

Summer Fun!

Dear Families,

Following are some games/activities which would be beneficial to play at home with your child over the summer months. Please make copies of the activity sheets enclosed before you use them so that you can use them again and again. Remember, there tends to be a loss of learning over the summer months!!

- 1. Reading:** Read to your child each day. Also have your child practice reading to you! Have them retell the story that was read to you. Ask them to remember as many details as they can. Ask them comprehension questions about the story.
- 2. Summer Journals:** Have your child draw detailed pictures of summer fun! Have them practice sounding out words and structuring a sentence.
- 3. Counting words in sentences:** You or your child can make up a sentence. Your child counts the words in the sentence by representing each spoken word with a penny or button.
*Children often mix up syllables with words so include some multi-syllabic words to help your child make this distinction.
- 4. Sight words:** Practice reading and spelling sight words. Play bingo with these words. Make a bingo board by making a grid on paper and writing a sight word in each box. You can call out a sight word and if your child has it, they cover it with a penny or

button. The goal is to cover all the words on the board.

- 5. Finger Spelling:** Give your child a 3-4 letter word. The child states each sound in the word as they raise a finger for each sound.
- 6. Blending sounds:** What is the mystery word? You say the sounds in a word. Your child must blend the sounds together to identify the word. Eg you say, “b-e-d”, child guesses, “bed”!
- 7. Rhyming games:** Make up funny rhymes for any words, even names. Nonsense words are fine as long as they sound the same at the end of the word. Children love to rhyme their own names!
- 8. Word families:** Give a word like, “at”. Ask children what it will be if we add a “c” in front? How about an “f, p, s” in front? Some word families: an, up, ed, ig, op , ay . . .
- 9. Deleting an initial or ending sound:** Say a word and ask child, “what will it say if we take away the ---? Eg. Say, “hat”, ask, “say hat without the h”.(have child say letter sounds not letter names.).
- 10. Vowel practice:** play a sorting game. Child places pictures of cvc words under the corresponding vowel

which is written on an index card. (pictures enclosed)

11. Handwriting: Have your child practice writing their name the “school way”. First letter is uppercase, following letters are lowercase. All letters bump the line. Also practice writing lowercase letters most of the time in their writing. The only time uppercase letters are used now is the start of a sentence or the start of a name. Remember periods!!

12. Math: Do “anytime activities” to reinforce math concepts that we did during the year. Practice number writing. (Please correct your child’s reversals).

Have a wonderful summer. Have fun learning together!!!!

t	n	v	w	x	y	z
m	u	o	p	q	r	s
g	h	i	j	k	l	
a	b	c	d	e	f	

Have your child lightly color the vowels (a e i o u) orange. Keep this group of squares uncut to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

Have your child lightly color the vowels (a e i o u) orange. Then you can cut this group into

individual squares. Keep these letters in a baggie to do this activity again and for other activities.

t	n	v	w	x	y	z
m	u	o	p	q	r	s
g	h	i	j	k	l	
a	b	c	d	e	f	



Help Your Child Blend Sounds to Make Words

Now that your child recognizes both upper and lower-case letters and the sound that each letter makes, we can **blend** some of those sounds to make words.

Tapping the sounds helps! Have your child say each sound of a word while tapping a finger to the thumb.

Example:

For the word **map**, have your child say the sound /m/ while touching index finger to thumb; then say the sound /ā/ while touching middle finger to thumb; then say the sound /p/ while touching ring finger to thumb; and then finally say the entire word "**map**."



Say /m/ and
tap index
finger to
thumb.



Say /ā/ and
tap middle
finger to
thumb.



Say /p/ and
tap ring
finger to
thumb.

On Monday, Tuesday and Wednesday, have your child find the letters to make four words using the letters you have cut up and stored in a baggie.

On the next page, you will write a word from the following list (without saying it). Have your child find the cut up letters and put them onto the blank squares.

After the letters are placed to form the word, say, "**Now let's tap out to see what word you made!**" Sound tap and read the word together.

Week 2

mad	sad	lad	map
nap	lap	rap	sat
lag	sag	nag	rag

Week 3

fat	mat	rat	rip
sit	lid	fit	rid
sip	rig	lit	lip

Week 4

mop	fog	rod	not
log	top	lot	rod
rug	bus	red	leg

Foundations® Make Words Activity

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

Monday's Words

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

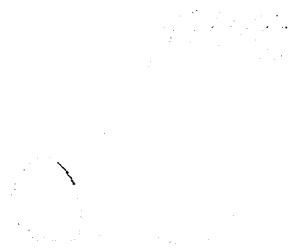
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chin

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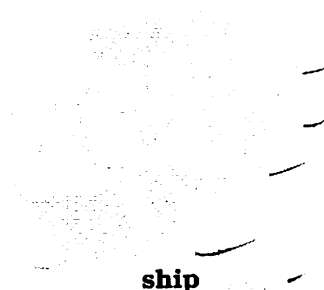
ck



sock

/k/

sh



ship

/sh/

th



thumb

/th/




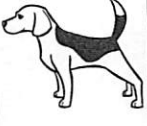






















wh



whistle

/w/

Sound Card Alphabet

a  apple /ă/	b  bat /b/	c  cat /k/	d  dog /d/	e  ed /ē/	f  fun /f/	
g  game /g/	h  hat /h/	i  itch /i/	j  jug /j/	k  kite /k/	l  lamp /l/	
m  man /m/	n  nut /n/	o  octopus /ō/	p  pan /p/	qu  queen /kw/	r  rat /r/	s  snake /s/
t  top /t/	u  up /ū/	v  van /v/	w  wind /w/	x  fox /ks/	y  yellow /y/	z  zebra /z/

List A

Please help your child become familiar with these words in order to become a successful reader.

I

we

to

my

the

you

me

stop

is

can

no

yes

go

love

like

and

mom

am

dad

was

Trick Words

A

a
and
are
as

B

be
by

D

do

F

for
from

H

has
have
he
his

I

I
is

M

me
my

O

of
one
or

S

she

T

the
they
to

W

was
we

Y

you

Letter Formation

Sky Line Letters



t b f l h k

Plane Line Letters



n m i u r p j

Plane Line Round Letters

Special e



c o a g d s q e

Plane Line Slide Letters



v w y x z

Writing Grid for Word and Sentence Homework

Handwriting practice grid for the letters t, b, f, l, h, k. Each letter is shown on a three-line grid (top solid, middle dashed, bottom solid) with a starting dot and a directional arrow. The letters are repeated for tracing and independent writing practice.

Row 1: Letter **t** (top solid line to bottom solid line, vertical stroke; top solid line to middle dashed line, horizontal stroke)

Row 2: Letter **b** (top solid line to bottom solid line, vertical stroke; middle dashed line to top solid line, curved stroke)

Row 3: Letter **f** (top solid line to bottom solid line, vertical stroke; middle dashed line to top solid line, curved stroke)

Row 4: Letter **l** (top solid line to bottom solid line, vertical stroke)

Row 5: Letter **h** (top solid line to bottom solid line, vertical stroke; middle dashed line to top solid line, curved stroke)

Row 6: Letter **k** (top solid line to bottom solid line, vertical stroke; middle dashed line to top solid line, curved stroke)

Row 7: Tracing practice for the letters **t b f l h k** on a three-line grid.

Handwriting practice sheet for lowercase letters. The sheet is divided into seven rows, each corresponding to a letter: j, d, n, l, i, m, and u. Each row contains a set of four horizontal lines (top, midline, baseline, and descender line) with a dashed midline. The letter is written on the right side of the row, and the rest of the row is for tracing. The letters are: j, d, n, l, i, m, u. Each letter has a starting dot and an arrow indicating the stroke direction.

Writing Grid for Word and Sentence Homework

Handwriting practice grid for the letter 'c'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 'c' is written on the first row. The letter 'c' is written on the second row. The letter 'c' is written on the third row. The letter 'c' is written on the fourth row.

Handwriting practice grid for the letter 'a'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 'a' is written on the first row. The letter 'a' is written on the second row. The letter 'a' is written on the third row. The letter 'a' is written on the fourth row.

Handwriting practice grid for the letter 'o'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 'o' is written on the first row. The letter 'o' is written on the second row. The letter 'o' is written on the third row. The letter 'o' is written on the fourth row.

Handwriting practice grid for the letter 'g'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 'g' is written on the first row. The letter 'g' is written on the second row. The letter 'g' is written on the third row. The letter 'g' is written on the fourth row.

Handwriting practice grid for the letter 'd'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 'd' is written on the first row. The letter 'd' is written on the second row. The letter 'd' is written on the third row. The letter 'd' is written on the fourth row.

Handwriting practice grid for the letter 's'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 's' is written on the first row. The letter 's' is written on the second row. The letter 's' is written on the third row. The letter 's' is written on the fourth row.

Handwriting practice grid for the letter 'q'. The grid consists of four rows of lines, each with a dashed line in the middle. The letter 'q' is written on the first row. The letter 'q' is written on the second row. The letter 'q' is written on the third row. The letter 'q' is written on the fourth row.

Writing Grid for Word and Sentence Homework



e

v

w

z

y

x

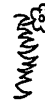
Review

Writing Grid for Word and Sentence Homework



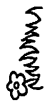
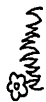
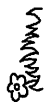
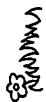
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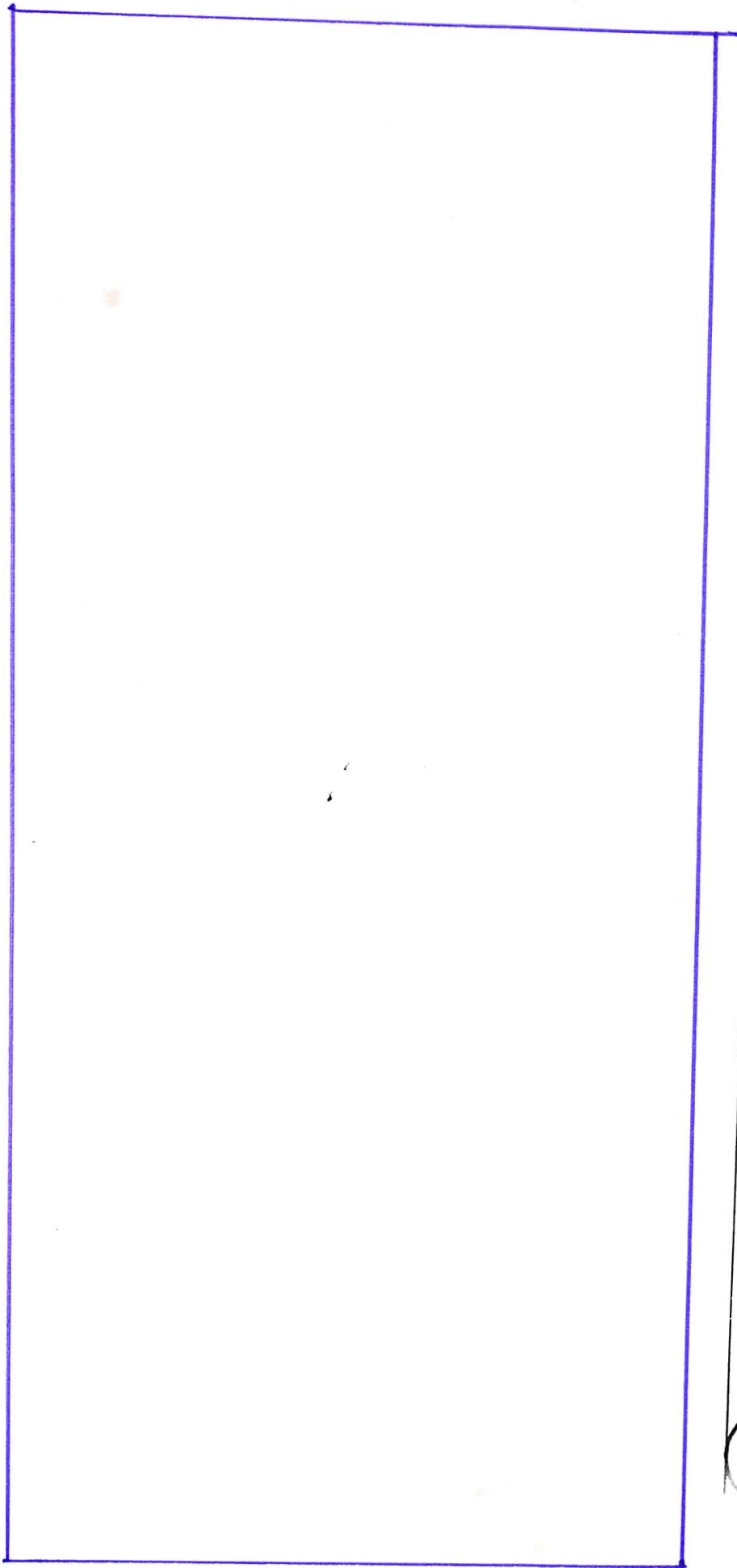
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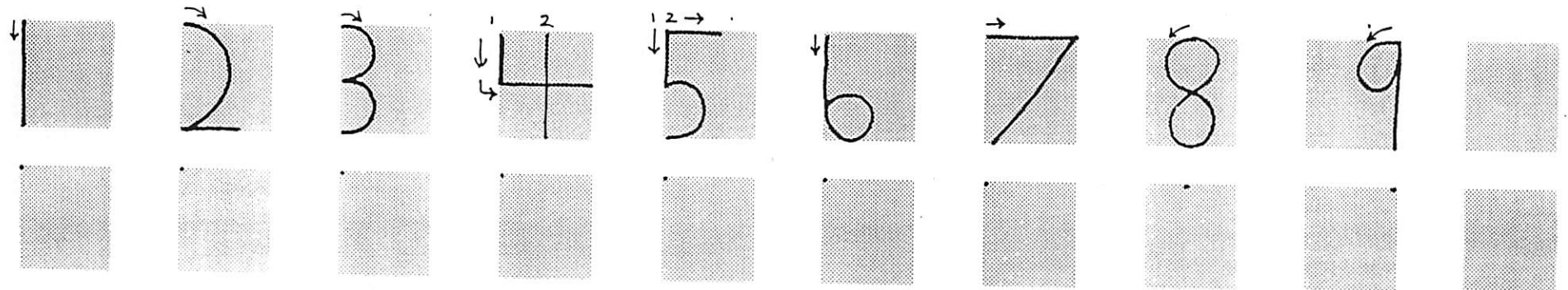


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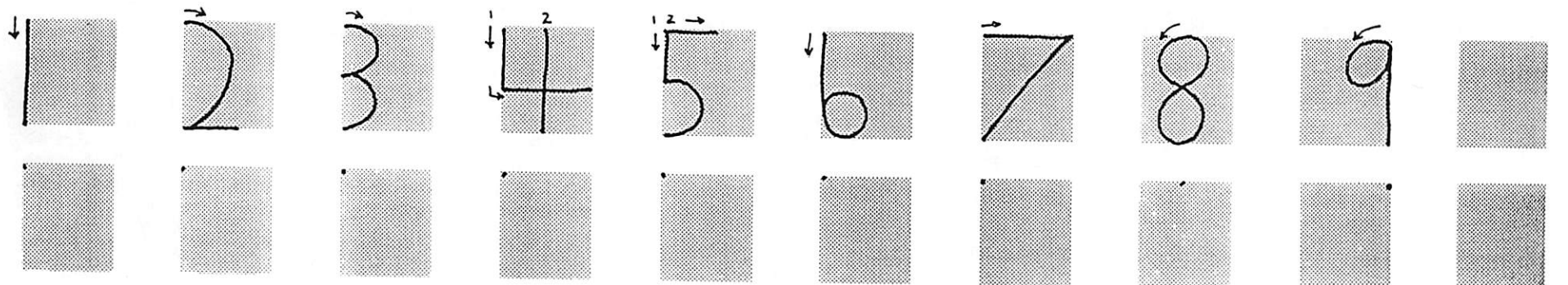
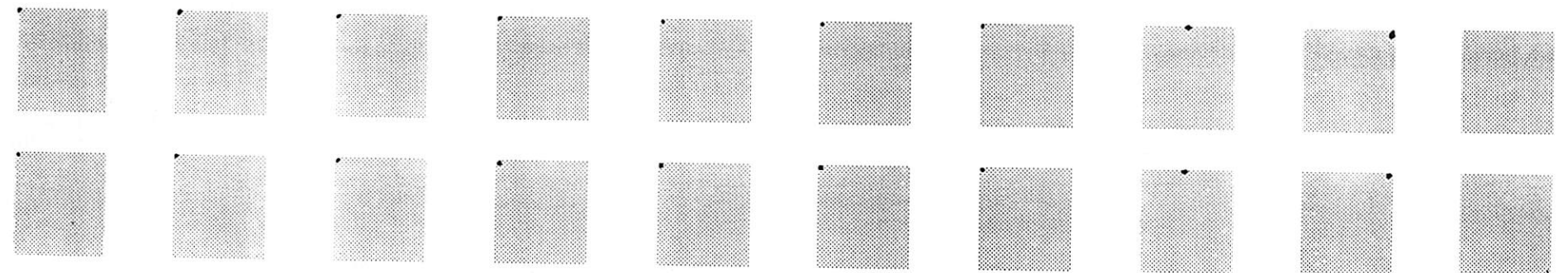
Date: _____



Numbers



Teacher may demonstrate here:



Number-Grid Puzzle

Lesson 5-1



NAME

DATE

									0
1	2	3						9	
11				15					20
				25					30
	32								
						47	48	49	
	52								
61		63							70
						77			
						87			
						97			
	102					107			

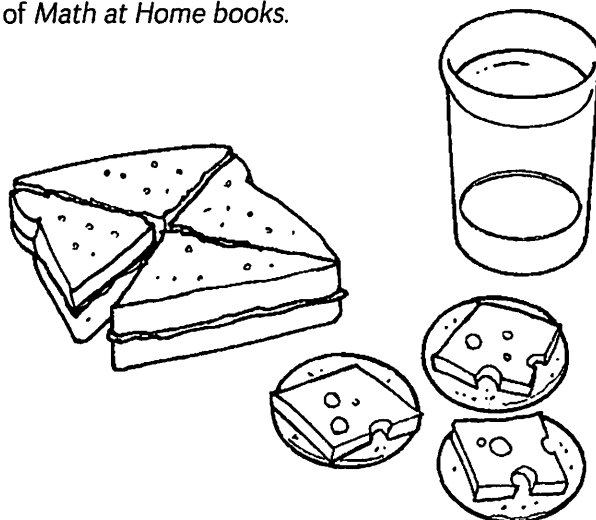
Do-Anytime Activities for Kindergarten: 1st Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Count the steps needed to walk from the sidewalk to the front door (or between any two places). Try to walk the same distance with fewer steps or with more steps.
- Start collecting pennies in a family penny jar. Count them from time to time.
- Look for shapes around the house, supermarket, mall, playground, or while driving in the car. Talk about what shapes seem to appear most often. Encourage your child to use words such as *sides*, *corners*, *round*, and so on to describe the shapes.
- Collect a number of different types of blocks, buttons, or lids to containers. Have your child sort them by shape, color, size, or another way. With your assistance, have your child make a graph using the items collected.
- Record family heights on a door frame. Measure again periodically in the same location throughout the school year. You can also look for items around the house that are about the same height as each family member.
- Help your child plan and prepare a lunch that includes common shapes. Decide which shapes will be in your lunch and choose or cut food that represents the shapes. For example, use cheese slices for squares, oranges for circles, grapes for ovals, crackers for rectangles, and cut a sandwich diagonally to create triangles.
- Play a guessing game to help your child visualize and recognize written numbers by "writing" a number with your finger on your child's back. If your child has trouble guessing the number, give hints. ("It has two curves" or "Your sister is this many years old.") Switch roles and let your child write numbers on your back.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.



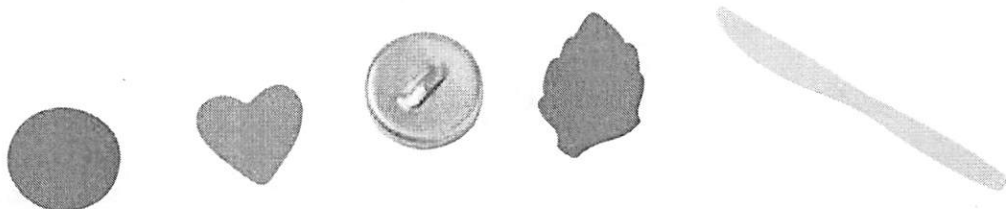
Do-Anytime Activities for Kindergarten: 2nd Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Make a number matching game using 20 index cards. On 10 of the cards, write the numerals 1 through 10. On the other 10 cards, draw a set of objects for each number (or use stamps or stickers), such as 1 apple, 2 stars, 3 spiders, and so on. Mix up the cards and lay them facedown. Players take turns flipping over two cards, trying to find a matching pair—that is, a set of objects and the numeral card that tells how many objects there are. Players keep the pairs they find and count them at the end of the game.
- Show your child 3 objects and count them aloud together. Then put the objects in your pocket, a box, or a bag. Put 2 more objects in with the 3 objects, and ask your child, “How many are in my pocket now?” Repeat with other numbers and then with subtraction (taking objects out of the pocket, box, or bag).
- Play a game with a favorite stuffed animal and a chair. Place the stuffed animal in different positions relative to the chair and have your child use positional words to describe where it is, such as *next to*, *under*, *above*, *behind*, *over*, *on*, *in front of*, and so on. You might model the first time as you say, “The bear is under the chair.”
- Help your child measure the length of a room with his or her feet by measuring “heel to toe.” Then measure the length of the room in the same way with your own feet. Compare the measurements and discuss why they are different.
- While riding in the car or preparing for school, have your child count forward from a number you provide such as 8. If your child has difficulty at first counting forward, start with a smaller number or whisper several numbers leading up to the number that you want him or her to count on from.
- Use cookie cutters or plastic knives and play dough to make sets of a certain number of things. For example, if your number is 5, your child can make 5 circles, 5 squares, 5 bells, 5 leaves, and so on. You and your child can arrange the shapes in a pattern (such as 2 circles–1 square–2 circles–1 square). Guess each other’s pattern and continue the pattern with more shapes.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.



Do-Anytime Activities for Kindergarten: 3rd Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Have your child count pennies from your family penny jar into stacks of 10. Then help your child count by 10s. If you have at least 100 pennies in the jar, have your child combine them to see what a collection of 100 looks like.
- Encourage your child to figure out answers to real-life situations. “We have one can of soup, but we need five. How many more do we need to buy?” or “You took six baseball cards to your friend’s house, but you only brought four home. How many baseball cards did you leave at your friend’s house?”
- Make up “one more” and “one less” stories. Have your child use counters, such as pennies or raisins to model the mathematics. For example, “The dinosaur laid 5 eggs.” (Your child puts down 5 counters.) “Then the dinosaur laid one more egg.” (Your child puts down another counter.) “How many eggs are there?”
- With your child, take a look in each family member’s closet and tally the different colors you see. Ask your child, “What do you notice?” “What does this tell you about the colors your family likes to wear?”
- Gather 5 or 6 of the same type of object (books, boxes, and cans) of various sizes. Help your child arrange the objects in some kind of order—by length, by thickness, by weight. Engage your child in a conversation about how the objects are arranged using comparison words such as *taller, shorter, narrower, wider, heaviest, lightest, more, less, about, and the same*.
- Gather several items of the same type, such as stuffed animals, dolls, trucks, cars, or balls. Think of a rule for sorting the objects into two groups. For example, sort the stuffed animals into two groups, one of animals that have tails and one of animals that do not have tails. Ask “Why did I pick those animals?” or “Why do they belong together?” Have your child verbalize the rule. Switch roles and have your child make up a sorting rule for you to solve.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.



Do-Anytime Activities for Kindergarten: 4th Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Have your child think about how much cereal (or other basic food) your family eats each week. Is there a way to keep track of the amount? Help your child plan a way to collect this data during the week. You could keep track by making tally marks, drawing pictures of bowls, and so on.
- Put 10–20 small objects, such as beans, pasta, coins, or buttons, in a paper bag. Have your child reach in and grab a few objects with one hand, and then with the other. Lay both handfuls down beside each other. Ask your child to first count the objects from the left hand and then add the number of objects from the right hand by counting on.
- Help your child create a survey question and collect answers to it. Some examples of questions may be “How do kids get to school?” “What is the most popular flavor of ice cream?” “What kind of cereal do people like?” Have your child predict how people will answer, then survey family members and friends and keep track of their answers. Ask your child, “What did you find out?”
- Go on a geometric shapes scavenger hunt. Use a camera to take photos of indoor or outdoor objects of various shapes. Once your pictures are printed ask your child to sort the pictures into different categories and create a shapes photo album. If you don't want to use a camera, grab a bag and walk around the yard, neighborhood, or park to collect various items that are a particular shape.
- Invite your child to help you sort the laundry. Before washing, your child can sort the clothes into piles for lights, darks, and whites. After the clothes are washed and dried, your child can help fold the clothes and sort them into piles of his or her choice, for example, by shirts, shorts, socks, or by color.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.

