actor

audience

student

2. He can't lift that **crate** by himself.

chest

lid

chair

mirror

3. The baby is crying as she's **craving** milk.

playing

satisfied

heating

hungry

4. Please **calm** down kids; I want to read in peace.

settle

move

worry

disturb

5. We use a parasol to **shade** ourselves from the sun.

light

reveal

shield

show

6. This apple juice is one hundred per cent **pure**.

mixed

fixed

natural

different
