






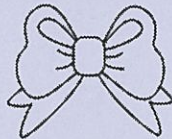
Monday






Draw and write the number to show how many.

hearts		4
flowers		
circles		
X's		

Tuesday


Count the syllables in each word and write the number.


				

Wednesday

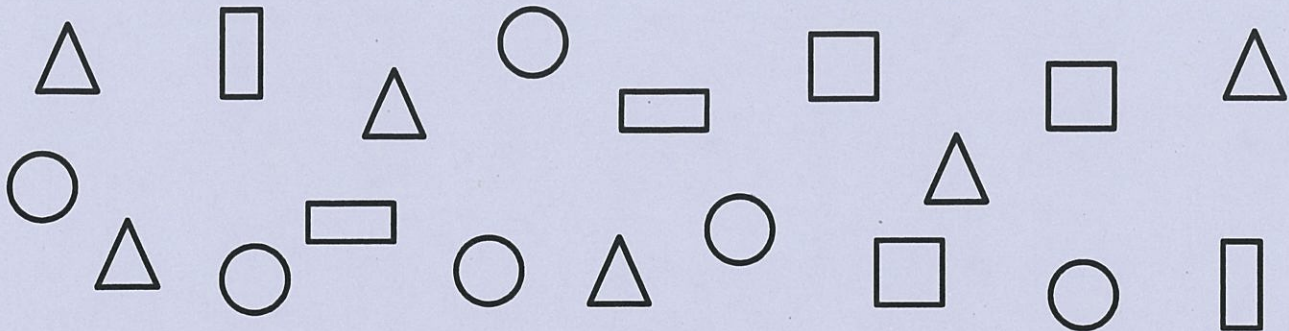
How Many:

Color triangles  green

Color squares  blue

Color rectangles  red

Color circles  yellow



How many triangles?

How many circles?

How many squares?

How many rectangles?

Thursday

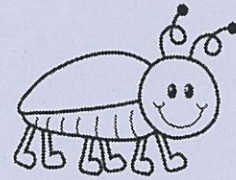
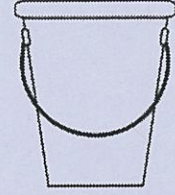
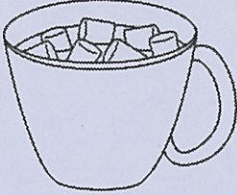
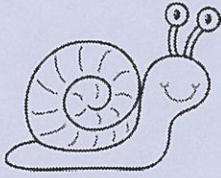
Draw a picture and solve the word problems.

If I took a walk in the park and saw 3 birds in a tree and 4 birds on the pond, how many birds did I see?

If Tami made 10 cookies and ate 2, how many cookies did she have left?

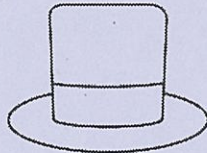
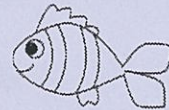
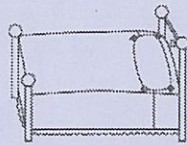
Friday

Draw a line to the picture that rhymes.



Monday

Circle the pictures from the _at family.



Tuesday

Write the number needed to make 10. Color the boxes if needed.

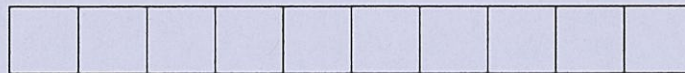
Example: $3 + \underline{7} = 10$



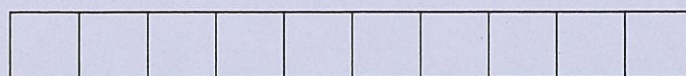
$3 + \underline{\quad} = 10$



$0 + \underline{\quad} = 10$



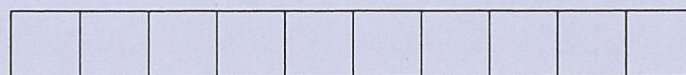
$5 + \underline{\quad} = 10$



$7 + \underline{\quad} = 10$



$1 + \underline{\quad} = 10$



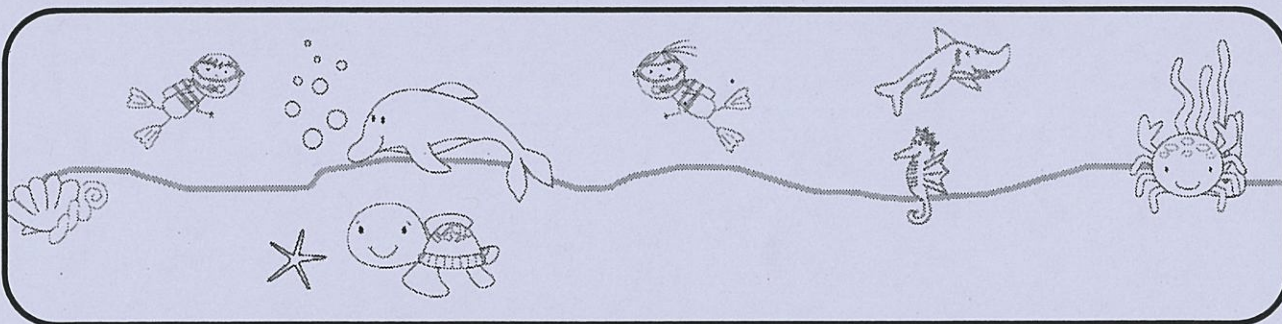
Wednesday

Write a complete sentence and draw a picture about:

How do you feel about going to first grade?

Thursday

Circle the correct position word.



The dolphin is the sea turtle.

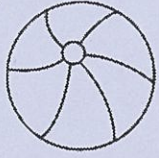
The crab is the seaweed.

The shark is the seahorse.

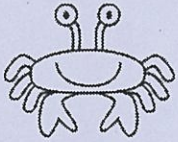
The sea star is the sea turtle.

Friday

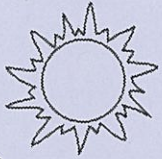
Draw a line from the word to the matching picture.



crab



sun



ball



lion



dog



zebra

Monday

Write 5 or more words that rhyme with hat.



A large, empty rounded rectangular box for writing words that rhyme with 'hat'.

Tuesday

Count forward.

10

4

0

5

Wednesday

Write a complete sentence and draw a picture about:

What do you think you will like best about first grade?

Thursday

Color "thumbs up" if the equation is true or "thumbs down" if the equation is false.



$2+3=4$



$5+0=5$



$1+3=4$



$2+1=2$





$3+2=4$



$0+2=2$

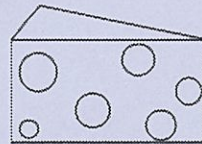
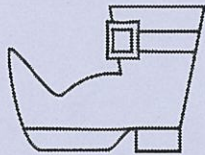
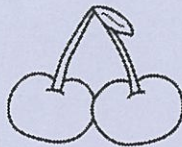
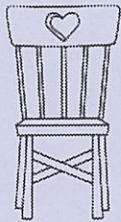
Friday

Write 5 or more words that rhyme with sun. 



Monday

Circle words that begin with /sh/. Underline words that begin with /ch/.



Tuesday

Use the pictures to help you solve the subtraction problems.



$$5 - 4 = \square$$



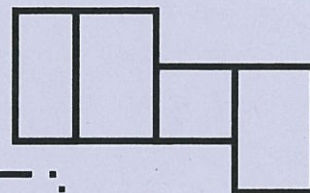
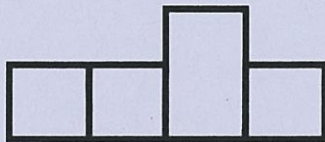
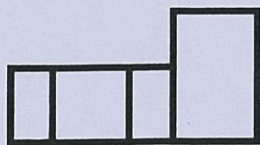
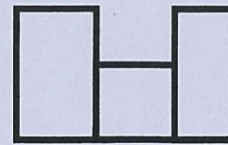
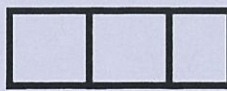
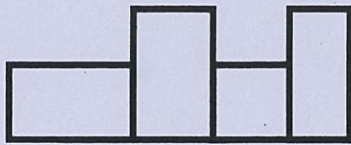
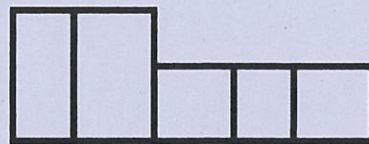
$$3 - 1 = \square$$



$$4 - 0 = \square$$

Wednesday

Fill in the letter shape boxes using the word bank words.

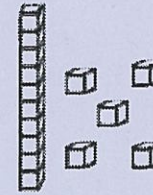
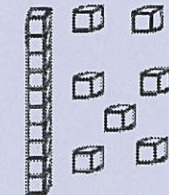
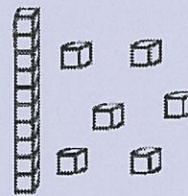
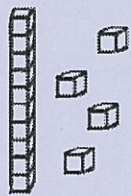


Word Bank

little this they come make
said our there what but

Thursday

Write the number that matches the picture.



Friday

Write the missing middle letter.

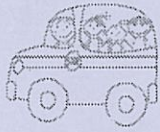
b _ t



d _ g



b _ s



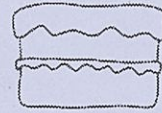
ch _ ck



f _ sh



c _ ke



m _ p



c _ t



Math

Math books:

- Anything by Greg Tang
- Bedtime Math (series)

Card Games:

- Tiny Polka Dot (my new favorite!!)
- Set
- Blink
- Greg Tang card games (can be purchased on Greg Tang Math website)
 - Numtanga (there is a Jr. version)
 - Numskill
 - Tang Cards (like a regular deck of cards but with different representations of numbers - can play any game you would use a deck of cards for with this deck and build number sense at the same time)

Dice Games:

- Yahtzee
- Tenzi
- Math Dice (there is a Jr. version)
- Farkle (may be too advanced for kindergarten)
- Dominoes (not dice, but dot patterns)

"Board" Games:

- Chutes & Ladders
- Sorry
- Parcheesi...

Patterns &/or Shapes

- Qwirkle
- Q Bitz (there is a Jr. version)
- Mastermind (may be too advanced for kindergarten)

Problem solving:

- Tangrams
- Rush Hour (there is a Jr. version)

Web-based games: (all on www.gregtangmath.com)

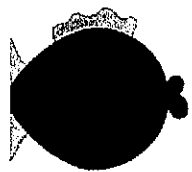
- Ten Frame Mania
- How much, How many?
- Numtanga
- There are many others on this site, try them out and see what is comfortable...

Summer Reading
Activities To Help
Prepare
Your Child
For First Grade

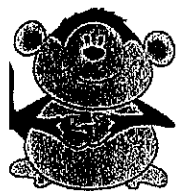


Reading Strategies

Reading Strategies



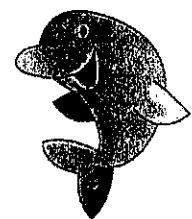
Get your lips ready to say the word.



Look for chunks of familiar words within the unknown word.



Look at the pictures to help you read the word.



Flip the vowel sound in the unknown word.



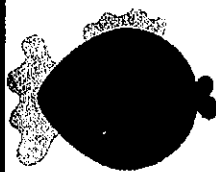
Skip over the word and come back later.



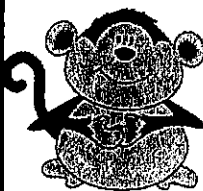
STRETCH out the sounds in the word.



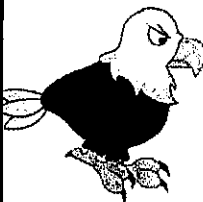
Try to re-read the sentence.



Get your lips ready to say the word.



Look for chunks of familiar words within the unknown word.



Look at the pictures to help you read the word.



Flip the vowel sound in the unknown word.



Skip over the word and come back later.



STRETCH out the sounds in the word.



Try to re-read the sentence.

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ☑ Sit next to your child while s/he reads so you can see the words & illustrations.
- ☑ Expect it to be on the easy side.
- ☑ Make it your child's responsibility to return it to school every single day. (Assist as needed ☺)

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made **WAIT** to give your child a chance to work on it **independently**.

When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

word-solving

- ☑ You used the first letter & checked the picture!!
- ☑ You tried more than one strategy on your own!!
- ☑ Nice job trying a different vowel sound!!
- ☑ Super work making your eyes go through the beginning, middle & end of that word!
- ☑ Lovely job sticking with it to work on solving!

Comprehension

Ask questions that invite recall **AND** thinking, such as, "Why do you think __ happened?" or "What do you think __ means?" Urge re-reading to build comprehension as needed.

comprehension

- ☑ You are self-monitoring & working on it when it does not make sense!
- ☑ Your expression is showing that you understand what you're reading.
- ☑ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ☑ You remember the details beautifully!

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

fluency

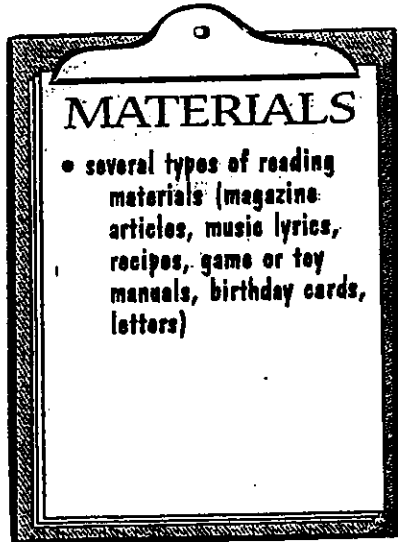
- ☑ You sounded just like the character would sound!
- ☑ I could hear you take a break after the punctuation marks!
- ☑ You are reading in phrases, not word-by-word!
- ☑ Your speed is just right! Not too fast or too slow!



Reading Is Everywhere!

(Understanding That Reading and Listening Have a Purpose)

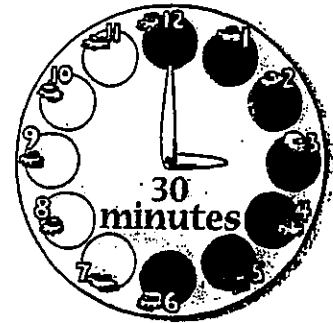
This is as easy as placing a few "reading" things around the house.



- Invite your child to name interests and hobbies such as playing a sport, cooking, or playing an instrument.
- Gather several reading materials about your child's interests.
- Display the material everywhere—in the bathroom, on coffee tables, in the car, on dressers, and on bookshelves.
- Invite your child to read the material alone and occasionally with you.
- Discuss the reading material together and with the family.
- Ask your child to retell what was read, using words your child chooses.
- Change the reading samples as your child's interests change.

Before, During, and After

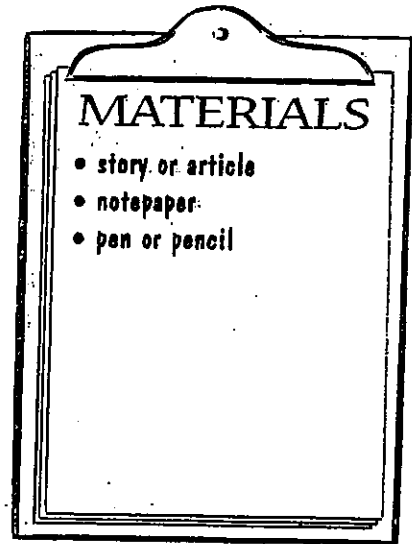
(Thinking about Meaning)

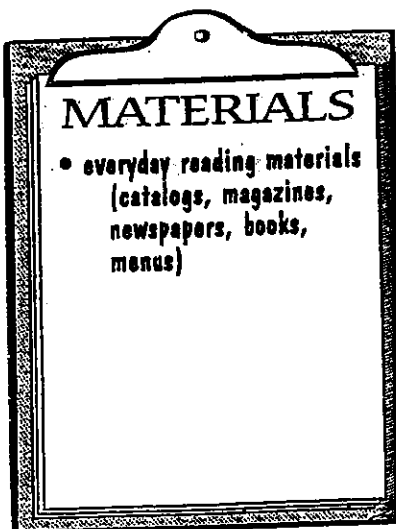
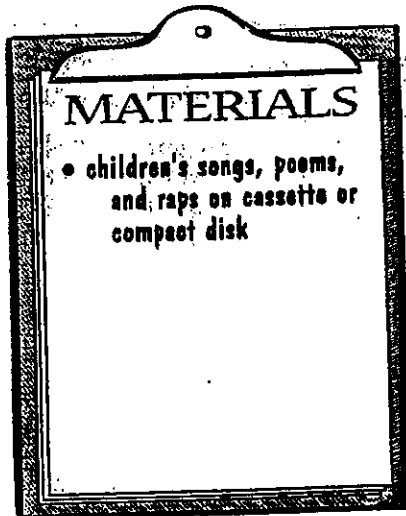


Help your child improve comprehension by taking a few minutes to ask questions before, during, and after reading with your child.

- Ask your child to help you choose a story or article to read.
- Read the passage before your child reads it.
- Think of questions you can ask before, during, and after your child reads.
- Avoid "yes" or "no" questions. Ask questions that encourage your child to think, predict, and draw conclusions.
 - *What do you think this story/article will be about? Why?*
 - *Will this be funny, sad, or scary? How do you know?*
 - *What do you think will happen next?*
 - *What is your favorite part?*
 - *Which character in the story or article did you like the most? Why?*
 - *Who was telling the story? How do you know?*
 - *What was one thing in the story or article you didn't understand or was new to you?*
- Ask questions during natural breaks in the story or article to enrich meaning and enhance interest.
- Keep reading when you see that your child is interested and understanding.

Soon your child will be asking you questions!





Clapping Machines

(Hearing and Responding to Rhythm)

Invite your child to pick out children's cassettes or compact disks from the library or store, or ask your child's teacher if you may borrow classroom cassettes or compact disks with songs and poems that have words clearly pronounced.

- Listen to the songs and poems with your child.
- Clap to each syllable in the words: (*Mar-y had a lit-tle lamb. Lit-tle lamb. Lit-tle lamb. . . .*)

Have a good time. You can even get up and dance while you clap! After becoming "clapping machines," sit down and talk about the importance of listening for the beat and trying to clap with each syllable.

Does It Fit?

(Distinguishing Same and Different Beginning or Ending Sounds)

Need support for a restless beginning reader?

- Choose a catalog page, magazine or newspaper article, page in a book, or menu.
- Select something that fits into your child's everyday life.
- Show the reading material to your child, but do not show the words you select.
- Find two or three words that begin with the same sound, such as *shoe, shirt, and shorts*.
- Find another word that does not begin with the same sound, such as *belt*.
- Say the words aloud without showing them to your child. Ask, *Which word doesn't fit?*
- Ask your child to say the word that does not fit and tell why.

Repeat the activity with a group of words that have the same beginning or ending sound. Play *Does It Fit* anytime, anywhere. With enough practice and guidance, your child will become a beginning- and ending-sound champion!

Drivin' to the Beat

(Hearing and Responding to Rhyming Sounds.)

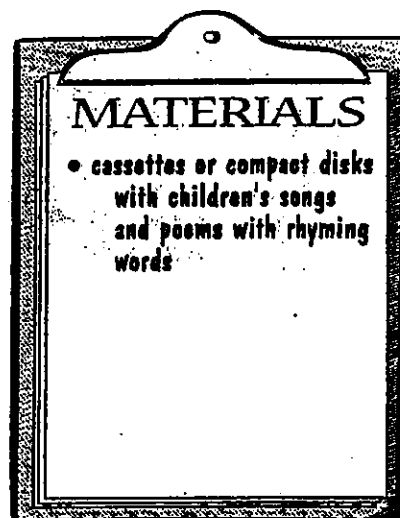


Invite your child to pick out a favorite children's cassette or compact disk from the classroom, library, or store.

- Whenever you travel in the car, sing or recite the songs or poems.
- Make rhyming fun by singing or speaking the rhyming words as loudly or softly as you can.
- Invite your child to repeat some of the words that rhymed and add others with beginning consonant blends such as *blend*, *trend*, *friend*.

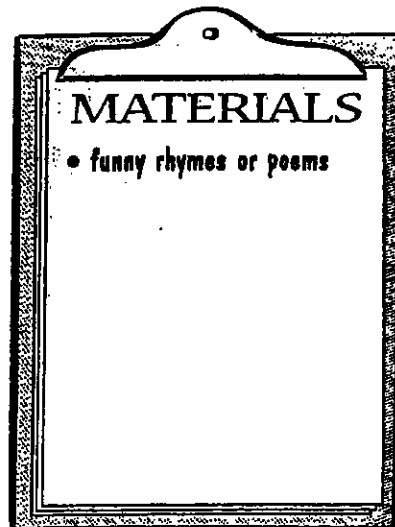
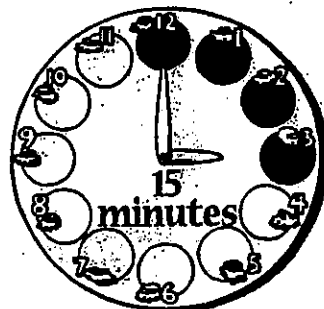
Silly Sounds

(Substituting Sounds in Words)



Silliness is the name of the game with this fun activity.

- Read to your child a variety of funny rhymes and poems with rhyming words such as those by Jack Prelutsky (*The New Kid on the Block*) or Shel Silverstein (*Falling Up* and *Where the Sidewalk Ends*). Ask your child's teacher or librarian or search the Internet for poetry and rhyme suggestions.
- After you read several poems aloud, choose words from the poems to "get silly with."
- Have your child get silly with the words by adding new beginning sounds (single phonemes or blends) to make real or nonsense words such as *house*, *louse*, *pouse*, *shouse*, *fouse*, and *mouse*.
- Invite your child to say as many new words as possible for each word you chose from the rhyme.
- To vary the game, play it on the road while driving and have your child make up new words from words that represent interesting things you see along the way.



By substituting phonemes (sounds in words), your child gets to manipulate sounds, discover new patterns in language, and have a good laugh with you!

Taking Turns

(Speaking in Meaningful Sentences)

It can be sentence fun in the car, sentence fun on a walk, sentence fun at the table. It's sentence fun anywhere!



- Start by saying the beginning of a sentence aloud. Examples:
 - ↔ *My favorite lunch is . . .*
 - ↔ *I love to go to . . .*
 - ↔ *My favorite memory with my family is . . .*
 - ↔ *I think the nicest thing to do for someone else is . . .*
- Invite your child to finish each sentence. For example: You might say, *My favorite memory with my family is . . .* Your child might say, *when we went camping at the state park.*
- Encourage your child to use words that make sense and form complete sentences.
- Guide your child to become more confident in forming complete sentences quickly and logically.
- Invite your child to suggest "sentence beginnings." Set an example by finishing these "sentence beginnings" with ideas and words that make sense.

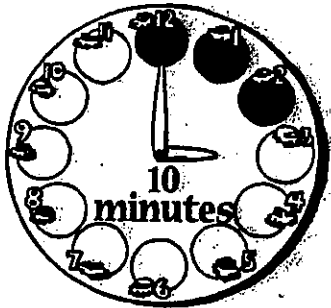


Check, Please!

(Becoming a Confident Speaker)

Try this fun activity to give your child practice in speaking fluently in public.

- Your child can be your voice as you run errands. Invite your child to:
 - ↪ Order food in a restaurant.
 - ↪ Ask where an item is located in a store and guide you to the location.
 - ↪ Request directions when looking for something at the mall and guide you to the location.
- Congratulate your child on a job well-spoken!

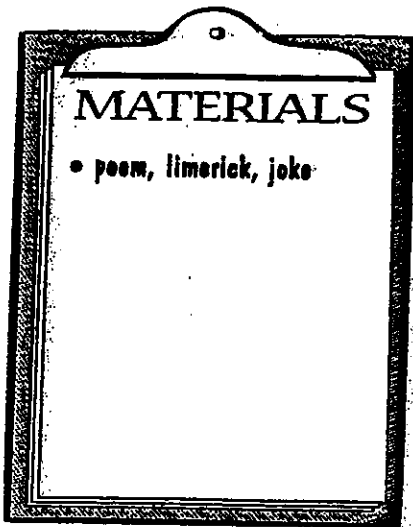


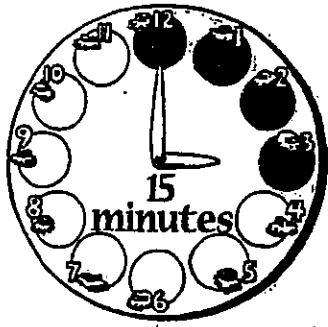
Do You Hear an Echo?

(Reading and Speaking with Expression)

Bring out the actor (and fluent reader) in your child.

- Choose a poem, limerick, or joke to read aloud such as:
 - Knock, knock.*
 - Who's there?*
 - Gorilla.*
 - Gorilla, who?*
 - Gorilla me a hamburger, please!*
- Read one sentence/stanza at a time with expression.
- Ask your child to repeat after you as your echo.
- Encourage your child to use the same kind of voice.
- Encourage your child to read with the same expression when reading alone.





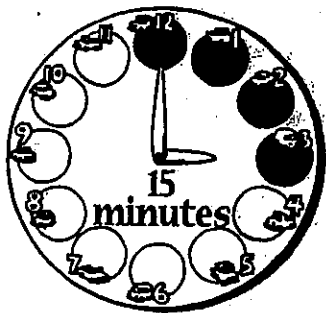
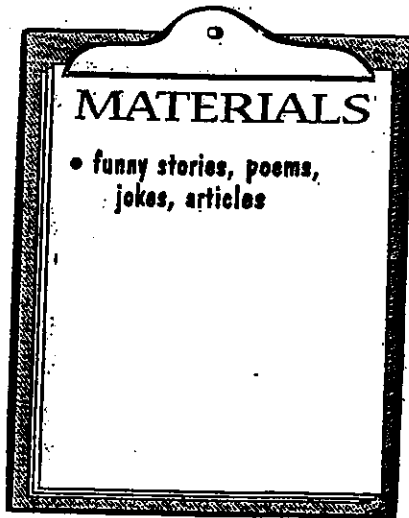
Laugh It Up

(Demonstrating Comprehension)

Laughter is a great way to check on comprehension.

- Select funny stories, poems, or articles.
- Invite your child to listen or read independently.
- Watch—does your child laugh or smile while reading funny sentences?
- Ask, "What did you find was funny? Tell me in your own words."
- Encourage your child to read and retell the joke or funny story to a friend or other family member.

"Laugh It Up" with your child to show that reading can be fun.



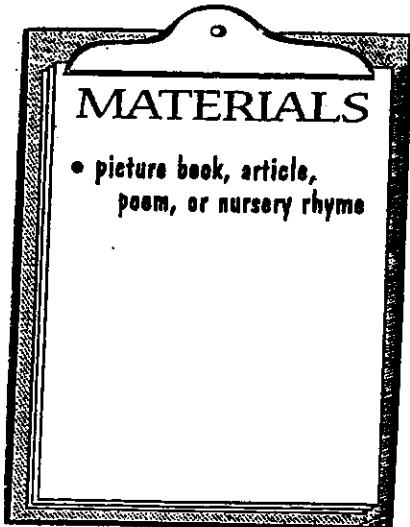
Leave It Out

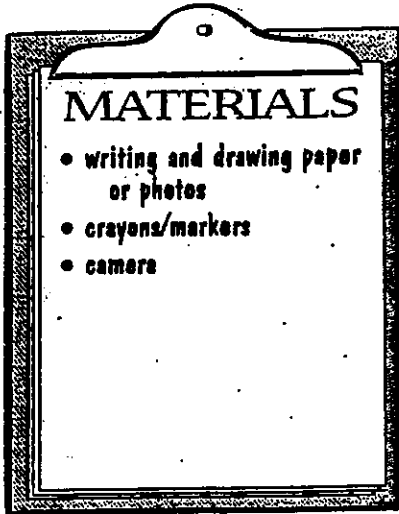
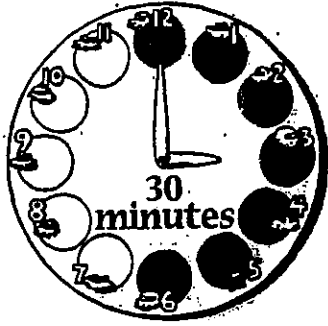
(Predicting)

Choose a picture book, article, poem, or nursery rhyme in which words and ideas are easy to fill in when you "leave it out."

- Read a passage to your child.
- Leave out a word that is important to the meaning of the passage.
- Invite your child to suggest a word that fits the meaning.
- Keep going when words are suggested that make sense.
- Stop briefly when the word does not fit the meaning.
- Suggest picture clues or the meanings and sounds of other words as clues to identify a meaningful answer.

Play "Leave It Out" from time to time to help your child think about meaning while reading.





Playing Secretary

(Communicating Comprehension)

The "Language Experience Approach" is a name educators use for "playing secretary" by inviting children to share experiences and watch as someone puts the child's spoken words into print. Teachers use "Language Experience" or play secretary all the time to help students communicate and focus their ideas. You can do this at home or anywhere.

- Talk about a recent experience with your child. (For example: share photos from a recent family trip or discuss a special event.)
- Say, "Please tell me in one or two sentences what you want to remember about this experience."
- On a piece of paper, write your child's response word-for-word. (Do not change words when writing the first draft.)
- Read the response aloud to your child. Ask, "Are your ideas in complete sentences, so others can enjoy them?" (If basic grammar changes are needed, ask your child for permission to make the changes. Make the changes in draft 2.)
- Invite your child to read and draw an illustration for draft 2 or glue copies of photos that are reminders of the experience.
- Date and display your child's work.
- Keep copies to see reading and writing grow.

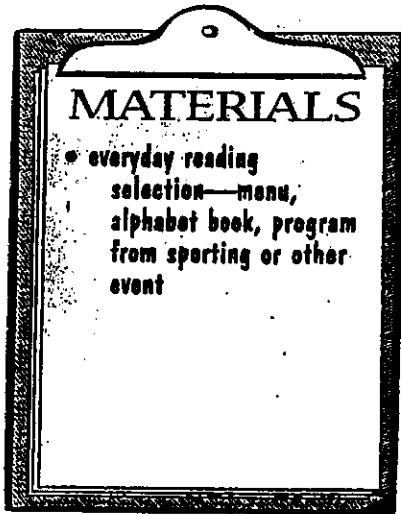
The stories your child dictates and illustrates will become a treasure of memories to keep.



Seeing Letter-Sounds and Words

(Reading Words from
Left-to-Right)

This fun activity can take place anywhere!

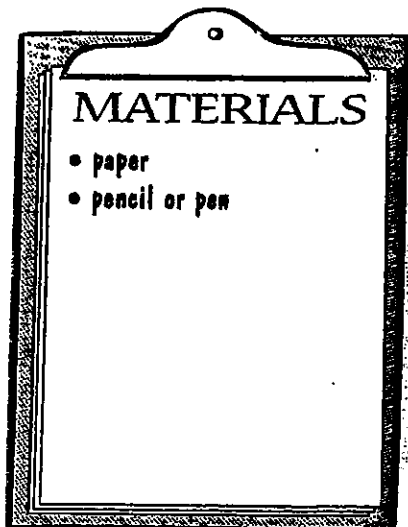


- Ask your child to follow along as you read an everyday reading selection.
- Point to key words and sentences. As you do, allow your fingers to flow from left to right under the words in a sentence. For example, when reading a menu, point to and read aloud food items from the children's menu. When reading an alphabet book, point to the letters and words as you come to them. When attending a sporting event or theater presentation, point out players' or performers' names in the program . . . sliding your fingers from left to right.
- Repeat this activity from time to time when you are reading an "everyday something" together. It will help your child see how letters and words flow from left to right as we read, and give an extra boost toward reading.



Take a Peek

(Seeing How Words We Say Are Written)



When you sit down to do some "real-world" writing, such as writing checks, filling out forms, making grocery lists, or writing phone messages, occasionally ask your child to watch as you write. Read aloud each word (and sometimes each letter) as you write. After writing, point out spellings that may be important for your child to understand. For example, as you spell names of people in the family, point these out. Your child can see the connection between spoken words, reading, and writing.

Fun on Board

(Recognizing Letter Shapes)

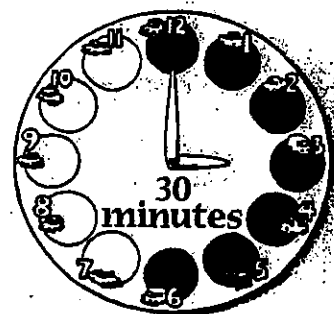


Turn riding in the car into quality alphabet time!

- Look for the letter A on road signs, restaurants, license plates, billboards, or any word display.
- Continue the game through the entire alphabet, challenging passengers to find all letters before reaching your destination.

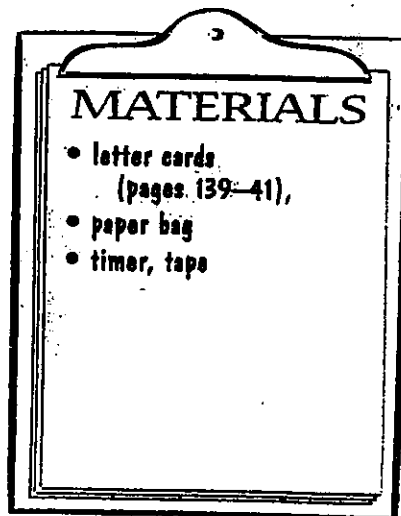
In the Bag

(Relating Letter Sounds to Objects)

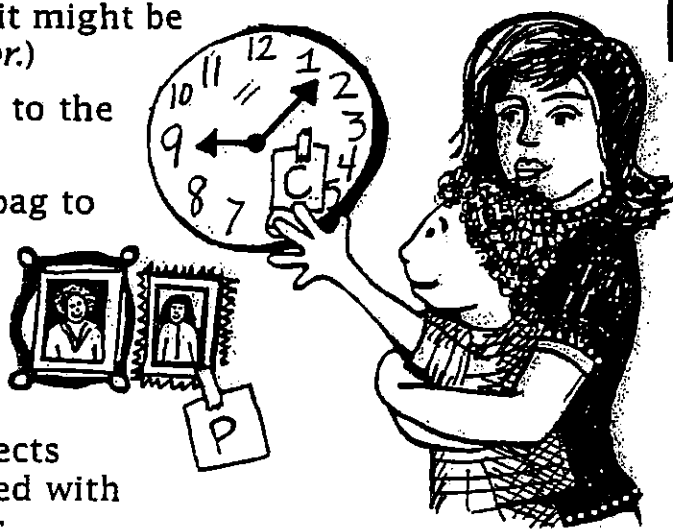


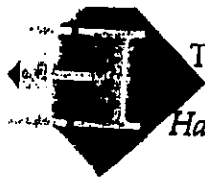
Try this lively alphabet game. The goal is to find in 10 minutes as many household objects as possible that contain a beginning or ending consonant letter-sound.

- Place either the lowercase or uppercase consonant cards (except the letter x) in a paper bag.
- Set the timer on 10 minutes (or watch the clock).
- Shake the bag and invite your child to choose a letter.
- Say the name of the consonant letter.
- Invite your child to search the house quickly to find an object that begins or ends with the letter-sound represented by the consonant. (For example, if your child chooses an R, it might be the *refrigerator*.)



- Tape the letter to the object.
- Return to the bag to select another letter.
- When 10 minutes are up, count the number of objects correctly labeled with the consonants.





The School District of Haverford Township
 1801 Darby Road
 Havertown, PA 19083

Summer Reading List - Kindergarten Into First Grade

<u>Title</u>	<u>Author</u>
Bringing the Rain to Kapiti Plain	Aardena, Verna
Three Billy Goats Gruff	Appleby, Ellen
Ten, Nine, Eight	Bang, Molly
Bad Kitty	Bruei, Nick
Poor Puppy	Bruei, Nick
The Very Lonely Firefly	Carle, Eric
Kente Colors	Chocolate, Debbie
Click, Clack, Moo	Cronin, Doreen
Duck for President	Cronin, Doreen
Diary of a Fly	Cronin, Doreen
Mr. Brown Can Moo Can You	Dr. Seuss
Go Dog Go	Eastman, PD
Can You Count Ten Toes	Evans, Lezile
Alphabet Under Construction	Fleming, Denise
Cordouroy	Freeman, Don
Millions of Cats	Gaag, Wanda
Lilly's Purple Plastic Purse	Henkes, Kevin
Chrysanthemums	Henkes, Kevin
Let's Count	Hoban, Tana
Toot and Puddle *	Hobble, Hollie
Peter's Chair	Keats, Ezra Jack
The Snowy Day	Keats, Ezra Jack
The Teddy Bear's Picnic	Kennedy, Jimmy
The Three Little Pigs	Marshall, James
Tikki Tikki Tembo	Mosel, Arlene
Five Minutes Peace	Murphy, Jill
Fancy Nancy	O'Connor, Jane
Katy No Pocket	Payne, Emmy
The Little Engine That Could	Piper, Watty
My Rotten Red Headed Brother	Polacco, Patricia
The Tale of Peter Rabbit	Potter, Beatrix
Officer Buckle and Gloria	Rathmann, Peggy
Mr. Putter and Tabby	Rylant, Cynthia
Skippy Jon Jones	Schachner, Judith
Book of Trucks	Simon, Seymour
Over in the Meadow	Wadsworth, Olive A.
Knuffle Bunny	Willems, Mo
Silly Sally	Wood, Audrey
Harry the Dirty Dog	Zion, Gene