

Dear Parents,

Wondering what skills to work on with your child over the Summer? This little packet will make it easy for you!

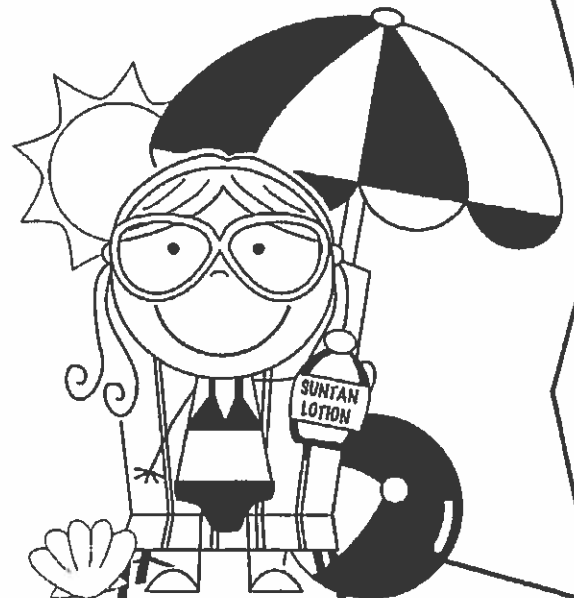
Just follow these calendars to find a skill to work on each day with your child. The skill will not take longer than a few minutes to complete, but serve as a great, constant review of the skills that they have learned this year in Kindergarten!

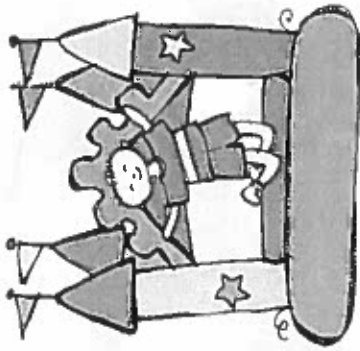
I hope that you all have a fun and safe Summer with your families! Please remember to set aside a couple of minutes each day to work on some of these first grade readiness skills.

If you have any questions, please let me know!

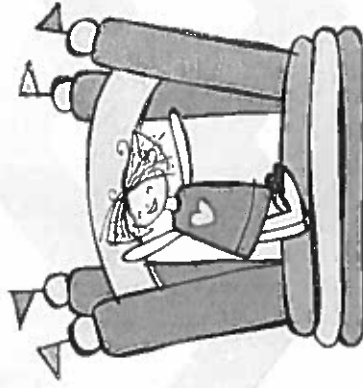
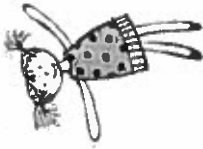
Happy Summer! Have fun!

Sincerely,

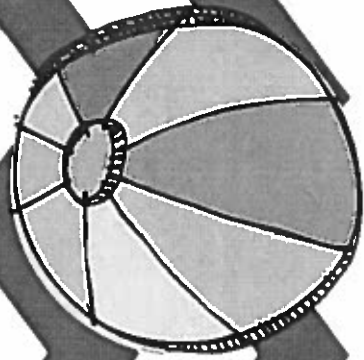




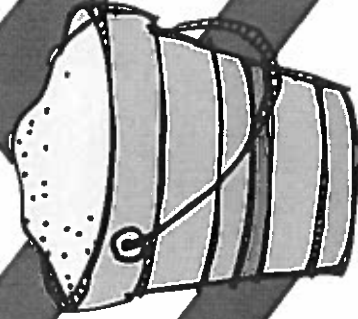
June 2015



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 What would you like to do this summer? Write about it!	2 Practice the words from the pre-primer sight word list.	3 Draw a picture of your family. Label who is in it.	4 Count by 2s, 5s, 10s and 100s	5 Practice tying your shoes 5 times	6 Make a list of words that rhyme with bat
7 Read a book and write about your favorite part.	8 Practice the words from the pre-primer sight word list.	9 There are six frogs on a lily pad. Three jump off. How many frogs are there now?	10 Make a list of CVC words that have short u as the middle sound.	11 Practice writing your address, phone number, and birthday	12 How many days are in the month of June? What day of the week does June start and end on?	13 Create a survey and ask ten people. Make a graph to show your results.
14 Practice the words from the pre-primer sight word list.	15 Take a walk and hunt for buys. Use tally marks to show how many you found.	16 Make a list of words in the "op" family (except mop).	17 12, 4, 7, 9 Circle the largest number. Underline the smallest number.	18 How many Wednesdays are there in June?	19 Predict how many pieces of cereal you can pick up with one hand. Count and see how close you were.	20 Make a Father's Day card for you dad, uncle or grandpa.
21 Practice tying your shoes 5 times! Father's Day	22 Read a book. Who was your favorite character? Write about that character.	23 Make a list of friends. Put their names in ABC order.	24 Color the second Saturday on this calendar. Then, circle the third Tuesday.	25 Use the number. What is two more? Two less? Ten more? Ten less?	26 Read a book. Write a sentence about the setting.	27 Practice the words from the pre-primer sight word list.
28 Use the letter "s" to "summer vacation" to see how many words you can make.	29 Pick four of your favorite toys. Use pennies to measure how long they are.	30 A ladybug has spots on one side and 4 on the other. How many spots does it have in all?				



July 2015



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5 What did you do for the 4th of July? Write about it.	6 What is the date of the last Monday in July? How many Mondays are there?	7 Read a nonfiction book and write three facts that you learned.	8 Collect ten things from nature and sort them into two groups.	9 Practice the words from the primer sight word list.	10 Make a list of words that describe summer.	11 Put these numbers in order from greatest to least. 13, 4, 23, 31, 47
12 Practice tying your shoes 5 times.	13 Read a book that happened in the beginning, middle and end?	14 Circle all the Sundays on the calendar. What day of the week does the 7th fall on?	15 Practice the words from the primer sight word list.	16 Look at a newspaper or magazine and circle all the sight words you find.	17 Create a survey and ask 10 people. Make a graph to show your results.	18 Make a list of words that begin with "sh".
19 Read a book and compare yourself to a character. Who are you alike? How are you different?	20 There are 2 ducks at the pond. There are more come. How many ducks are there?	21 Practice the words from the primer sight word list.	22 Go outside and collect rocks. Sort them into groups of five.	23 What is the best ice cream flavor? Write your opinion.	24 Make a list of words that rhyme with jam.	25 There were ten flowers. Five of them were pink. How many were not pink?
26 What is a goal you have for first grade? Discuss it with an adult and write about it.	27 Practice the words from the primer sight word list.	28 Start getting back into the school night/morning routine.	29 Ask to see the coins in your parents' wallet. Identify the coins and tell how much they're worth.	30 Search around your house for rectangles, squares, triangles and circles. What did you find?	31 What was your favorite part about this summer? Write about it.	

Dolch Sight Words: Preprimer

Alphabetical Order

- | | | |
|-----------|------------|------------|
| 1. a | 15. I | 29. run |
| 2. and | 16. in | 30. said |
| 3. away | 17. is | 31. see |
| 4. big | 18. it | 32. the |
| 5. blue | 19. jump | 33. three |
| 6. can | 20. little | 34. to |
| 7. come | 21. look | 35. two |
| 8. down | 22. make | 36. up |
| 9. find | 23. me | 37. we |
| 10. for | 24. my | 38. where |
| 11. funny | 25. not | 39. yellow |
| 12. go | 26. one | 40. you |
| 13. help | 27. play | |
| 14. here | 28. red | |

Dolch Sight Words: Primer

Alphabetical Order

- | | | |
|----------|------------|-----------|
| 1. all | 19. into | 37. that |
| 2. am | 20. like | 38. there |
| 3. are | 21. must | 39. they |
| 4. at | 22. new | 40. this |
| 5. ate | 23. no | 41. too |
| 6. be | 24. now | 42. under |
| 7. black | 25. on | 43. want |
| 8. brown | 26. our | 44. was |
| 9. but | 27. out | 45. well |
| 10. came | 28. please | 46. went |
| 11. did | 29. pretty | 47. what |
| 12. do | 30. ran | 48. white |
| 13. eat | 31. ride | 49. who |
| 14. four | 32. saw | 50. will |
| 15. get | 33. say | 51. with |
| 16. good | 34. she | 52. yes |
| 17. have | 35. so | |
| 18. he | 36. soon | |



First Grade Suggested Summer Reading List



Note: The following books are only suggestions. Please feel free to add any books that are appropriate for your reader. The staff in the children's area of the public library will also have many wonderful suggestions for you.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. Here are some titles to get you started! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if it is a good fit. If they struggle with more than a few words on the page, it is probably too difficult, but the book would still be a great book to read aloud to your child.

Fun Books to Share

- *And I Mean It, Stanley* by Crosby Bonsall
- Arthur series by Marc Brown
- *A Bad Case of the Stripes* by David Shannon
- Berenstain Bear series by Jan and Stan Berenstain
- Clifford series by Norman Bridwell
- *Dinosaur Time* by Peggy Parish
- *The Eye Book* by Theo LeSieg
- Franklin series by Paulette Bourgeois
- Froggy series by Jonathan London
- *Green Eggs and Ham* by Dr. Seuss
- *Hi! Fly Guy* by Tedd Arnold
- *How I Became a Pirate* by Melinda Long
- Junie B. Jones series by Barbara Park
- Little Critter series by Mercer Mayer
- *Morris the Moose* by Bernard Wiseman
- Nate the Great series by Marjorie Weinman Sharmat
- *Rainbow Fish* by Marcus Pfister
- *The Very Busy Spider* by Eric Carle

Learning to Read Series

- Hello Reader!
- I Can Read Books
- Pullin Easy-to-Read
- Step Into Reading Levels 1-4

Alphabet Books

- *Animalia* by Graeme Base
- *The Icky Bug Alphabet Book* by Jerry Pallotta
- *Z Was Zapped* by Chris Van Allsburg

Math in Picture Books

- *How Much Is a Million?* by David M. Schwartz
- *One Potato: A Counting Book of Potato Prints* by Diana Pomeroy
- *Ten Sly Piranhas: A Counting Story in Reverse, (A Tale of Wickedness—and Worse!)* by William Wise
- *When Sheep Cannot Sleep* by Satoshi Kitamura

Classics to Read to a First Grader

- *Leo the Late Bloomer* by Robert Kraus
- *The Little House* by Virginia Lee Burton
- *Make Way for Ducklings* by Robert McCloskey
- *When Will I Read?* by Miriam Cohen

Caldecott Awards and Honor Books

- *Alphabet City* by Stephen Johnson
- *Ashanti to Zulu: African Traditions* by Margaret Musgrove
- *The Hello, Goodbye Window* by Norton Juster and Chris Raschka
- *Owen* by Kevin Henkes
- *The Polar Express* by Chris Van Allsburg
- *A Story, A Story* by Gail E. Haley

Enjoy!

Books About Me

- *I Like Me!* by Nancy L. Carlson
- *I Like to Be Little* by Charlotte Zolotow
- *The Mixed-Up Chameleon* by Eric Carle
- *My Five Senses* by Alike
- *Owen* by Kevin Henkes
- *When I Get Bigger* by Mercer Mayer

Family Stories

- *Just Me* Books by Mercer Mayer
- *Mama Do You Love Me?* by Barbara M. Jooisse

Predictable Books

(Stories with a pattern using rhyme or rhythm.)

- *Curious George* by H. A. Rey
- *Each Peach Pear Plum* by Janet and Allan Ahlberg
- *The Gingerbread Boy* by Paul Galdone
- *Gregory the Terrible Eater* by Mitchell Sharmat
- *Goodnight Moon* by Margaret Wise Brown
- *Millions of Cats* by Wanda Gág
- *What's in Fox's Sack?* by Paul Galdone

Beginning, Middle, and End Concept

- *Bony-Legs* by Joanna Cole
- *A Camping Spree with Mr. Magee* by Chris Van Dusen
- *Love You Forever* by Robert Munsch
- *Rosie's Walk* by Pat Hutchins
- *The Runaway Bunny* by Margaret Wise Brown

Color and Counting Books

- *Each Orange Had Eight Slices: A Counting Book* by Paul Giganti Jr.
- *Fish Eyes: A Book You Can Count On* by Lois Ehlert
- *Frog Counts to Ten* by John Liebler
- *Inch by Inch* by Leo Lionni
- *Is it Red? Is it Yellow? Is it Blue?* by Tana Hoban
- *Planting a Rainbow* by Lois Ehlert
- *Ten Bears in My Bed: A Goodnight Countdown* by Stanley Mack
- *Ten Little Fish* by Audrey Wood
- *26 Letters and 99 Cents* by Tana Hoban

Caldecott Winners and Honor Books

- *Color Zoo* by Lois Ehlert
- *Madeline* by Ludwig Bemelmans
- *More, More, More Said the Baby* by Vera B. Williams
- *Officer Buckle and Gloria* by Peggy Rathman
- *Swimmy* by Leo Lionni
- *Tops and Bottoms* by Janet Stevens

Mother Goose and Nursery Rhymes

- *James Marshall's Mother Goose* by James Marshall
- *My Very First Mother Goose* by Iona Opie and Rosemary Wells
- *Tomie dePaola's Mother Goose* by Tomie dePaola

Folktales and Fairy Tales

- *Chicken Little* by Steven Kellogg
- *Cinderella* by Marcia Brown
- *The Hare and the Tortoise* by Brian Wildsmith
- *Henny Penny* by H. Werner Zimmermann
- *The Little Red Hen* by Margot Zemach
- *The Three Bears* by Paul Galdone
- *The Three Billy Goats Gruff* by Peter Christen Asbjornsen
- *Three Little Pigs* by James Marshall
- *The Three Little Pigs* by Rodney Peppé
- *The Ugly Duckling* by Hans Christian Andersen

Stories in Rhyme

- *All the Colors of the Earth* by Sheila Hamanaka
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *Miss Spider's Tea Party* by David Kirk

Friends

- *Benjamin and Tulip* by Rosemary Wells
- *We Are Best Friends* by Alike
- *Who Will Be My Friends?* by Syd Hoff

Fabulous Science Books

- *Cars and How they Go* by Joanna Cole
- *Eyewitness Juniors Amazing Frogs and Toads* by Barry Clarke
- *Magic School Bus On the Ocean Floor* by Joanna Cole

Enjoy!

Seven things you should be doing as you read with your child:

Reading daily with your child is critical to their development in many ways. There is no better way to increase vocabulary, teach literacy fundamentals, and expose your child to images and words to which they would otherwise not be exposed.

However, just saying the words on the page, while giving some benefits to your child, will not make the experience as productive as possible. By adding just a few small changes to your read-aloud time, you will be greatly increasing your child's reading preparedness. Here are seven suggestions to make read-alouds the best learning experience possible every time you read together:

- 1) **Read the Title, Author's Name, and Illustrator's Name**-It's important for children to become familiar with what these three things mean. Explain what author and illustrator mean. It's also great for them to understand that every book is written and illustrated by real people.
- 2) **Ask Your Child to Make Predictions**-Read the title and look at the cover, then ask your child to tell you what they think might happen in the book. Most children will be quite uncomfortable with this in the beginning since they don't know the answer, and they want to please you by saying only correct answers. Encourage them by saying that there is no wrong answer, but rather you just want them to take a guess. Ask them again in the middle of the book to make a prediction about how the story will end, and you could even make your own prediction and sometimes model that it's okay to make an incorrect prediction.
- 3) **Ask Your Child What Is Happening In the Pictures**-It may not seem like pictures are as significant of a learning tool as the words, but when your child examines what is happening in a picture and explains it, it develops their inference skills. Just make sure not to do it with EVERY picture. Once or twice during a book will give them a chance to practice without completely interrupting the flow of the book.
- 4) **Move Your Finger as You Read**-By moving your finger underneath the words as you read, your child understands that you read left to right and top to bottom. It also helps children from a very young age to understand that the words you are saying are those written on the page, not just your own thoughts. However, this one takes a fine balance. Please don't move your finger under every word on every page in every book. As a matter of fact, you should probably read most books without doing this at all. But every couple of days, use this trick on a page or two just so that your child will begin to take notice of some very important literacy fundamentals.
- 5) **Ask Questions**-Again, this involves a balancing act. Please don't ask your child three questions per page. As a matter of fact, don't even ask them one question per page. I think that asking a question every few pages is frequent enough to check your child's understanding without breaking the flow of the story. You can ask basic

recall questions, like "What did Mom say she needed at the store?" as well as reasoning questions like "How do you think Mom will get to the store?" and you can also throw in expansion questions like "What would you buy at the store to cook for dinner?". The goal is to engage your child in the story, but beware that if you stop too often you will turn your child off to reading with you altogether because it will become a frustrating situation to them.

- 6) **Reread the same books again...and again...(and again)**-Most adults like to read a book once, and unless it's a favorite, they will move on to another one. However, children like to read the same books over and over again. This helps them to make permanent in their mind the words and concepts that their brain is understanding. Regardless of the repetition, it is helping your child learn when you happily read and re-read books.
- 7) **Really enjoy the book with your child**-It really doesn't matter if you follow each of these rules, AND establish a 1,000 book collection for your child, AND take them to the library twice a week. If you don't take time to truly enjoy a book with your child, the likelihood of them enjoying it greatly decreases. Some of my children's favorite books have been my favorite books, and I think it's because my enthusiasm for the book shows. Enjoy the book and enjoy the time, because both are over much too soon.