



# Summer Packet

**Name:** \_\_\_\_\_ **Grade:**  K



## Pre-School 4 Year Old Going Into Kindergarten Summer Packet

Return this top paper to your child's Kindergarten teacher on the first day of school. This is mandatory.

I (parent/caregiver) have read and discussed the following ten books this summer with \_\_\_\_\_ (child's name):  
(Please write the book titles below.)

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Kindergarten teachers expect your child has already mastered writing his/her first name, starting with an upper-case letter, followed by lower case. Please follow the handwriting guide attached. If your child learns to write letters differently from the guide, it is very difficult to break this letter writing habit, even at this young age, due to "muscle memory." Your child will commit the letter writing motor task into memory through repetition. We teach according to this guide because it is a more fluid way to write and will promote less tiring and better penmanship. Consider the letter a. We teach a child to write a c first, connect to an o, and "stick down" to complete the a. This will fluently transition to a d, g, and q. We want you to help your child practice writing his/her first and last name on the dotted lines provided in the packet. Please be mindful to use this guide for letter formation when he/she writes his/her name on other papers.

Trace the numbers provided and say the numbers while tracing.

Practice counting out 10 objects from a pile.

A a

D d

G g

J j

M m

B b

E e

H h

K k

N n

C c

F f

I i

L l

O o

P p

Q q

R r

S s

T t

U u

V v

W w

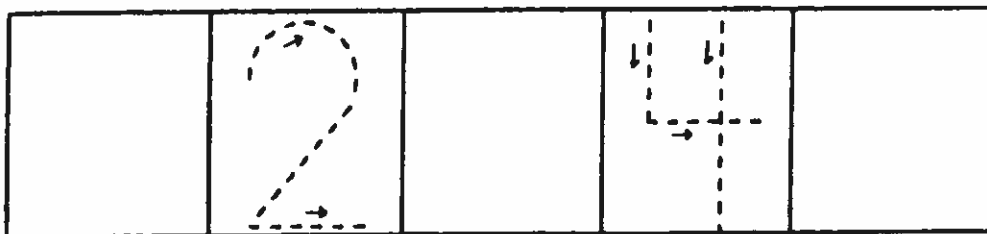
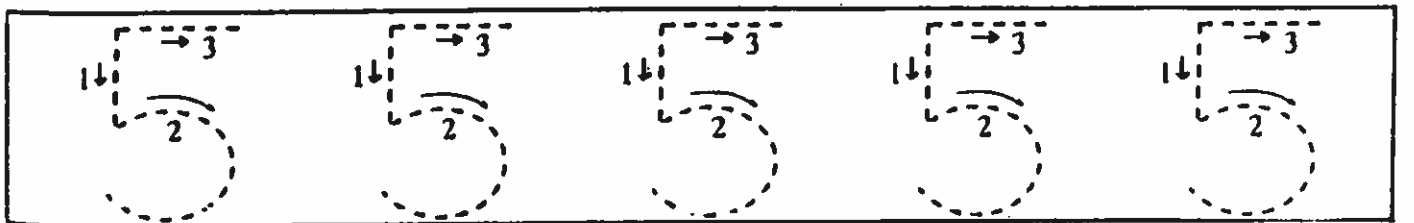
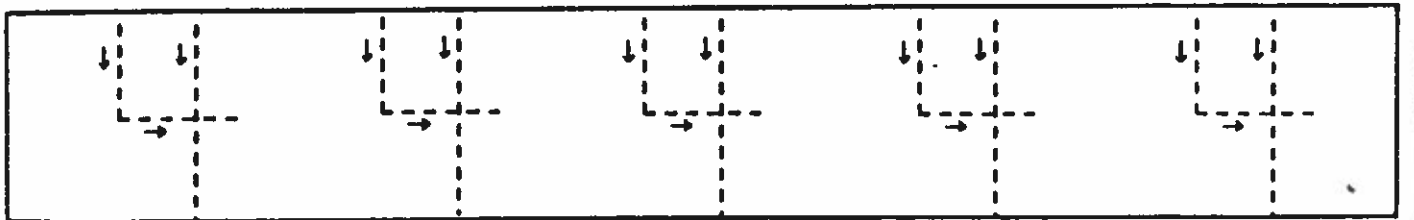
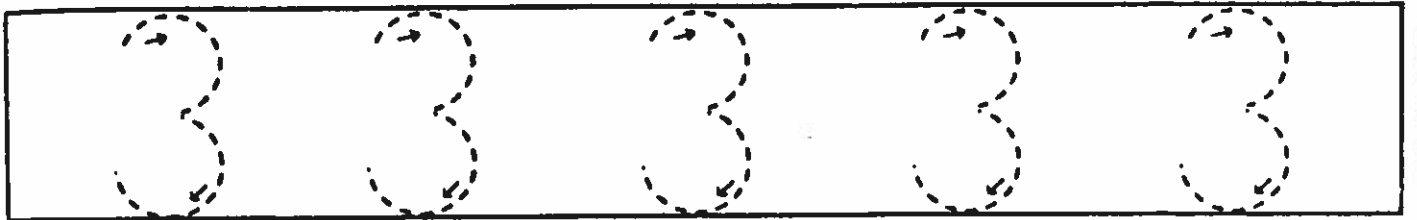
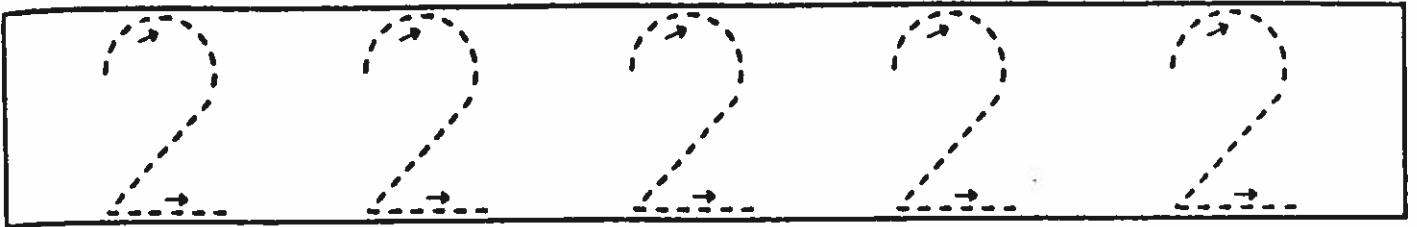
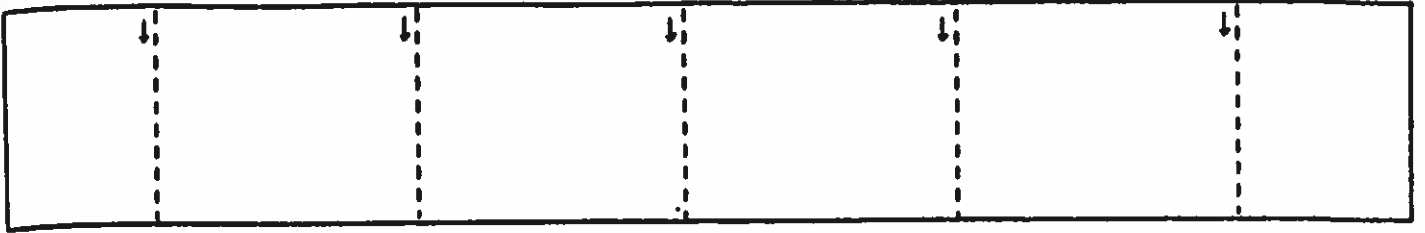
X x

Y y

Z z

1 2 3 4 5

6 7 8 9 10



Point and count small objects in a line (up to 20).

Practice counting orally to 20.

Use the attached guide to practice letter identification, the associated object, and the beginning sound of the object. This guide is from a program entitled Foundations which we use in class. Practice example: "a (say name of letter), apple (say object in picture), /a/ (say sound of letter)...b, bat, /b/...c, cat, /k/...d, dog, /d/..." Please note that x's picture is a fox. Point out to your child that the /x/ sound is at the end of this word. (Sound Card Alphabet)

Practice reading the 10 sight words listed in the packet. Have your child cut them apart and read them in a different order each time. Do not have your child sound out these words. They must say sight words quickly.

Check the school website to find your Kindergarten teacher's supply list. On the first day of school, bring in the supplies, a picture of your child with family members that live at home, and an art smock (an old oversized shirt works great).

Write how your child will get home on the following occasions. If you know the bus number, please list the number. Please have anyone picking your child up provide ID.

Child's Name: \_\_\_\_\_

First day of school. It is a half-day. \_\_\_\_\_

Regular full days of school: \_\_\_\_\_

Future half-days: \_\_\_\_\_

PRINT your name and give the best phone number to reach you:



























Your name: \_\_\_\_\_ Phone: \_\_\_\_\_

Signing this paper, confirms that you and your child have practiced the tasks listed on this paper throughout the summer. Thank you for supporting your child.

\_\_\_\_\_  
Parent Signature

Say: a, apple, /a/  
name picture, letter sound

# Sound Card Alphabet

<b>a</b>  apple /ə/	<b>b</b>  bat /b/	<b>c</b>  cat /k/	<b>d</b>  dog /d/	<b>e</b>  egg /e/	<b>f</b>  fun /f/	
<b>g</b>  game /g/	<b>h</b>  hat /h/	<b>i</b>  ice cream /i/	<b>j</b>  jug /j/	<b>k</b>  kite /k/	<b>l</b>  lamp /l/	
<b>m</b>  man /m/	<b>n</b>  nut /n/	<b>o</b>  octopus /o/	<b>p</b>  pan /p/	<b>q</b>  queen /kw/	<b>r</b>  rat /r/	<b>s</b>  snake /s/
<b>t</b>  top /t/	<b>u</b>  up /u/	<b>v</b>  van /v/	<b>w</b>  wind /w/	<b>x</b>  fox /ks/	<b>y</b>  yellow /y/	<b>z</b>  zebra /z/



Handwriting practice lines consisting of multiple rows of solid top and bottom lines with a dashed midline for letter height guidance.



# Getting Your Child Ready for Kindergarten\*

## **Speak and Listen**

**Before your child enters school, he or she should be able to:**

Use and understand many words.

Use language to communicate.

Speak in complete sentences.

Ask questions.

Make simple rhymes.

Make up and share personal stories about his or her interests.

**To help your child be ready for Kindergarten, you can:**

Use new words daily as you play and talk together in everyday activities. For example, "I am waiting for the mechanic to fix my car because it is not working."

Help your child to use language to express his or her ideas, needs, and feelings. For example, "Why do you think the girl in the book is laughing and clapping her hands?"

Model for your child by speaking in complete sentences with five or more words per sentence. Help your child to expand his or her sentences. For example, "Tell me what happened next."

Encourage your child to ask questions. Listen carefully to your child's questions and respond to them. Use "what, when, where, why, and how" questions.

Say and sing nursery rhymes, rap and poetry, and play rhyme games. Help him or her to repeat the words that rhyme. Help your child to make up his or her own funny rhyming words.

Listen with interest to your child's stories, make comments, and ask questions. Share your own stories. Show your own childhood photographs and tell stories about them.

## **Read and Write**

**Before your child enters school, he or she should be able to:**

Show an interest in reading activities.

Select familiar books and tell why he or she likes them. Re-tell favorite stories from books.

Handle a book appropriately.

Recognize some letters.

Recognize and print his or her first name.

Use pencils, markers, and crayons to draw and write.

**To help your child be ready for Kindergarten, you can:**

Point out and name familiar signs or labels in the store.

Read books several times and ask questions about the stories. Act out the stories with your child using dolls, stuffed animals, or puppets.

Read books often with your child so he or she learns how to hold and use a book. Allow your child to pretend to "read" to you favorite stories from the books.

Point out letters that are in your child's name or on familiar signs. Ask the child if he or she recognizes a familiar letter in a word. Put magnetic letters on the refrigerator for your child to use.

Talk to your child about his or her name and the letters in it. Print your child's name whenever possible, such as on drawings or below his or her photograph. Encourage your child's attempts to "write" his or her name with letter-like shapes.

Provide your child with pencils, markers, and crayons, and allow him or her to scribble or draw. Provide opportunities for your child to see you write, such as writing a shopping list or a letter.

\* Adapted from materials produced by the Connecticut State Department of Education, 2008

## **Use Mathematics**

**Before your child enters school, he or she should be able to:**

Be curious about and interested in number-related activities.

Describe and talk about objects that have different sizes, colors, shapes, and patterns.

Sort items by "same" and "different."

Sort familiar objects from smallest to largest, shortest to tallest, and lightest to heaviest.

Use words like "near," "far," "top," "bottom," "under," "first," "second," and "last" to describe the position of objects.

Count and match the number to an object.

Recognize some numbers.

## **Build Physical Ability**

**Before your child enters school, he or she should be able to:**

Choose activities that use his or her body.

Dress himself or herself independently.

Use his or her body for creative expression.

**To help your child be ready for Kindergarten, you can:**

Guess the number of cookies on a plate. Repeat counting rhymes and play singing games with numbers.

Talk about the big and small balls, the red and yellow blocks, and the round cookie or square plate.

Play games where your child has to find the matching sock, shoe, and mitten. Set the table by matching every plate with a napkin, cup, and fork. Look for picture games, playing cards, and dominoes for finding matches.

Gather a variety of objects from your child's toy box and line them up from largest to smallest. Organize boxes of cereal, rice, and pasta from tallest to shortest. Put a variety of objects in a bag and sort them from heaviest to lightest.

Use your morning routine to practice "First we get up, second we wash our face." Use the tune of a familiar song to create a movement song: "Put your hands on top of your head; stand on top of the box; crawl under the table." Use these words in directions: "Put your sneakers under the bed; put the teddy bear on top of the pillow."

Turn mealtime into counting fun by having your child count objects as he or she helps to set the table. Count objects whenever you are driving or walking to school or on errands. Check out the local library for counting books. Children love to read and re-read these books.

Play "I Spy" with numbers as you travel; find numbers in books; count, measure, and estimate while making dinner. Look for number symbols in magazines, cut out, and glue on paper all the 2s, 3s, etc. Put magnetic numbers on the refrigerator for your child to use.

**To help your child be ready for Kindergarten, you can:**

Encourage him or her to climb the slide, use a swing, run outdoors, jump with you, or go for a walk.

Work with him or her to practice putting on clothes and using buttons, zippers, and snaps.

Teach him or her to dance to music, pretend to play, and explore using a variety of materials, such as paints and crayons, to express his or her thoughts.

Sight Words

I	yes	no
me	can	like
my	the	go
we		