

Summer Packet

K = 1



Names:

Ways to Maximize The Original **Summer Bridge Activities™**

 1

First, let your child explore the book. Flip through the pages and look at the activities with your child to help him become familiar with the book.

 2

Help select a good time for reading or working on the activities. Suggest a time before your child has played outside and becomes too tired to do the work.

 3

Provide any necessary materials. A pencil, ruler, eraser, crayons, or reference works may be required.

 4

Offer positive guidance. Remember, the activities are not meant to be tests. You want to create a relaxed and positive attitude toward learning. Work through at least one example on each page with your child. "Think aloud" and show your child how to solve problems.

 5

Give your child plenty of time to think. You may be surprised by how much children can do on their own.

 6

Stretch your child's thinking beyond the page. If you are reading a book, you might ask, "What do you think will happen next?" or "What would you do if this happened to you?" Encourage your child to talk about her interests and observations about the world around her.

 7

Reread stories and occasionally flip through completed pages. Completed pages and books will be a source of pride to your child and will help show how much he accomplished over the summer.

 8

Read and work on activities while outside. Take the workbook out in the backyard or on a family campout. It can be fun wherever you are!

 9

Encourage siblings, relatives, and neighborhood friends to help with reading and activities. Other children are often perfect for providing the one-on-one attention necessary to reinforce reading skills.

 10

Give plenty of approval! Stickers and stamps are effective for recognizing a job well done. At the end of the summer, your child can feel proud of her accomplishments and will be eager for school to start.

Skills List

Basic Skills

- Can draw simple figures
- Knows colors
- Can write first name
- Holds a pencil or other writing instrument correctly
- Has basic coloring skills
- Follows directions
- Recognizes "tallest," "shortest," "longest"



Parent:

Exercises for these skills can be found inside **Summer Bridge Activities™** and can be used for extra practice. The skills lists are a great way to discover your child's strengths or what skills may need additional reinforcement.

Language Arts/Reading

- Recognizes the alphabet
- Recognizes the difference between consonants and vowels
- Sounds out words
- Recognizes capital letters
- Recognizes lowercase letters
- Recognizes different shapes
- Recognizes the short vowel sounds
- Recognizes letter sounds
- Recognizes simple sight words
- Copies letters without reversing them
- Recognizes rhyming sounds
- Identifies some beginning sounds in words
- Identifies some ending sounds in words



Skills List

Math

- Understands the concepts of "more" and "less"
- Recognizes odd and even numbers
- Counts by 2s
- Counts by 5s
- Counts by 10s
- Recognizes numbers to 100
- Completes simple patterns
- Knows eight basic shapes
- Knows addition facts to 10
- Knows subtraction facts to 10
- Recognizes money: penny, nickel, dime, quarter
- Knows the value of penny, nickel, dime, quarter
- Can count money using coins in combination
- Can tell time to the hour
- Can measure using inches
- Recognizes groups up to 5
- Can match a quantity to a number



Summertime = Reading Time!

We all know how important reading is, but this summer show kids how **GREAT** the adventures of reading really are! Summer learning and summer reading go hand-in-hand, so here are a few ideas to get you up and going:

Encourage your child to read out loud to you and make a theatrical performance out of even the smallest and simplest read. Have fun with reading and impress the family at the campsite next to you at the same time!

Establish a time to read together each day. Make sure and ask each other about what you are reading and try to relate it to something that may be going on within the family.

Show off! Let your child see you reading for enjoyment and talk about the great things that you are discovering from what you read. Laugh out loud, stamp your feet—it's summertime!

Sit down with your child and establish a summer reading program. Use our cool Summer Reading List and Summer Reading Program at www.SummerBridgeActivities.com, or visit your local bookstore and, of course, your local library. Encourage your child to select books on topics he is interested in and on his reading level. A rule of thumb for selecting books at the appropriate reading level is to choose a page and have your child read it out loud. If he doesn't know five or more of the words on the page, the book may be too difficult.

Books to Read



The Summer Reading List has a variety of titles, including some found in the Accelerated Reader Program.



We recommend parents read to pre-kindergarten through 1st grade children 5–10 minutes each day and then ask questions about the story to reinforce comprehension. For higher grade levels, we suggest the following daily reading times: grades 1–2, 10–20 min.; grades 2–3, 20–30 min.; grades 3–4, 30–45 min.; grades 4–6, 45–60 min.



It is important to decide an amount of reading time and write it on the SBA Motivational Calendar.

Use your surroundings (wherever you are) to show your child how important reading is on a daily basis. Read newspaper articles, magazines, stories, and road maps during the family vacation...just don't get lost!

Find books that tie into your child's experiences. If you are going fishing or boating, find a book on the subject to share. This will help your child learn and develop interests in new things.

Get library cards! Set a regular time to visit the library and encourage your child to have her books read and ready to return so she is ready for the next adventure! Let your child choose her own books. It will encourage her to read and pursue her own interests.

Make up your own stories! This is great fun and can be done almost anywhere—in the car, on camping trips, in a canoe, on a plane! Encourage your child to tell the story with a beginning, middle, AND end! To really challenge each other, start with the end, then middle, and then the beginning—yikes!

Motivational Calendar





Month _____

My parents and I decided that if I complete
15 days of **Summer Bridge Activities™** and
read _____ minutes a day, my incentive/reward will be:

Child's Signature _____ Parent's Signature _____

Day 1	★	📖	_____	Day 9	★	📖	_____
Day 2	★	📖	_____	Day 10	★	📖	_____
Day 3	★	📖	_____	Day 11	★	📖	_____
Day 4	★	📖	_____	Day 12	★	📖	_____
Day 5	★	📖	_____	Day 13	★	📖	_____
Day 6	★	📖	_____	Day 14	★	📖	_____
Day 7	★	📖	_____	Day 15	★	📖	_____
Day 8	★	📖	_____				

Child: Color the  for daily activities completed.
Color the  for daily reading completed.

Parent: Initial the _____ when all activities are complete.



Discover Something New!



Fun Activity Ideas to Go Along with Section One!



Sign up for summer classes through the community or local parks.



Make a chart for summer chores with incentives.



Write to a relative about your summer plans.



Check the library for free children's programs.



Boost reading—make labels for household objects.



Start a journal of summer fun.



Make up a story at dinner. Each person adds a new paragraph.



Enjoy the summer solstice. Time the sunrise and sunset.



Have some bubble fun: one-third cup liquid dishwashing soap, plus two quarts water. Use cans or pipe cleaners for dippers.



Have a zoo contest—find the most African animals.



Shop together—use a calculator to compare prices.



Tune up those bikes. Wash 'em, too.



Play flashlight tag.



Check out a science book—try some experiments.



Arrange photo albums.

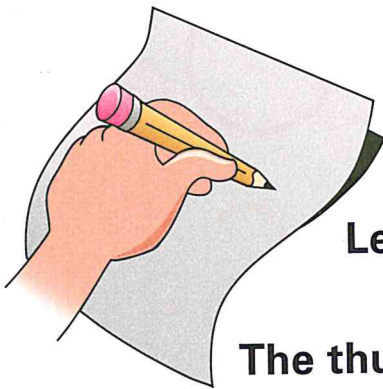




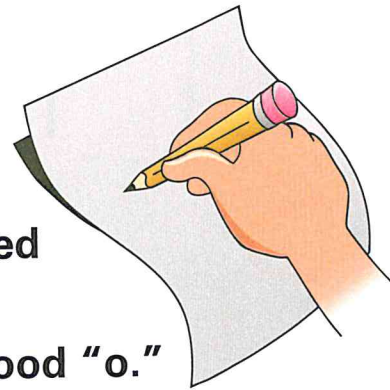
When using a pencil, remember to:

1. Hold your pencil correctly.
2. Sit up straight with both feet flat on the floor.
3. Make your letters with even circles, curves, and straight lines.
4. Space the letters in your words evenly.
5. Space your words evenly on the line.
6. Make your writing neat and easy to read.
7. Practice writing quickly as well as neatly.

Some people write right-handed, and other people write left-handed.

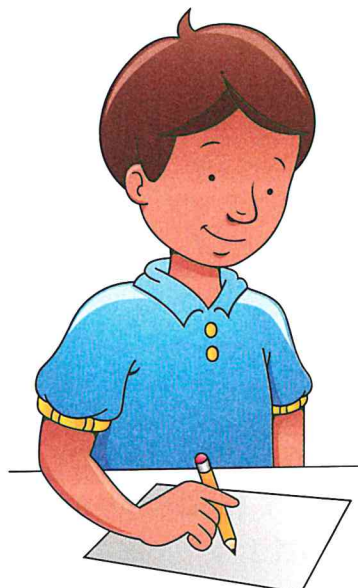


Left-handed



Right-handed

**The thumb and first finger form a good "o."
The middle finger supports the pencil.**



**A good position helps
make good writing habits.**

Say the alphabet in order; then choose a letter and say it aloud. Make sure you know the difference between capital and lowercase letters.

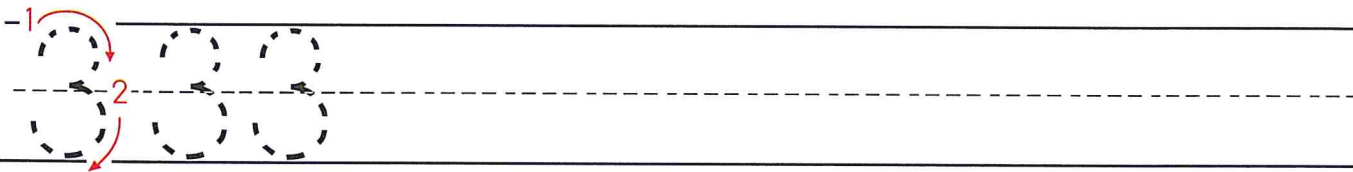
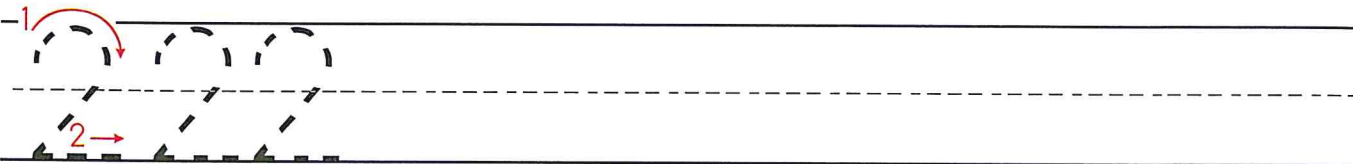
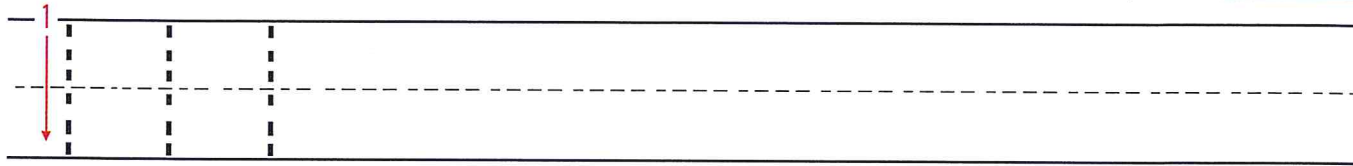


Another fun thing to do is to have an adult in your family say a letter; then you find it and put a marker on it (a button, bean, etc.). Continue this until you have covered all the letters.

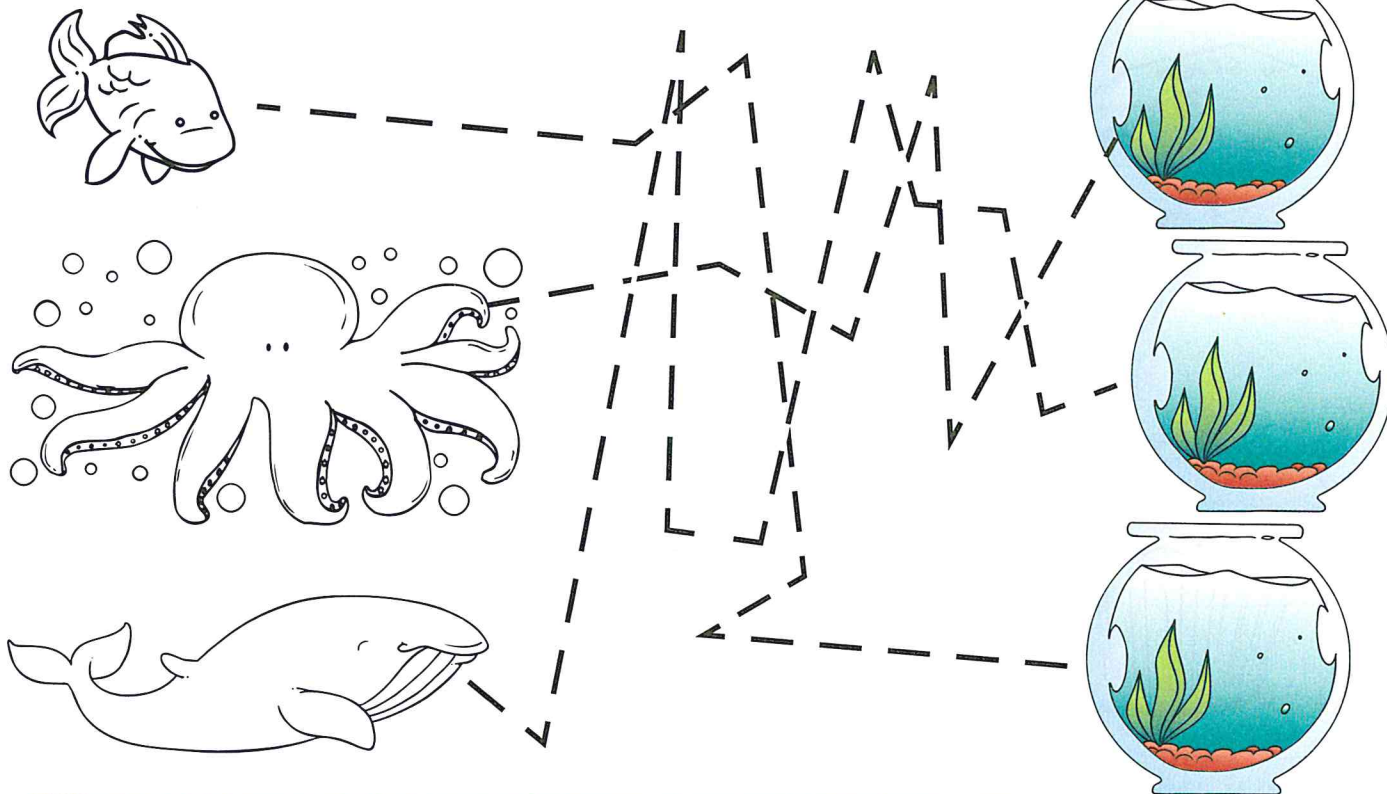
Writing numbers can be fun. Remember to always write your numbers beginning at the top.



Day
2



Color the fish green, the octopus orange, and the whale blue. Use the same colors to trace each sea creature's path to help it find its way home.



FACTOID

A regulation baseball has 108 stitches.

Baseball begins with the sound of (b).
Practice writing capital and lowercase **b**'s.



B B B

b b b

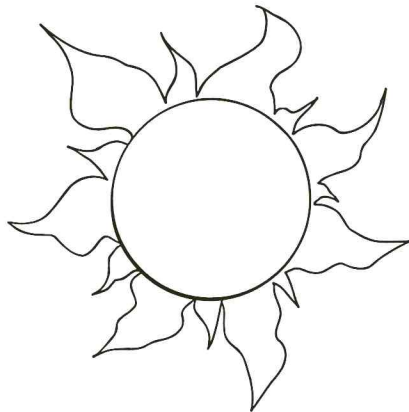
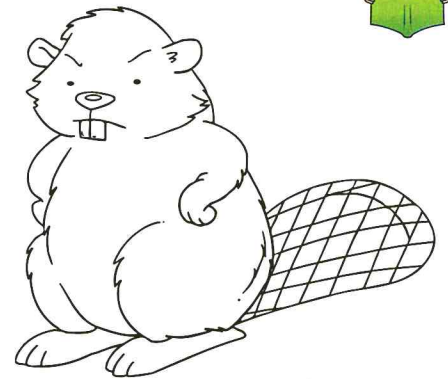
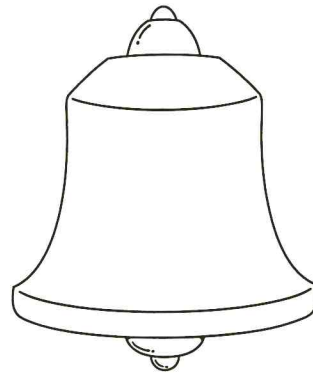
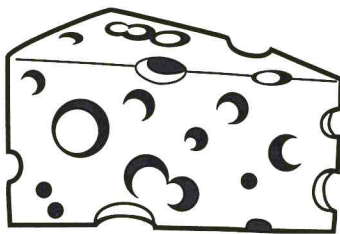
B B B

b b b



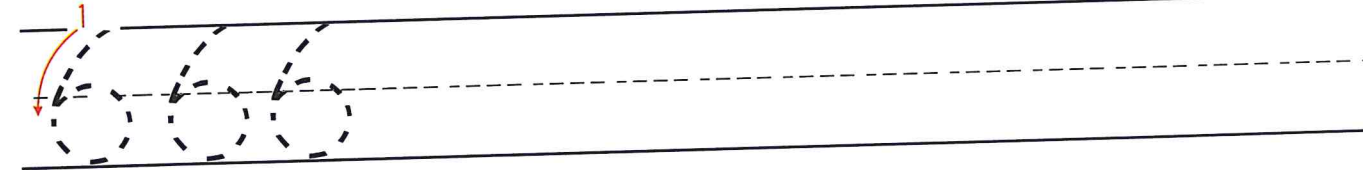
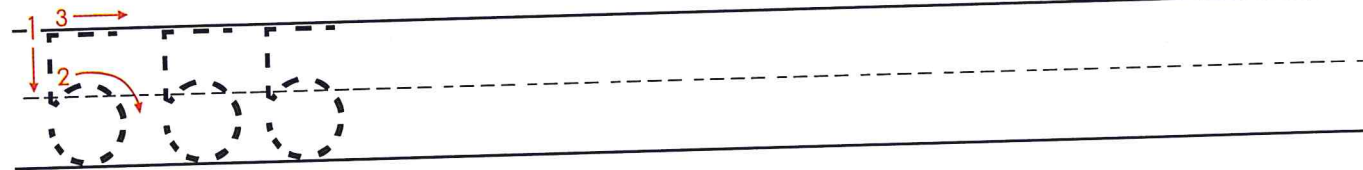
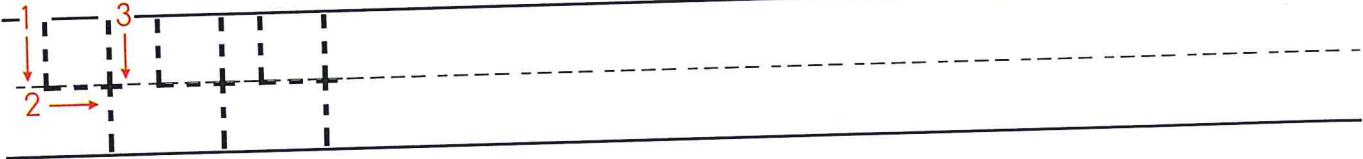
(The bottom two lines on the handwriting pages are in the modern manuscript style.)

Now color all the objects below that begin with the sound of (b), like **baseball**.



Writing numbers can be fun. Remember to always write your numbers beginning at the top.

Day
3



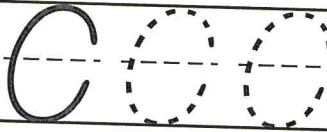
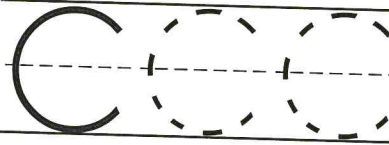
Circle the shape that is different in each box.



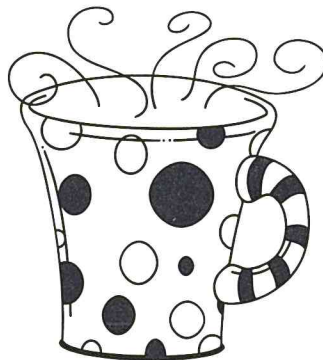
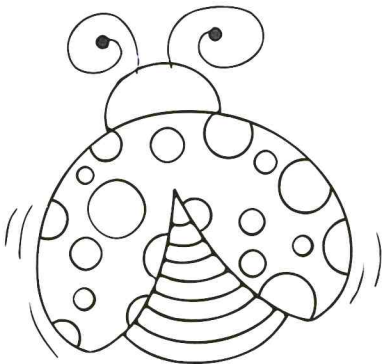
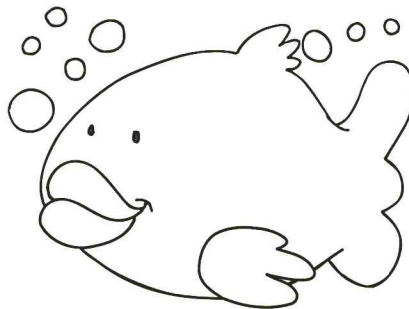
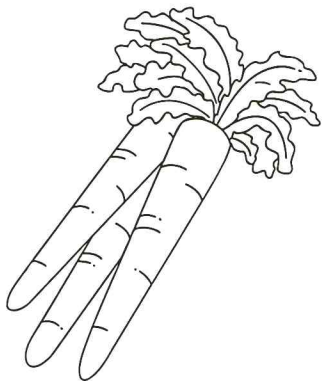
Cowboy begins with the sound of (c).
Practice writing capital and lowercase c's.

FACTOID

Cowboys used bandannas to blindfold frightened animals.



Now color all the objects below that begin with the sound of (c), like cowboy.



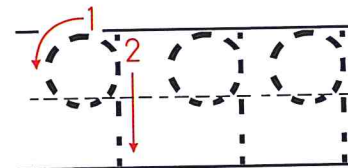
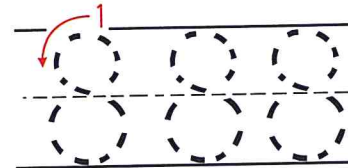
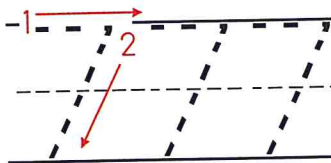
1, 2, 3, 4, 5, 6, we are not ready to quit!

Now try numbers 7, 8, and 9.

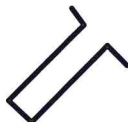
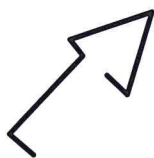
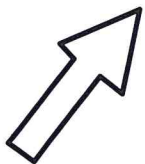
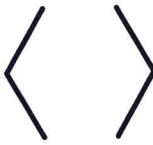
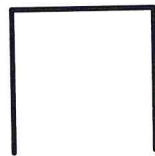
Remember to write your numbers beginning at the top.

Day

4



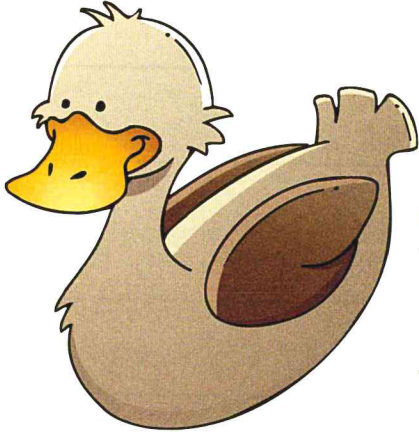
Make each picture look exactly the same as the first one in each row.



FACTOID

Duck feathers are waterproof so ducks can stay dry in the water.

Duck begins with the sound of (d).
Practice writing capital and lowercase **d**'s.



D D D D

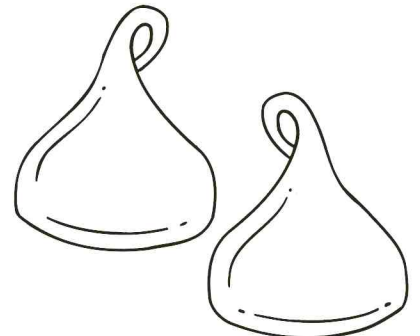
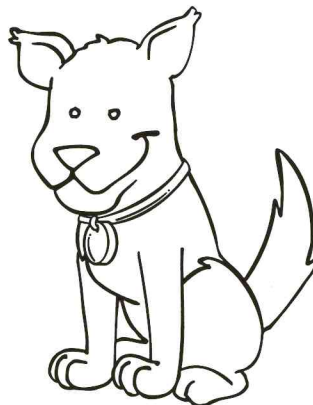
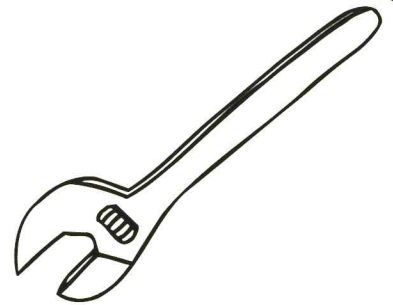
d d d d

D D D D

d d d d



Now color all the objects below that begin with the sound of (d), like **duck**.





Color the number of squares to match the number at the beginning of each row.

Day
5



1									
2									
3									
4									
5									



Trace over each capital letter.



A B C D E F

G H I J K L M

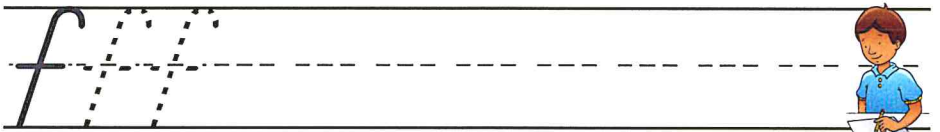
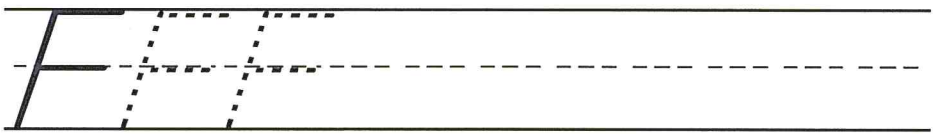
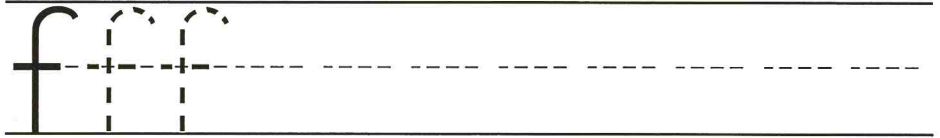
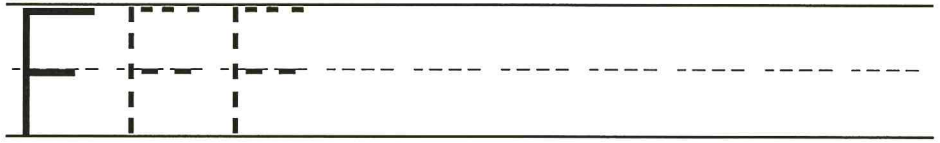
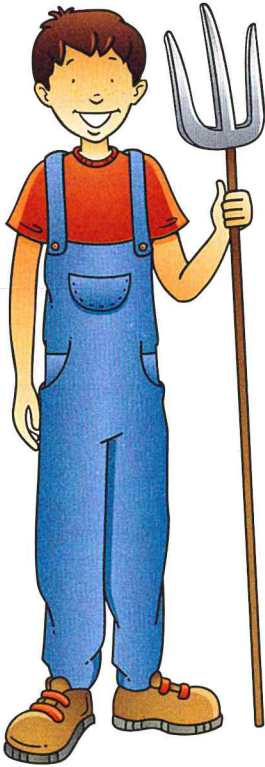
N O P Q R S T

U V W X Y Z

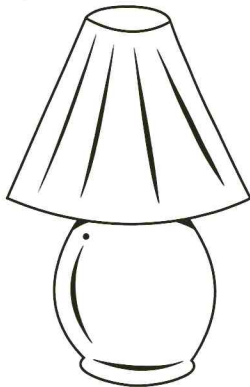
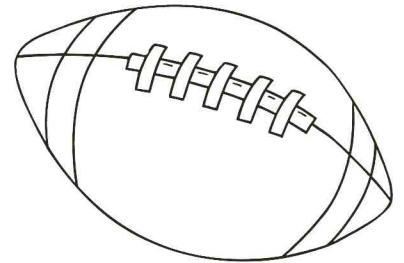
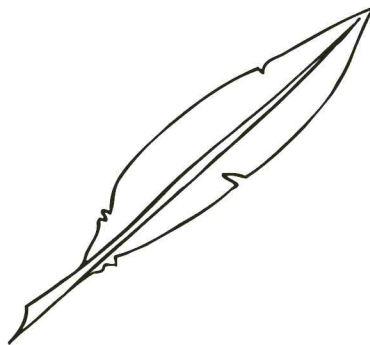
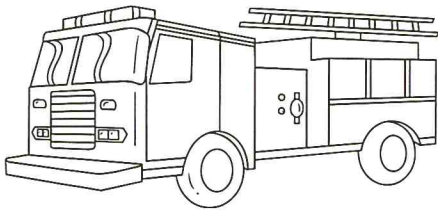
FACTOID

Wheat farmers only make about 4 cents from each loaf of bread sold.

Farmer begins with the sound of (f).
Practice writing capital and lowercase f's.



Now color all the objects below that begin with the sound of (f), like farmer.





Color the number of squares to match the number at the beginning of each row.



Day
6

6
7
8
9
10



Write the missing lowercase letters.



a	b			e		g
	i		k			n
o		q				u
v				z		

FACTOID

Anna Pavlova loved to dance. She became a famous ballerina.

Girl begins with the sound of (g).
Practice writing capital and lowercase g's.



G G G

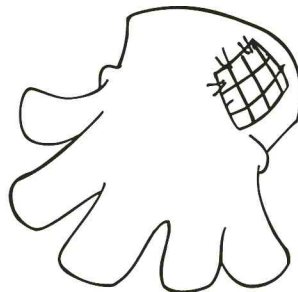
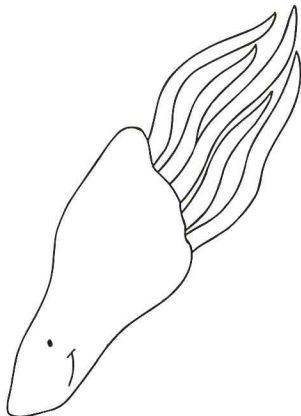
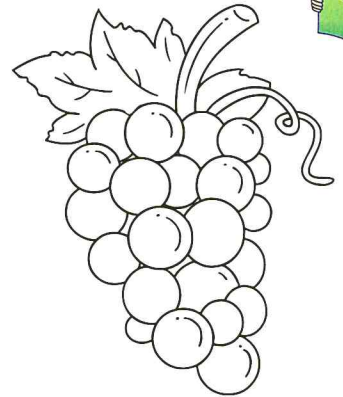
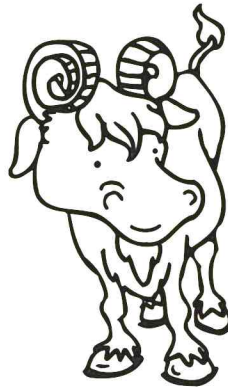
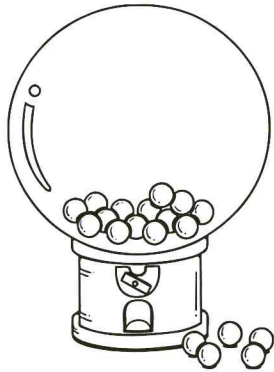
g g g

G G G

g g g

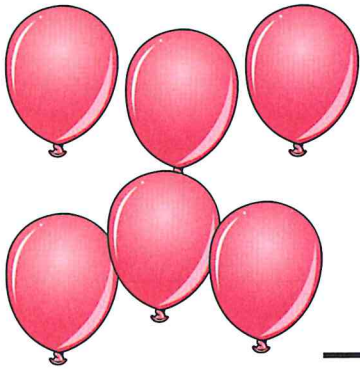


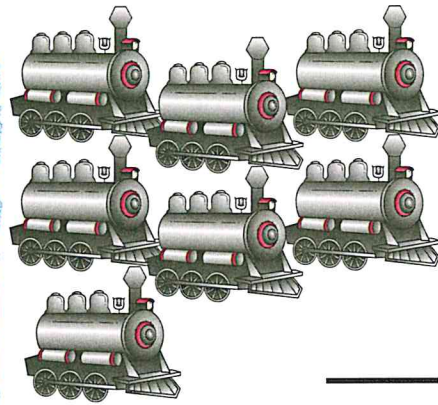
Now color all the objects below that begin with the sound of (g), like girl.

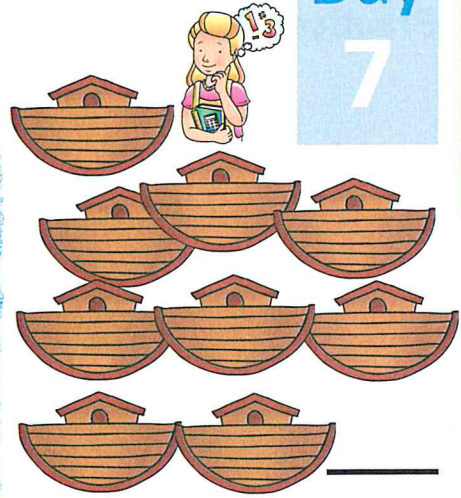


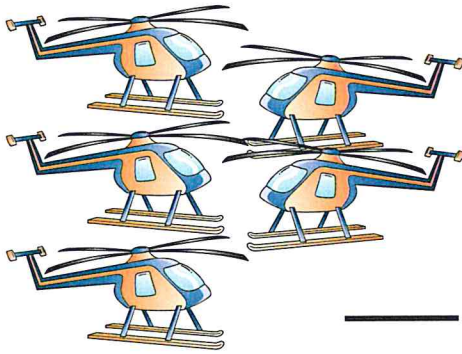
Write the number telling how many objects are in each box.

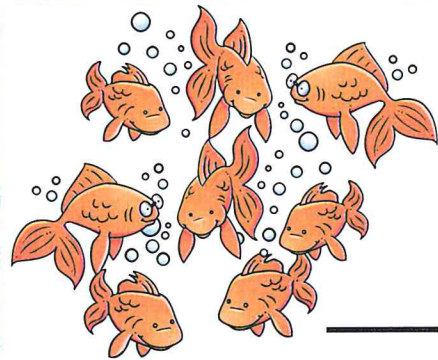
Day
7

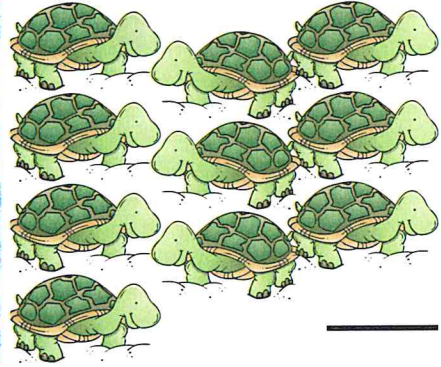


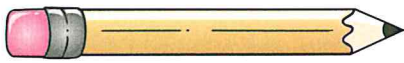












Write the missing capital letters.

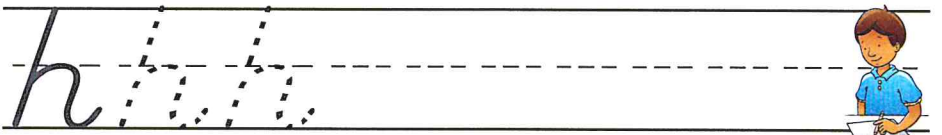
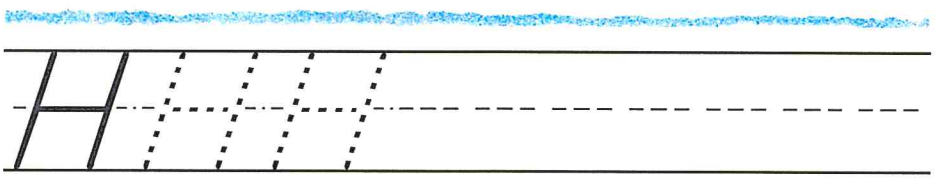
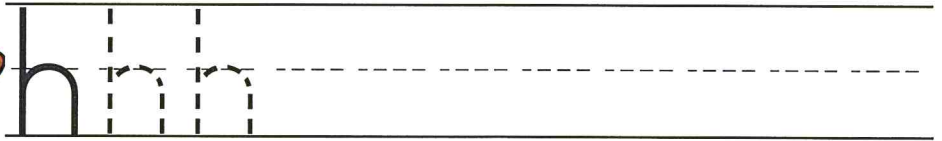
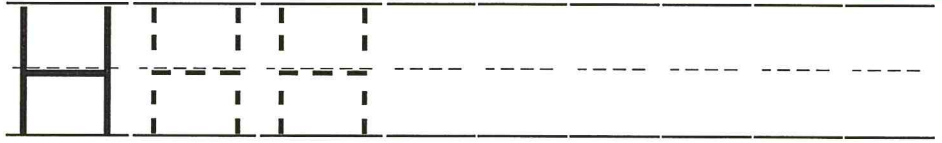


A	B			E		
H					M	
		Q		S		
	W			Z		

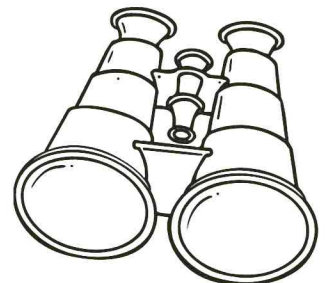
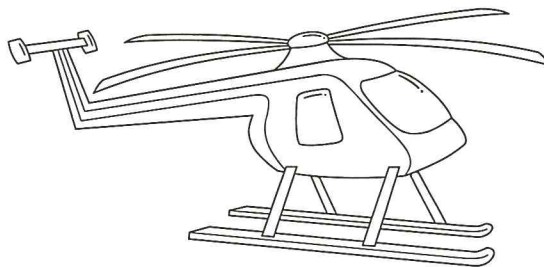
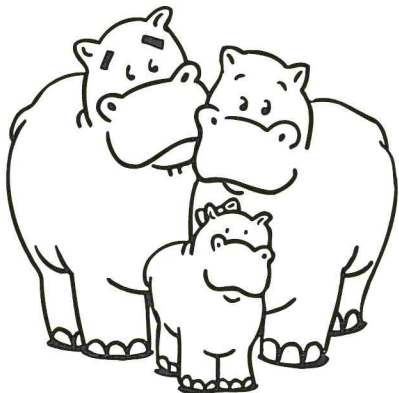
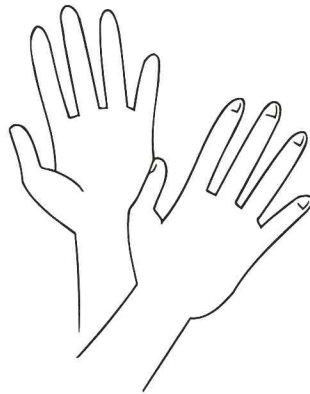
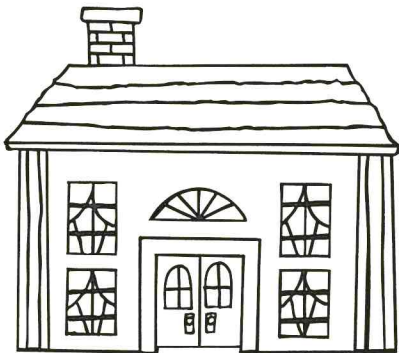
FACTOID

Horses can't see what is directly in front of their noses!

Horse begins with the sound of (h).
Practice writing capital and lowercase **h**'s.



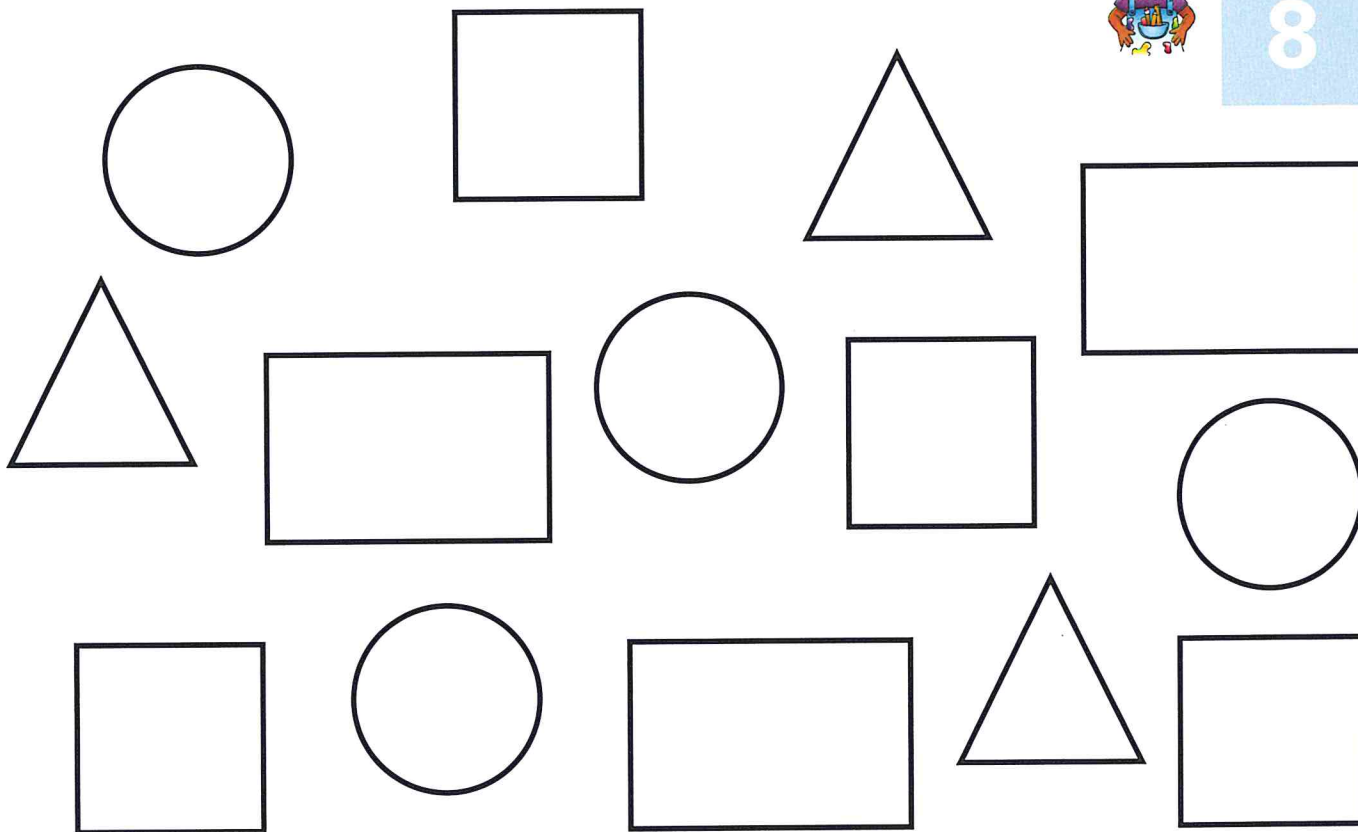
Now color all the objects below that begin with the sound of (h), like horse.



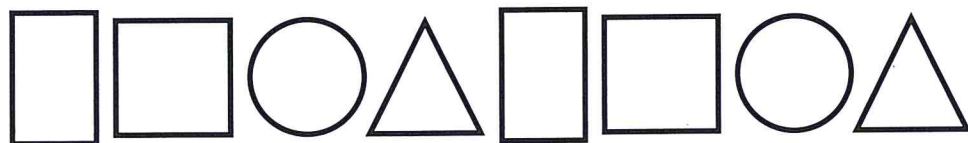
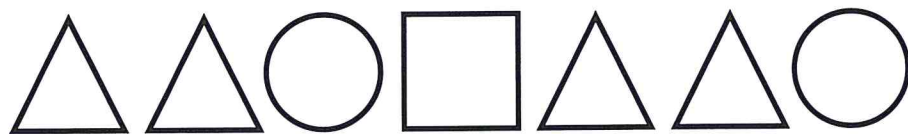
Color the circles red. Color the squares blue.



Day
8



Complete the pattern in each row.



FACTOID

Jack-in-the-box begins with the sound of (j). A jack-in-the-box usually plays the tune to "Pop Goes the Weasel!"
Practice writing capital and lowercase j's.



J J J

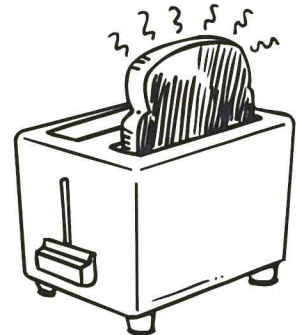
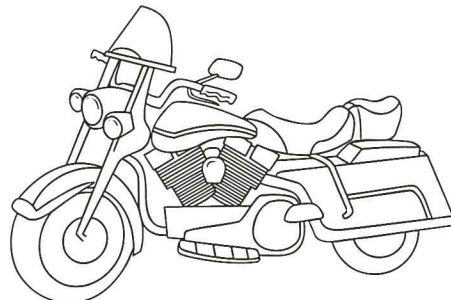
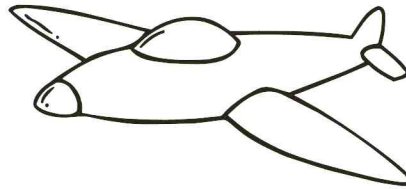
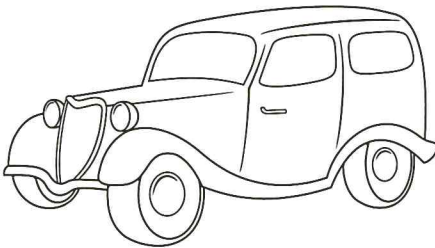
j j j

J J J

j j j



Now color all the objects below that begin with the sound of (j), like jack-in-the-box.



In each box, draw and color as many objects as the number shows.



Day
9

9

4

5

8

Draw a line from the capital letter to the matching lowercase letter.

EXAMPLE:

A
B
C
D
E
F

c
a
f
d
e
b



G
H
I
J
K
L

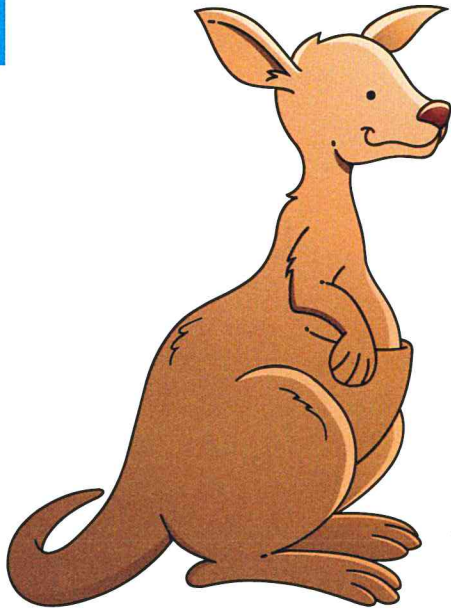
g
i
j
h
i
k



FACTOID

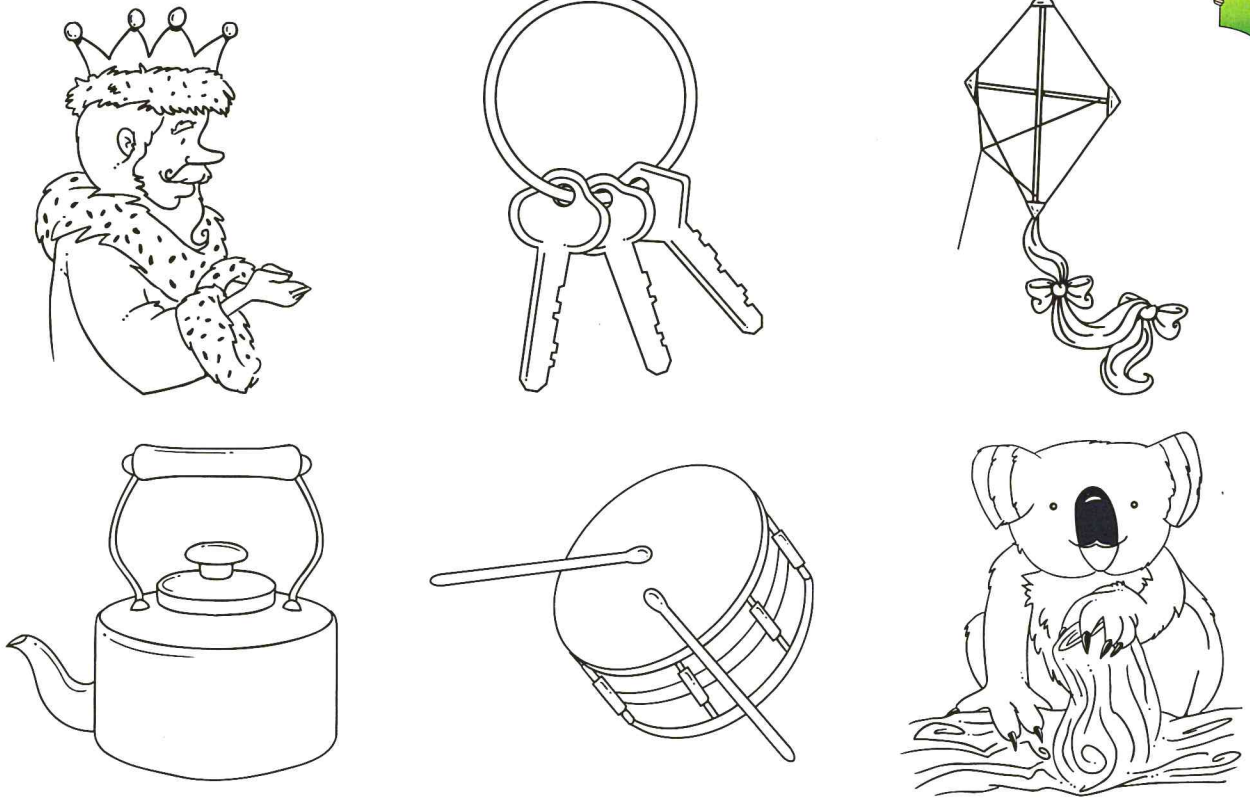
A baby kangaroo is usually called a joey.

Kangaroo begins with the sound of (k).
Practice writing capital and lowercase **k**'s.



Handwriting practice lines for the letter 'k'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The first row shows three capital 'K's: the first is solid, the second is dashed, and the third is solid. The second row shows three lowercase 'k's: the first is solid, the second is dashed, and the third is solid. The third row shows two capital 'K's: the first is solid, the second is dashed. The fourth row shows two lowercase 'k's: the first is solid, the second is dashed. A small illustration of a boy writing is in the bottom right corner of the handwriting area.

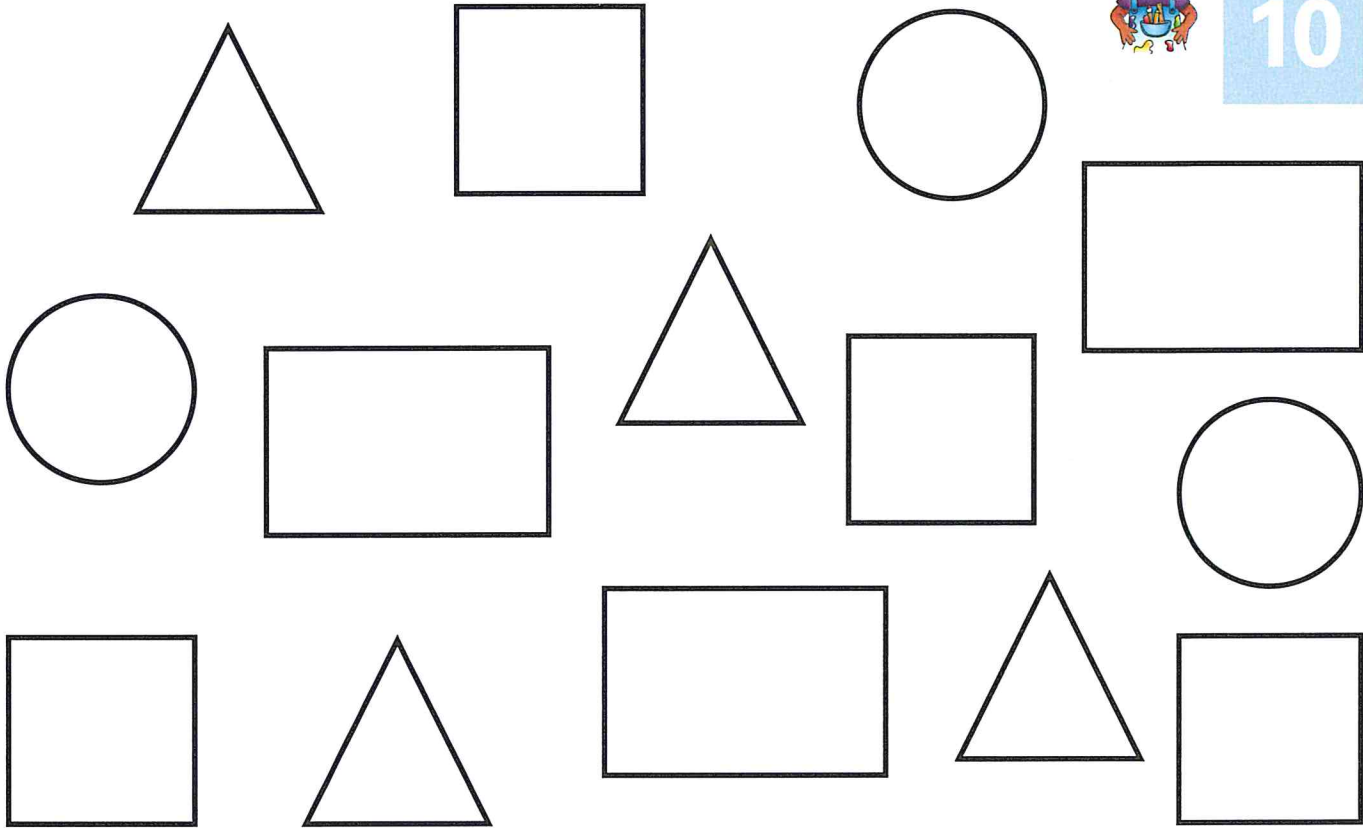
Now color all the objects below that begin with the sound of (k), like kangaroo.



Color the triangles yellow. Color the rectangles green.



Day
10



Draw a line from the capital letter to the matching lowercase letter.

EXAMPLE:

M ——— p
N ——— m
O
P
Q
R
S
o
n
o

T
U
V
W
X
Y
Z

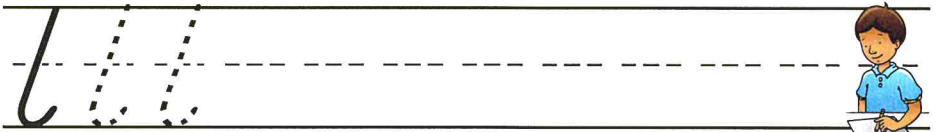
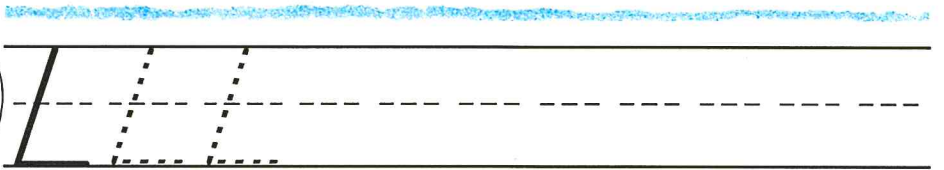
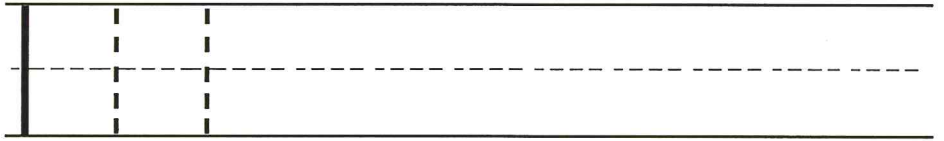
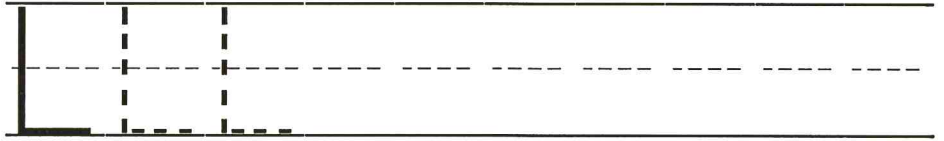
u
t
v
x
z
y
w



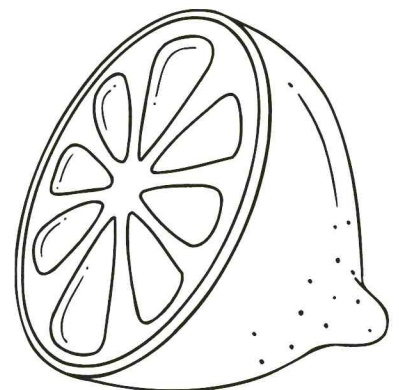
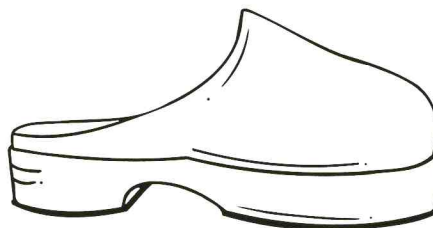
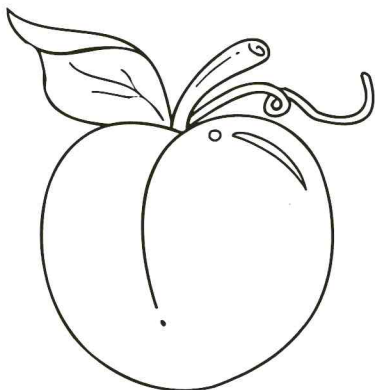
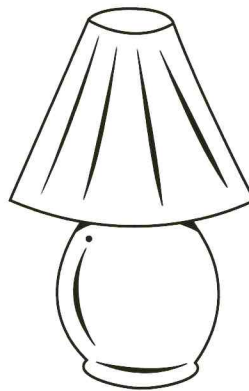
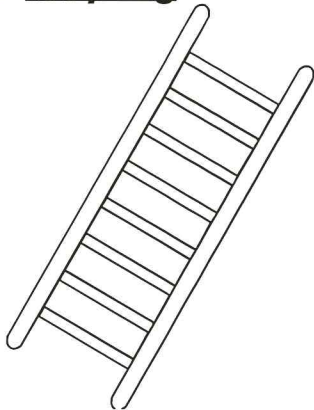
FACTOID

Ladybugs chew their food side to side, not up and down.

Ladybug begins with the sound of (l).
Practice writing capital and lowercase l's.



Now color all the objects below that begin with the sound of (l), like ladybug.



Write the numbers that come next.

1 2 3 4 5 6 _____

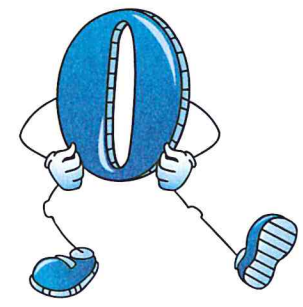


5 6 7 8 _____ 11



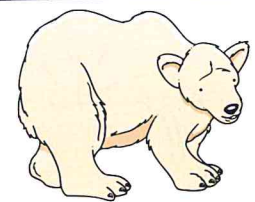
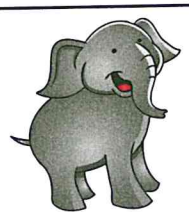
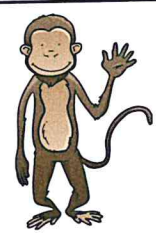
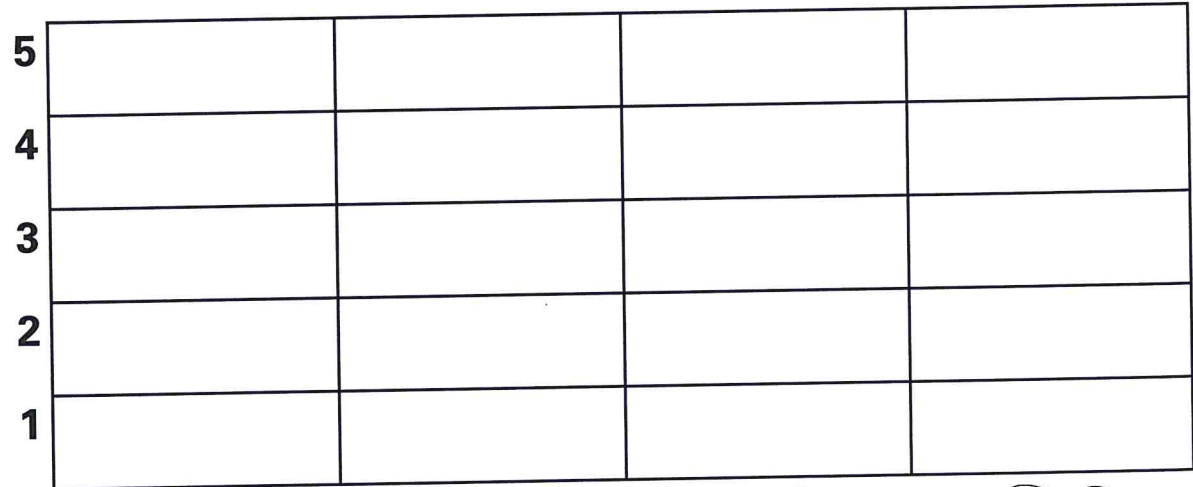
0 1 2 3 4 _____

8 9 10 11 12 _____



16 17 18 _____ 21

We saw 5 monkeys, 4 lions, 2 polar bears, and 1 elephant at the zoo. Color in the graph to show the animals we saw.

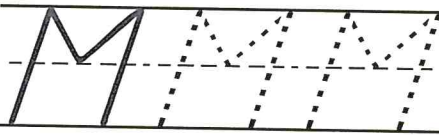
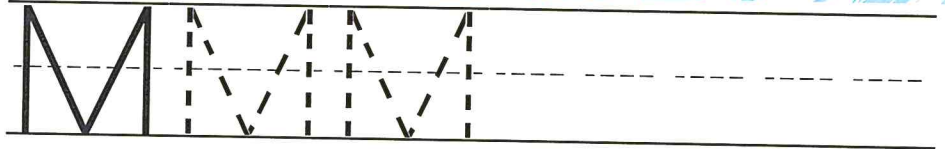
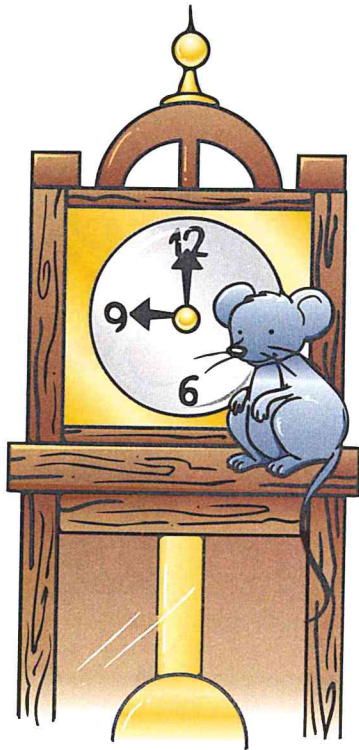


We saw the most _____

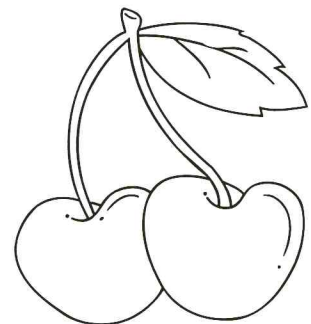
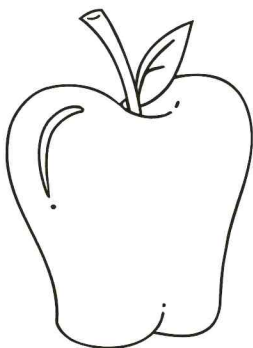
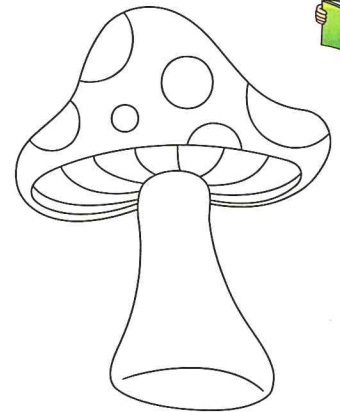
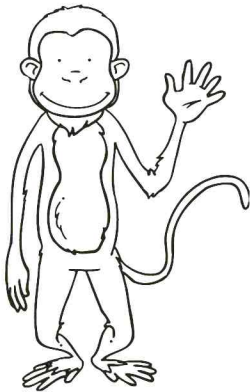
FACTOID

A mouse's teeth never stop growing.

Mouse begins with the sound of (m).
Practice writing capital and lowercase **m**'s.

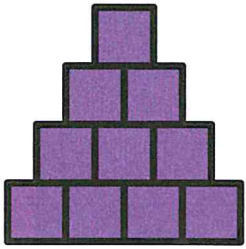


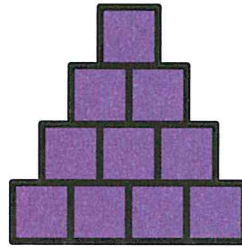
Now color all the objects below that begin with the sound of (m), like **mouse**.

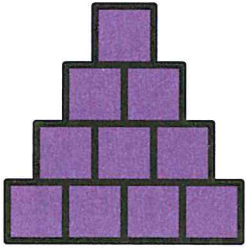


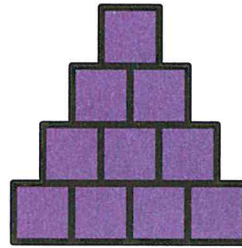
Count the blocks and write the number in the blank provided.

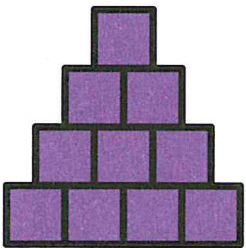
Day
12

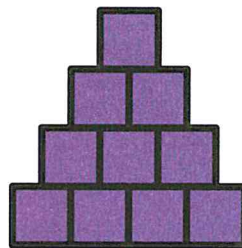












The goat is first.



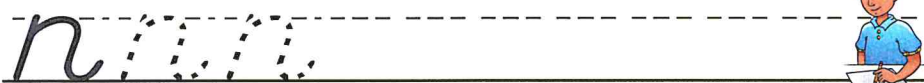
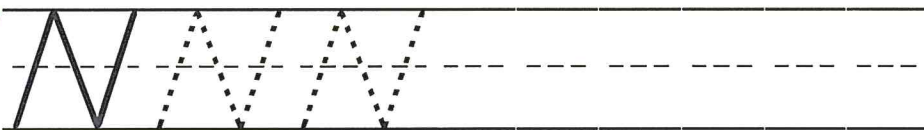
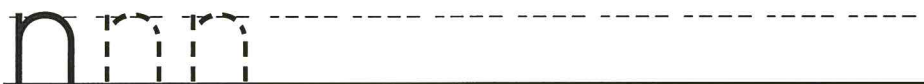
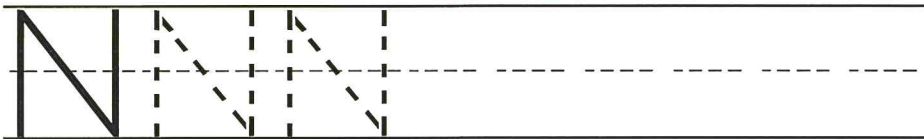
1. Circle the animal that is third.
2. Draw a square around the animal that is second.
3. Draw a triangle around the animal that is last.



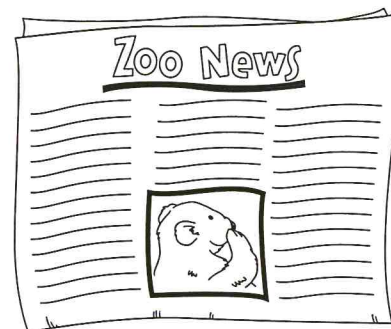
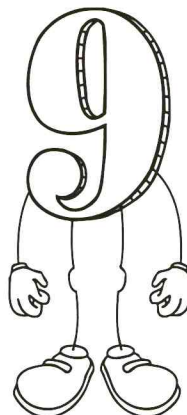
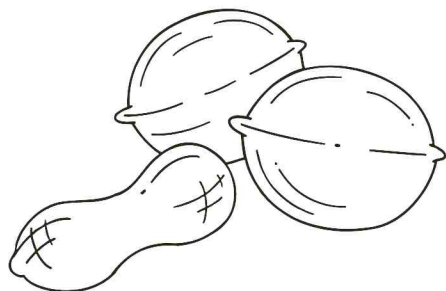
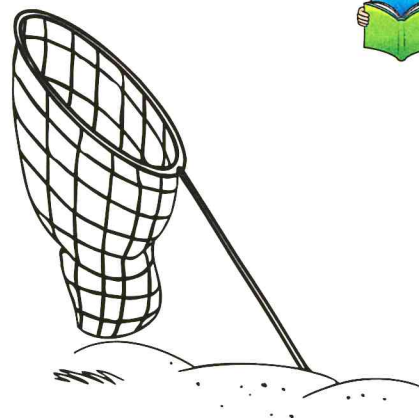
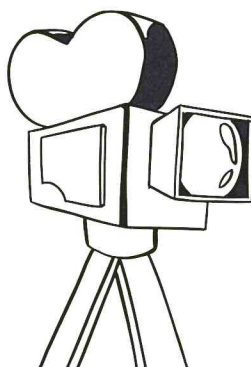
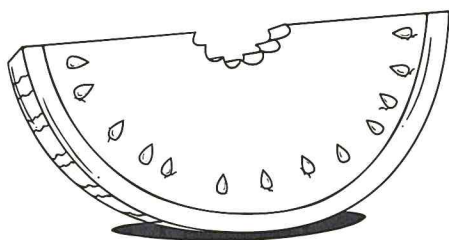
FACTOID

The first nursing school in history was in India around 250 B.C.

Nurse begins with the sound of (n).
Practice writing capital and lowercase n's.



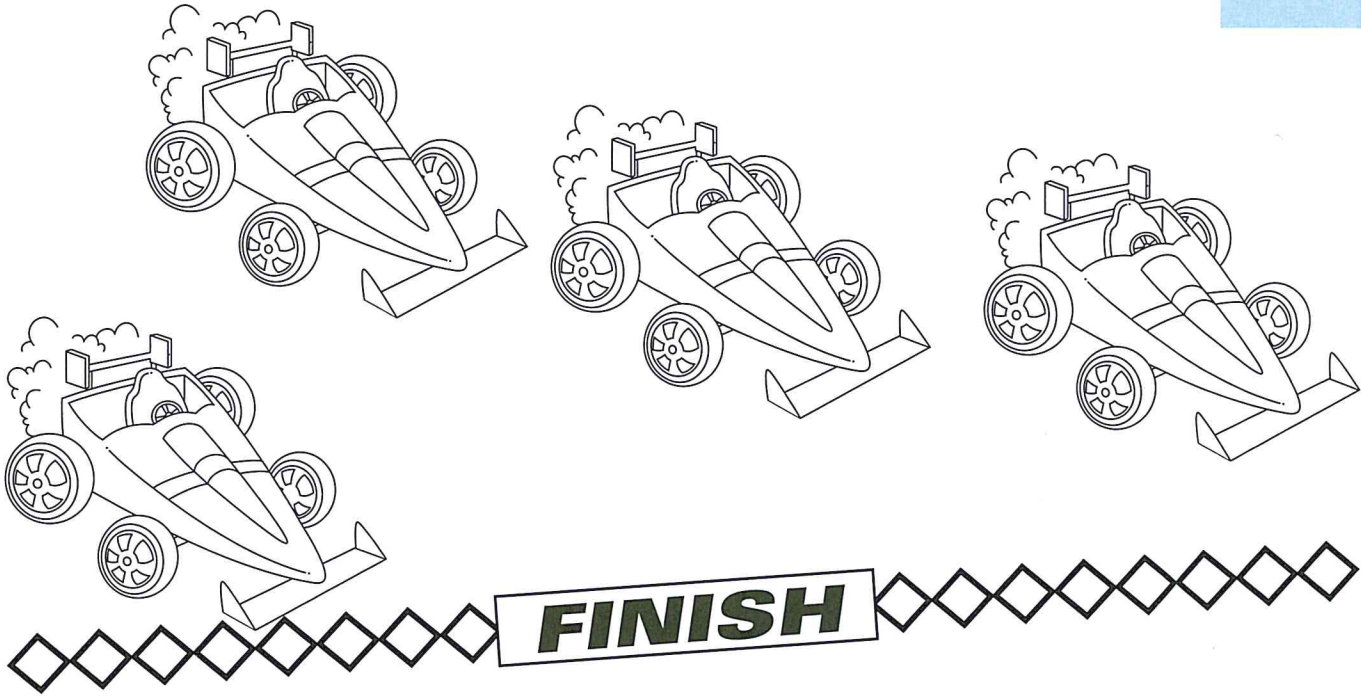
Now color all the objects below that begin with the sound of (n), like nurse.



Color the race car that is 1st blue. Color the race car that is 2nd green. Color the race car that is 3rd orange. Color the race car that is 4th red.



Day
13



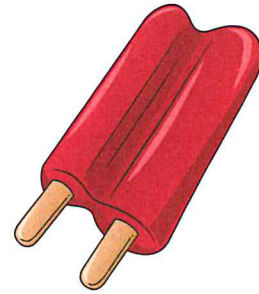
Draw circles around the people. Draw squares around the places. Draw triangles around the things.



girl



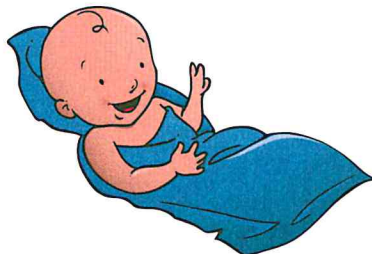
school



popsicle



farm



baby



desk

FACTOID

Male African Grey parrots are amazing speech imitators.

Parrot begins with the sound of (p).
Practice writing capital and lowercase p's.



P P P P

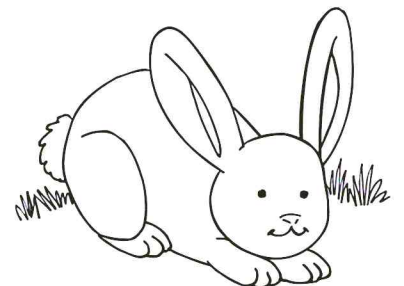
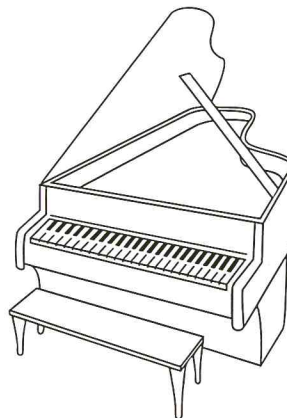
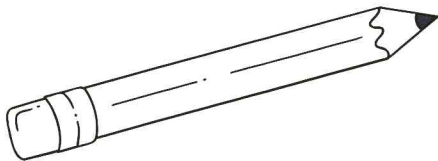
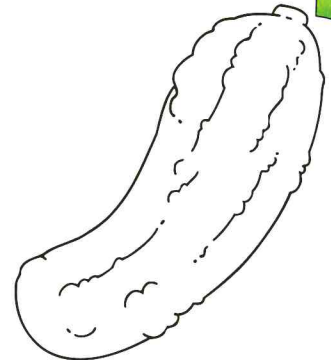
p p p p

P P P P

p p p p

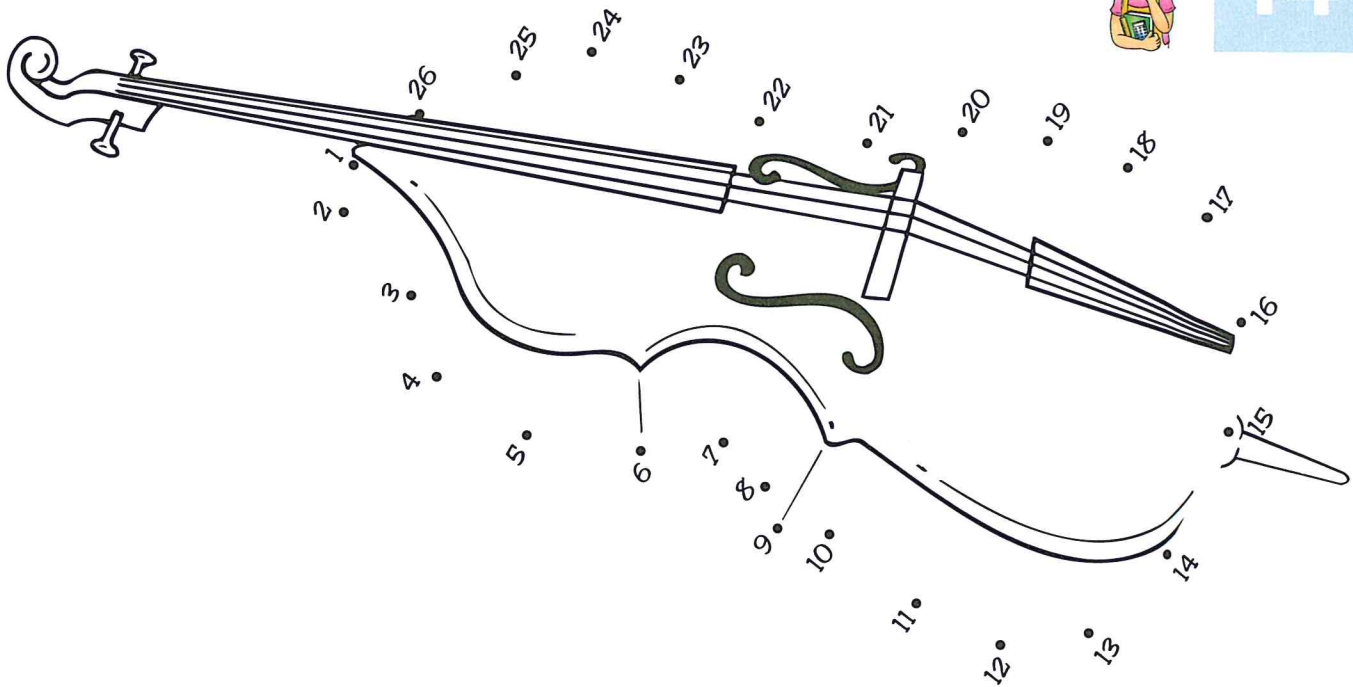


Now color all the objects below that begin with the sound of (p), like parrot.

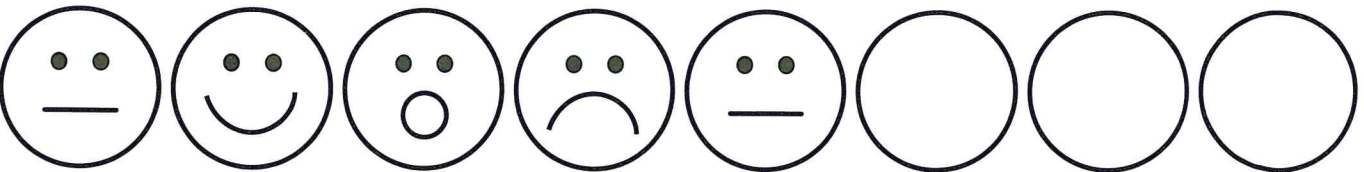
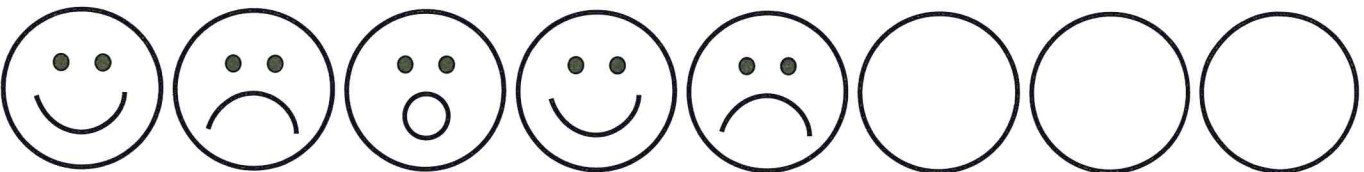
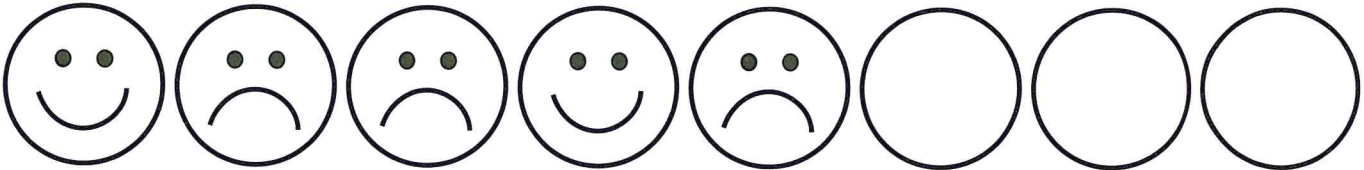
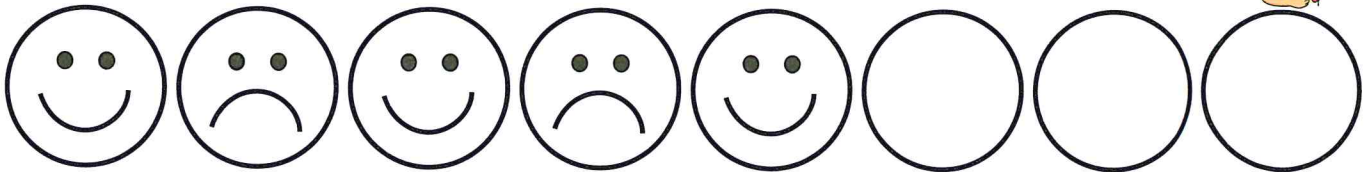


Connect the dots from 1 to 26.

Day
14



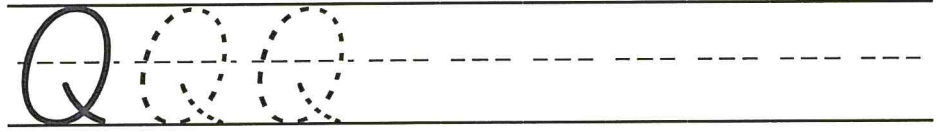
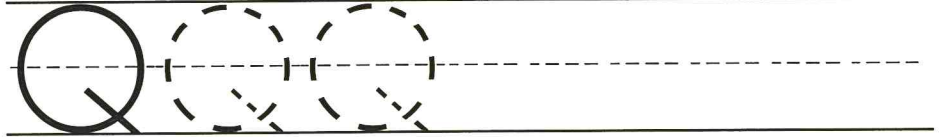
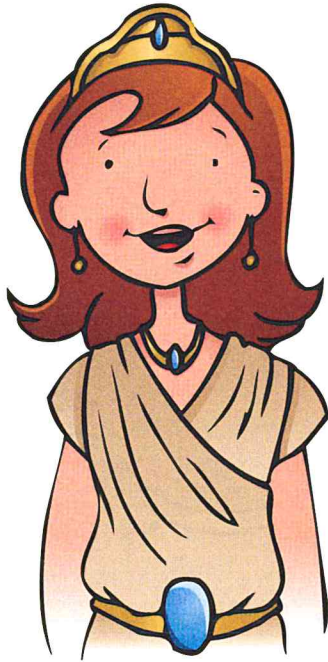
Draw the faces in each row that come next to finish the pattern.



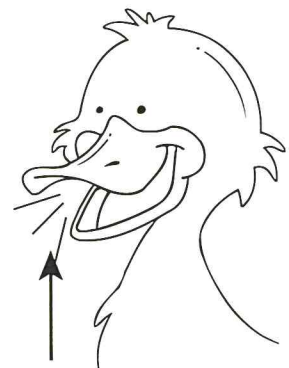
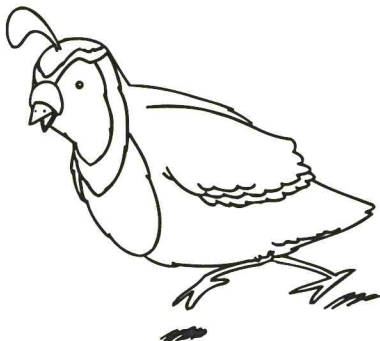
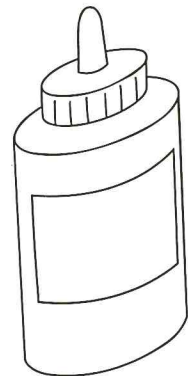
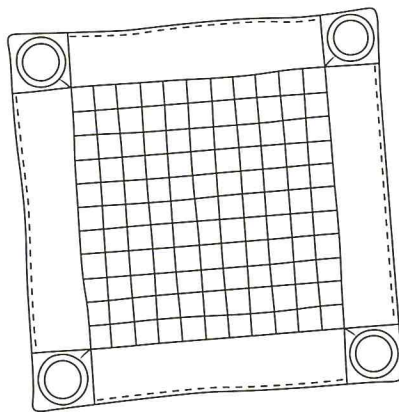
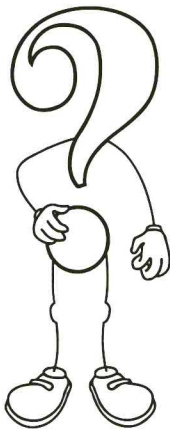
FACTOID

Lady Jane Grey ruled England for nine days in 1553.

Queen begins with the sound of (q).
Practice writing capital and lowercase q's.



Now color all the objects below that begin with the sound of (q), like queen.



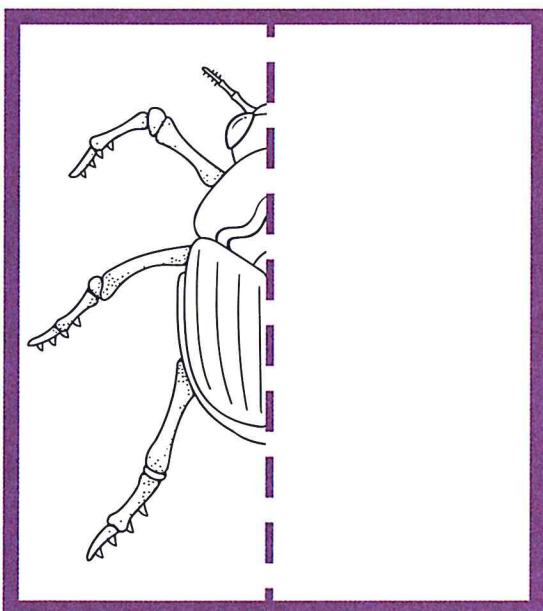
Write the numbers 1 to 25 in the empty boxes.



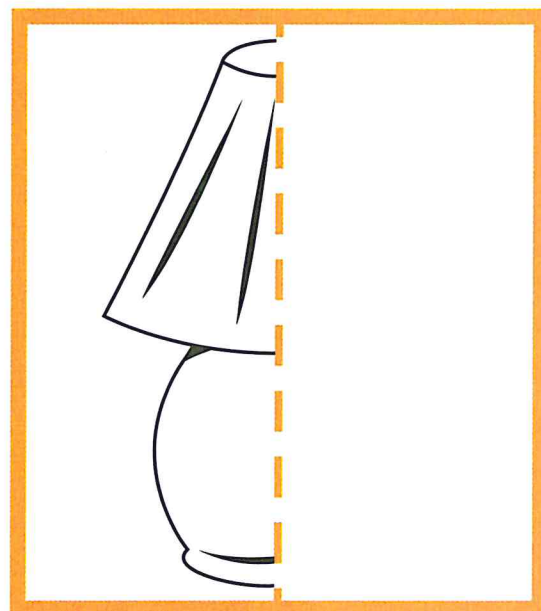
Day
15

1				
				25

Finish drawing the other half of the pictures.



beetle



lamp

FACTOID

Blue ribbons have been given for first place for over one hundred years.

Ribbon begins with the sound of (r).
Practice writing capital and lowercase **r**'s.



R R R

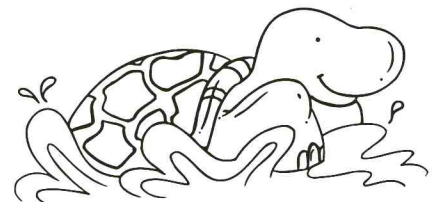
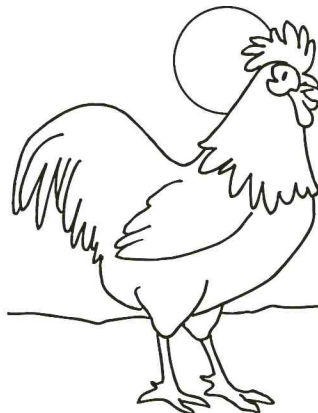
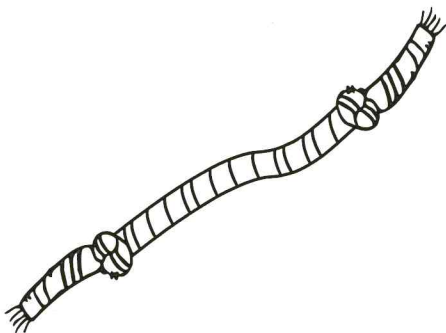
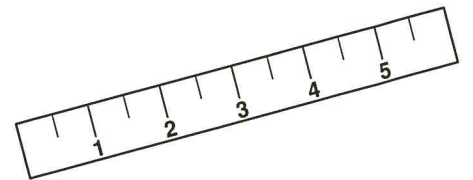
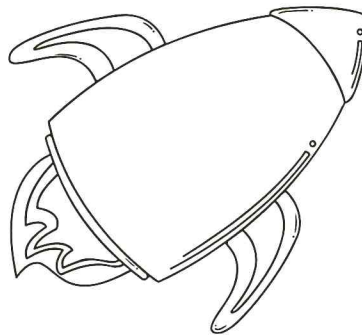
r r r

R R R

r r r



Now color all the objects below that begin with the sound of (r), like ribbon.



Weather Experiment—The Heat Is On

How can you stay cool when the sun is shining and it is hot?

Materials: umbrellas or boxes

Procedure: Stand in the sun on a hot day for several minutes. Then hold an umbrella or a box over your head (or stand under a shade tree). Feel the difference.



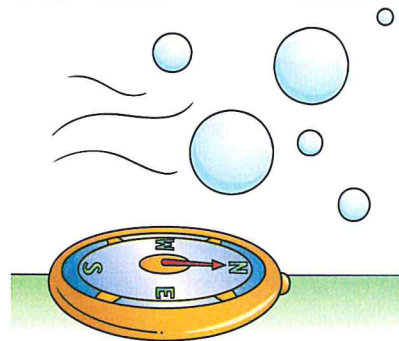
Questions:

1. When did you feel the hottest? _____
2. How did it feel when you put the box or umbrella over your head, or when you stood in the shade of a tree? _____
3. Was it hotter in the direct sun or in the shade? _____
4. What heats our earth? _____

Weather Experiment—Wind Direction

Can bubbles be used to determine wind direction?

Materials: compass, 2 cups dishwashing detergent, 6 cups water, 3/4 cup white corn syrup, bubble wands, jar with lid, refrigerator



Bubble recipe: Mix detergent, water, and corn syrup. Combine, shake, and let settle for 4 hours. Store covered in refrigerator, and allow solution to warm before using.

Procedure: Make the bubble solution using the recipe. Find north, south, east, and west with your compass (get a parent to help you). Sit on the ground and blow bubbles upward. Watch the direction the wind blows the bubbles.

Questions:

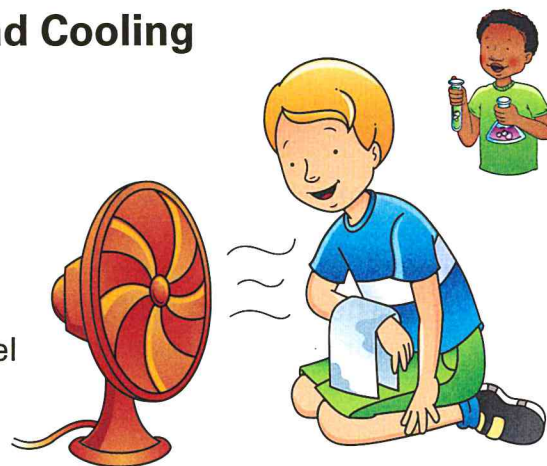
1. Which direction did your bubbles move? _____
2. Which way is the wind blowing? _____
3. What would happen to the bubbles if there were no wind? _____
4. What other things show that the wind is blowing? _____

Weather Experiment—Evaporation and Cooling

How can you stay cool in the summer?

Materials: paper towels, fans

Procedure: Stand in front of a fan; then move away from the fan. Do this several times to feel the difference. Next, add a wet paper towel to one arm and repeat.



Questions:

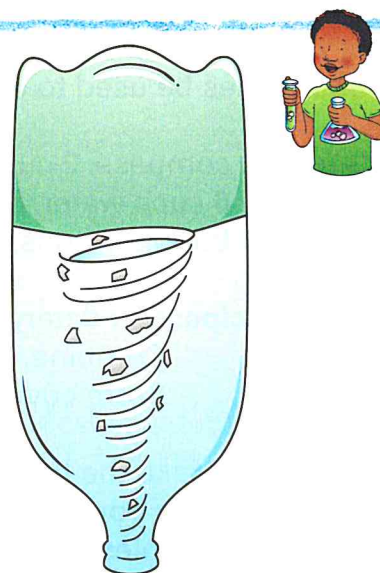
1. Which felt cooler—standing in front of the fan or away from the fan? _____
2. What difference did a wet paper towel make? _____
3. What two things will help keep you cool in the summer? _____
4. What could you do on a hot summer day to stay cool? _____

Weather Experiment—Tornado in a Bottle

What shape is a tornado? How is it different from other clouds?

Materials: a two-liter plastic soda bottle, water, dishwashing detergent, food coloring, long, thin strips of paper.

Procedure: Fill a two-liter plastic soda pop bottle about three-quarters full of water. Add food coloring, a large squirt of dishwashing detergent, and the strips of paper. Close the cap tightly. Turn the bottle upside down and swirl to create a tornado effect.



Questions:

1. What shape is the tornado that was created inside your bottle? _____
2. Is this the same shape as a real tornado? _____
3. What created the tornado in the bottle? _____
4. What creates a tornado in the sky? _____



Motivational Calendar

Month _____

My parents and I decided that if I complete 20 days of **Summer Bridge Activities™** and read _____ minutes a day, my incentive/reward will be:

Child's Signature _____ Parent's Signature _____

Day 1	★		_____	Day 11	★		_____
Day 2	★		_____	Day 12	★		_____
Day 3	★		_____	Day 13	★		_____
Day 4	★		_____	Day 14	★		_____
Day 5	★		_____	Day 15	★		_____
Day 6	★		_____	Day 16	★		_____
Day 7	★		_____	Day 17	★		_____
Day 8	★		_____	Day 18	★		_____
Day 9	★		_____	Day 19	★		_____
Day 10	★		_____	Day 20	★		_____



Child: Color the for daily activities completed.
Color the for daily reading completed.

Parent: Initial the _____ when all activities are complete.



Discover Something New!



Fun Activity Ideas to Go Along with Section Two!



- 1 Make a cereal treat.
- 2 Read a story to a younger child.
- 3 Catch a butterfly.
- 4 Take a tour of the local hospital.
- 5 Check on how your garden is doing.
- 6 Organize your toys.
- 7 Go on a bike ride.
- 8 Run through the sprinklers.



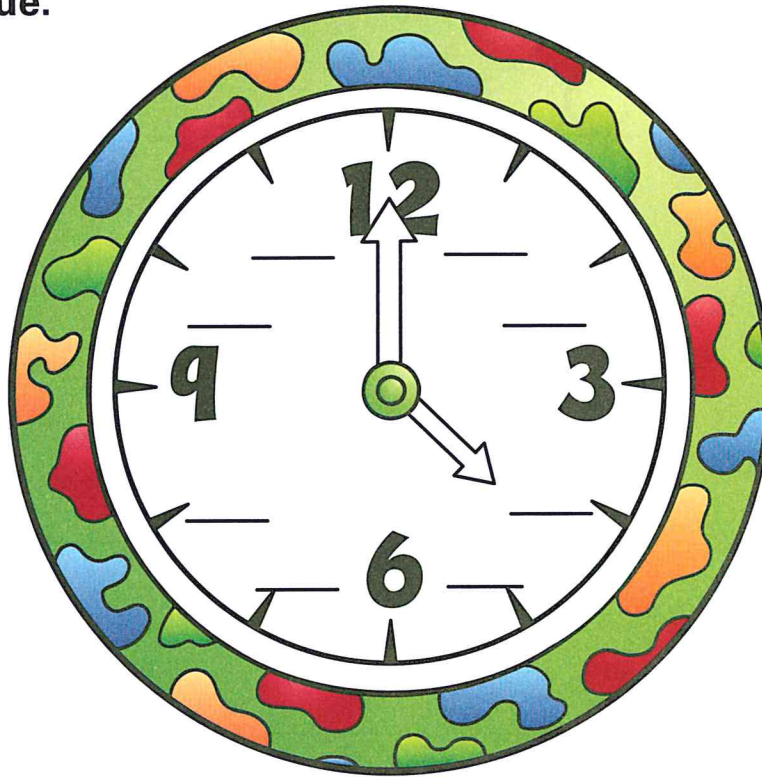
- 9 Go to the local zoo.
- 10 Create a family symphony with bottles, pans, and rubber bands.
- 11 Color noodles with food coloring. String them for a necklace or glue a design on paper.
- 12 Get the neighborhood together and play hide-and-seek.
- 13 Decorate your bike. Have a neighborhood parade.
- 14 Collect sticks and mud. Build a bird's nest.
- 15 Help plan your family grocery list.
- 16 Go swimming with a friend.
- 17 Clean your bedroom and closet.
- 18 In the early morning, listen to the birds sing.
- 19 Lie down on the grass and find shapes in the clouds.
- 20 Make snow cones with crushed ice and punch.



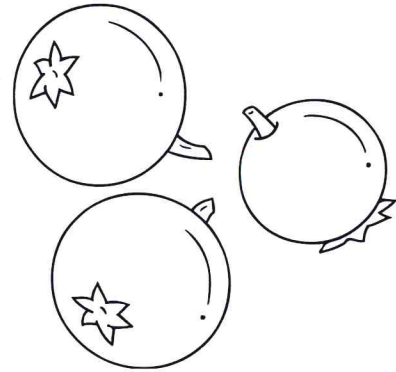
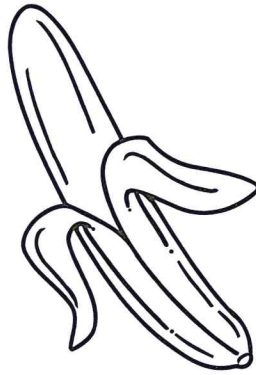
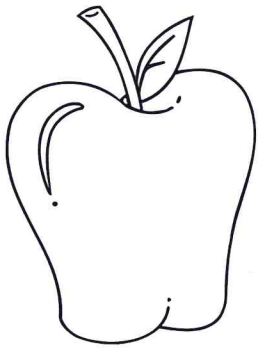
Finish writing the numbers on the clock. Color the minute hand (big hand) red. Color the hour hand (small hand) blue.

Day

1



Trace the words and color the pictures with the matching crayon color.



Red

Yellow

Blue

red

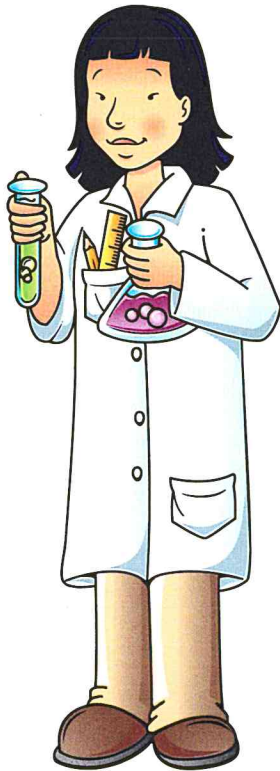
yellow

blue

FACTOID

Marie Curie was a famous scientist.

Scientist begins with the sound of (s).
Practice writing capital and lowercase s's.



S S S

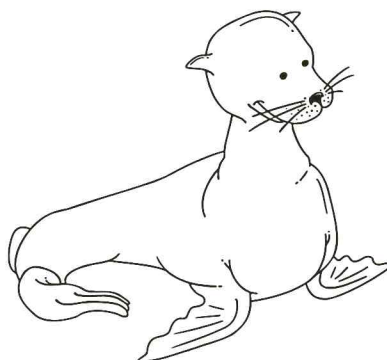
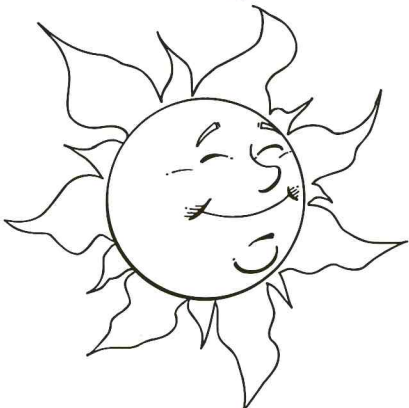
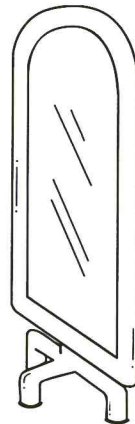
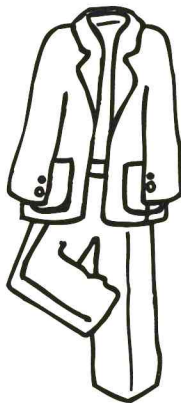
s s s

S S S

s s s



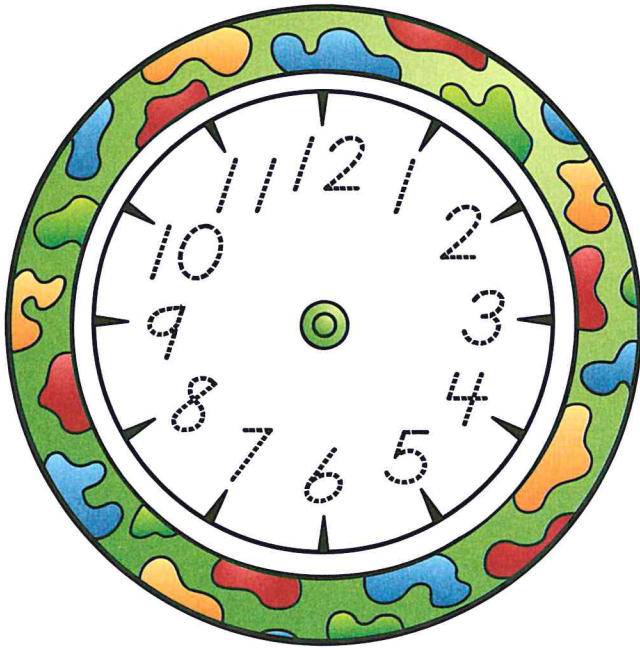
Now color all the objects below that begin with the sound of (s), like scientist.



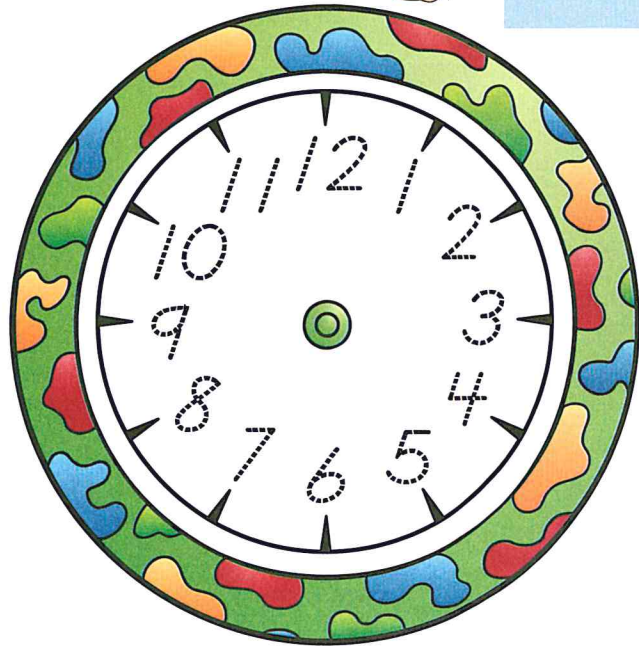
Trace the numbers on the clock. Draw minute and hour hands so the clocks show the correct time. Color the minute hand red. Color the hour hand blue.



Day
2

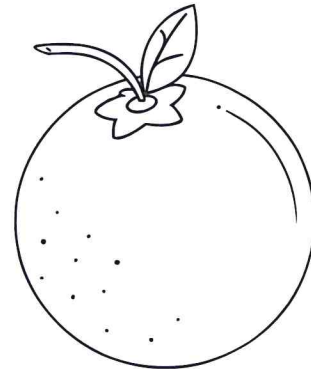
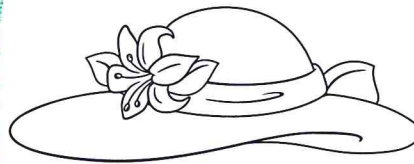
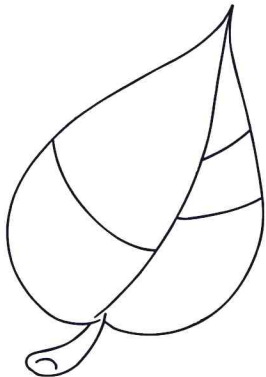


Time to wake up.



Time to go to bed.

Trace the words and color the pictures with the matching crayon color.



Green

Purple

Orange

green

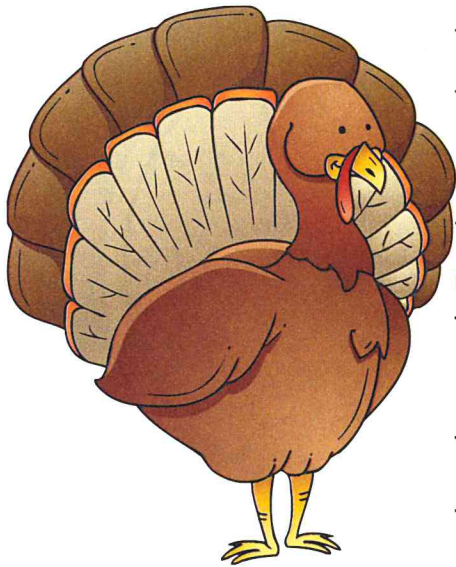
purple

orange

Turkey begins with the sound of (t).
Practice writing capital and lowercase **t**'s.

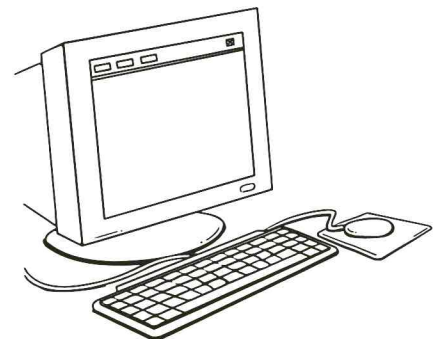
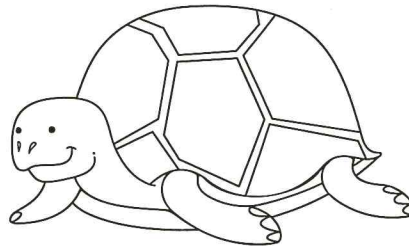
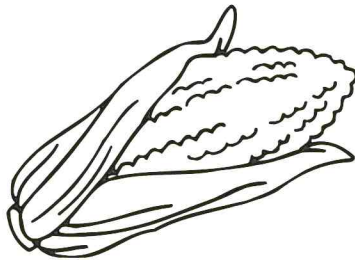
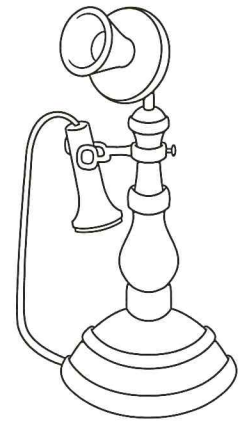
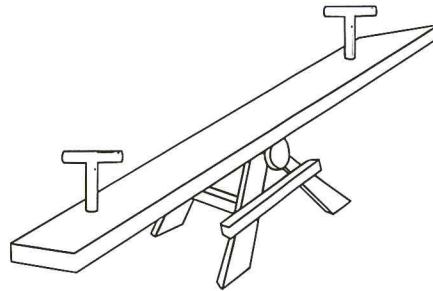
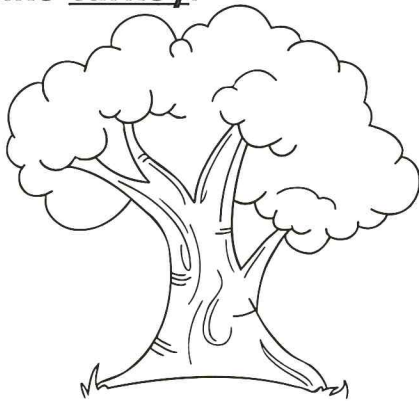
FACTOID

Benjamin Franklin wanted the turkey to be America's national symbol.

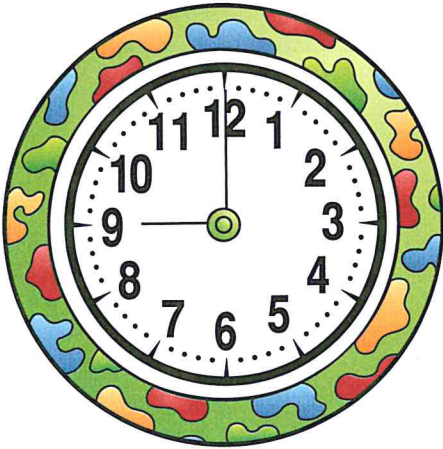


Handwriting practice lines for the letter 't'. The first row shows a solid uppercase 'T' followed by two dashed 'T's for tracing. The second row shows a solid lowercase 't' followed by two dashed 't's for tracing. The third row shows three dashed uppercase 'T's for tracing. The fourth row shows three dashed lowercase 't's for tracing. A small cartoon boy is sitting at a desk on the right side of the lines.

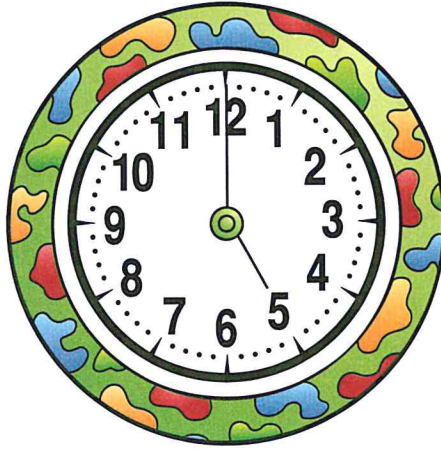
Now color all the objects below that begin with the sound of (t), like **turkey**.



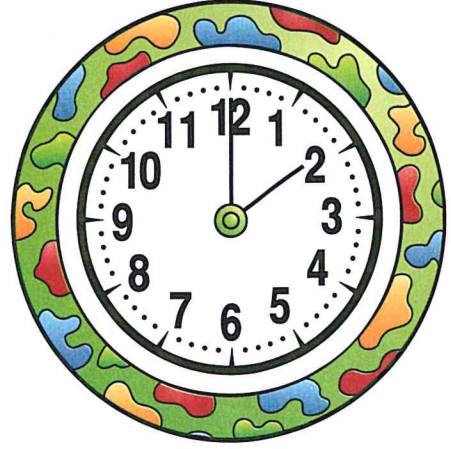
What time is it? Look at each clock and write the time it shows.



_____ : _____

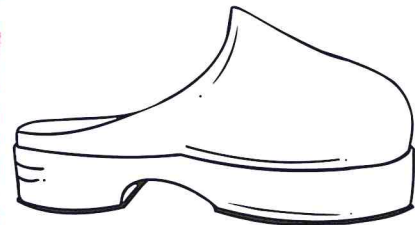
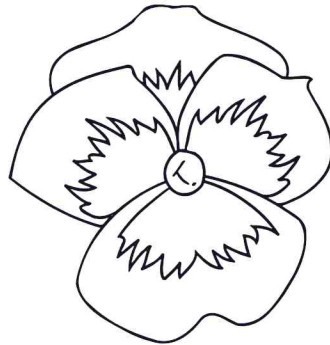
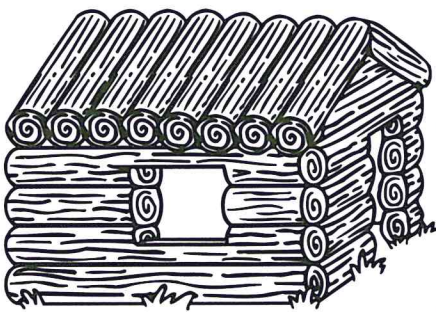


_____ : _____



_____ : _____

Trace the words and color the pictures with the matching crayon color.



Brown

Violet

Black

brown

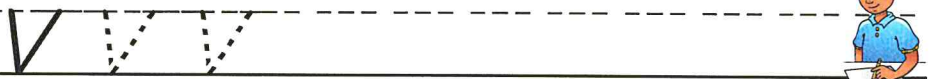
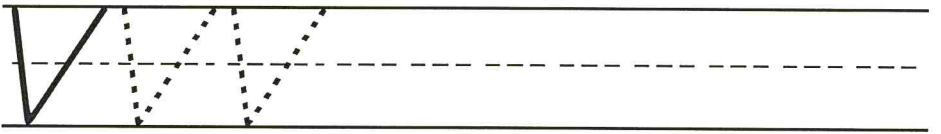
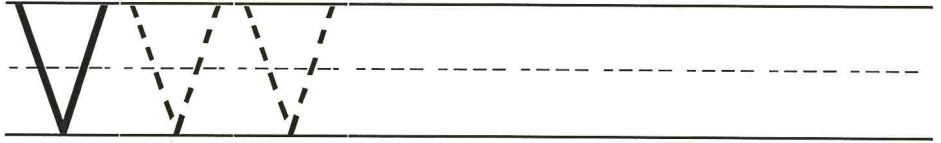
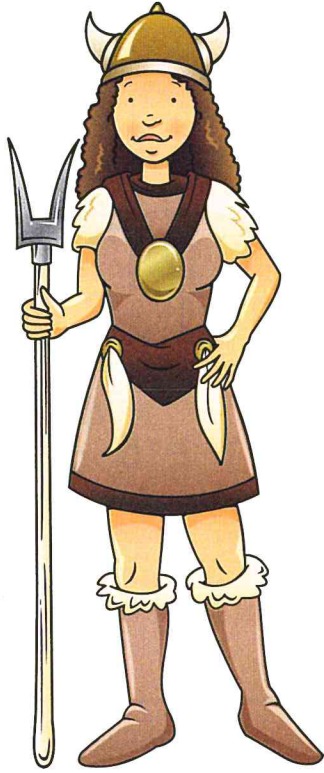
violet

black

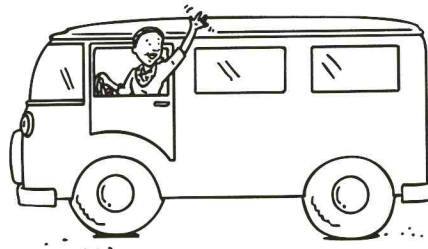
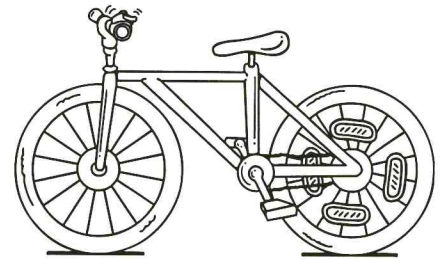
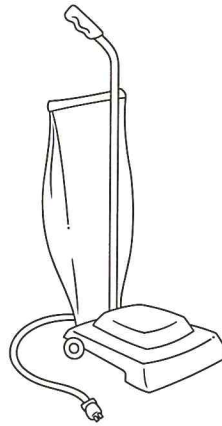
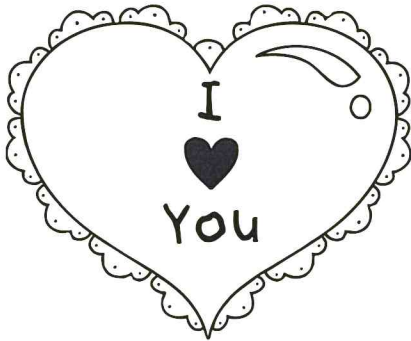
FACTOID

Vikings drank out of horns. They had to be careful not to spill.

Viking begins with the sound of (v).
Practice writing capital and lowercase **v**'s.

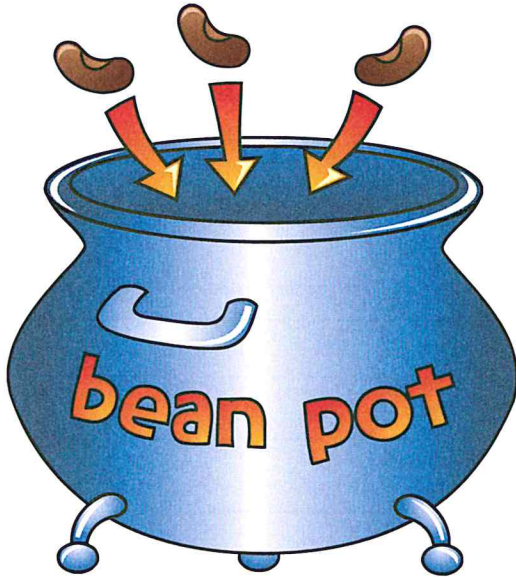


Now color all the objects below that begin with the sound of (v), like **Viking**.



How many beans are in the pot?

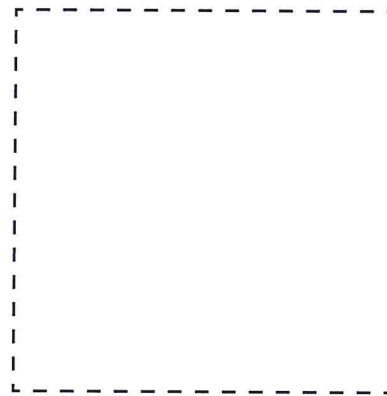
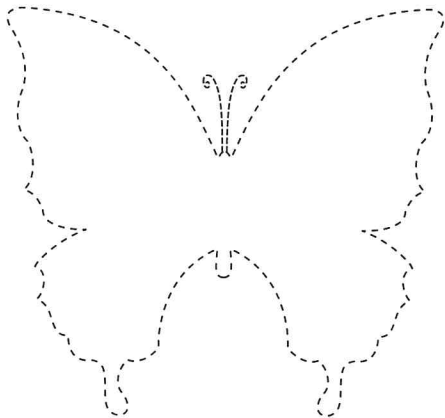
Materials needed: Beans for counting. Put the number of beans in the pot for each problem; then count to see how many you have altogether!



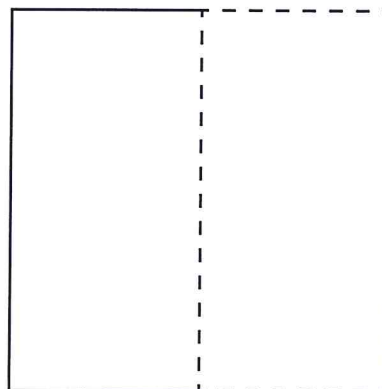
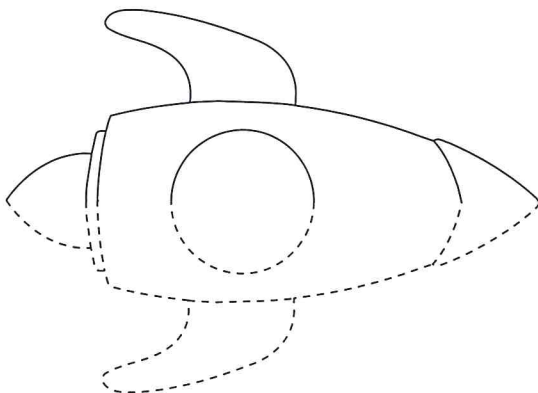
$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

Trace and color the whole picture.



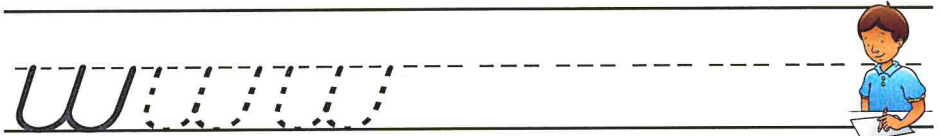
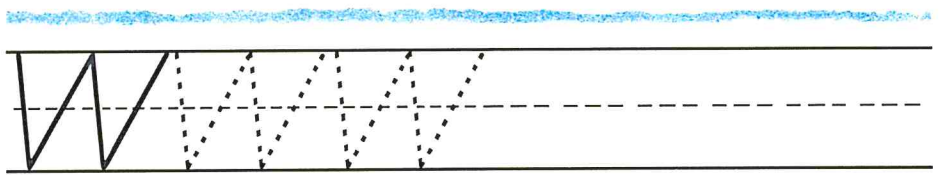
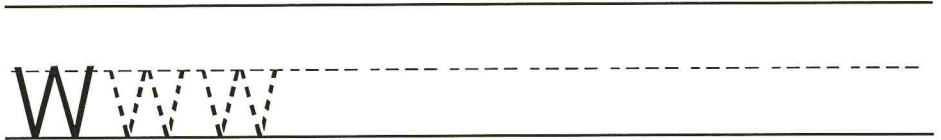
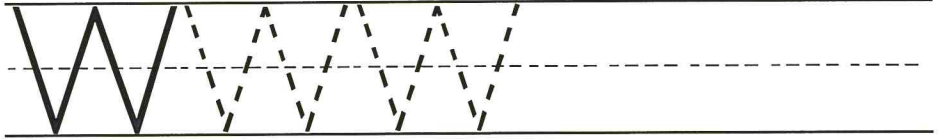
Trace and color the half picture.



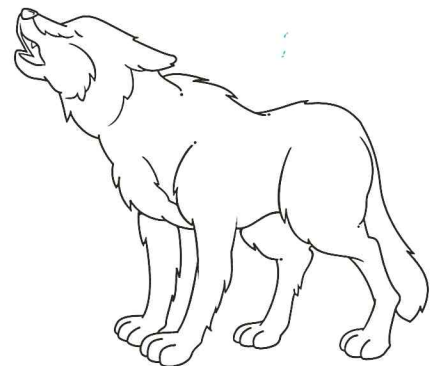
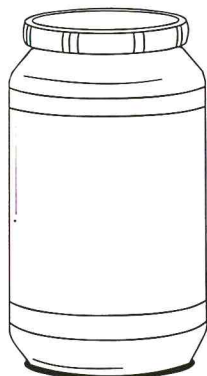
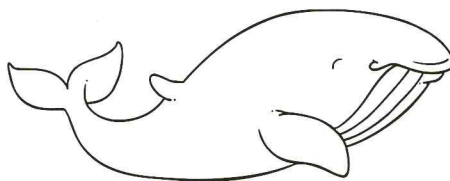
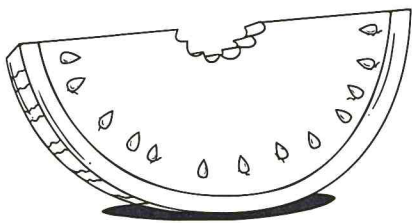
FACTOID

Worms don't have eyes, but they can still recognize light.

Worm begins with the sound of (w).
Practice writing capital and lowercase w's.

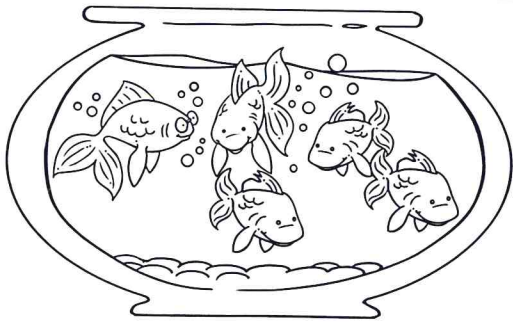
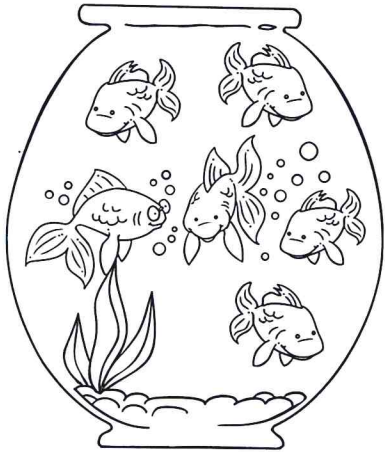


Now color all the objects below that begin with the sound of (w), like worm.



More or less?

1. Color the bowl with fewer fish in it.

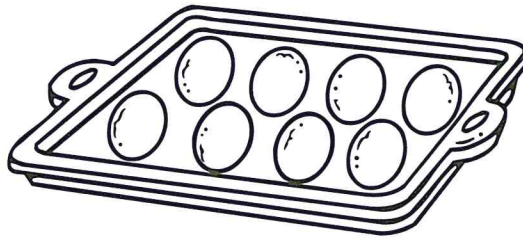
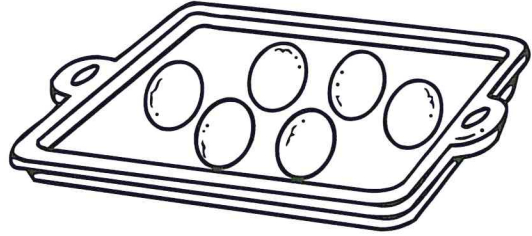


More or less?

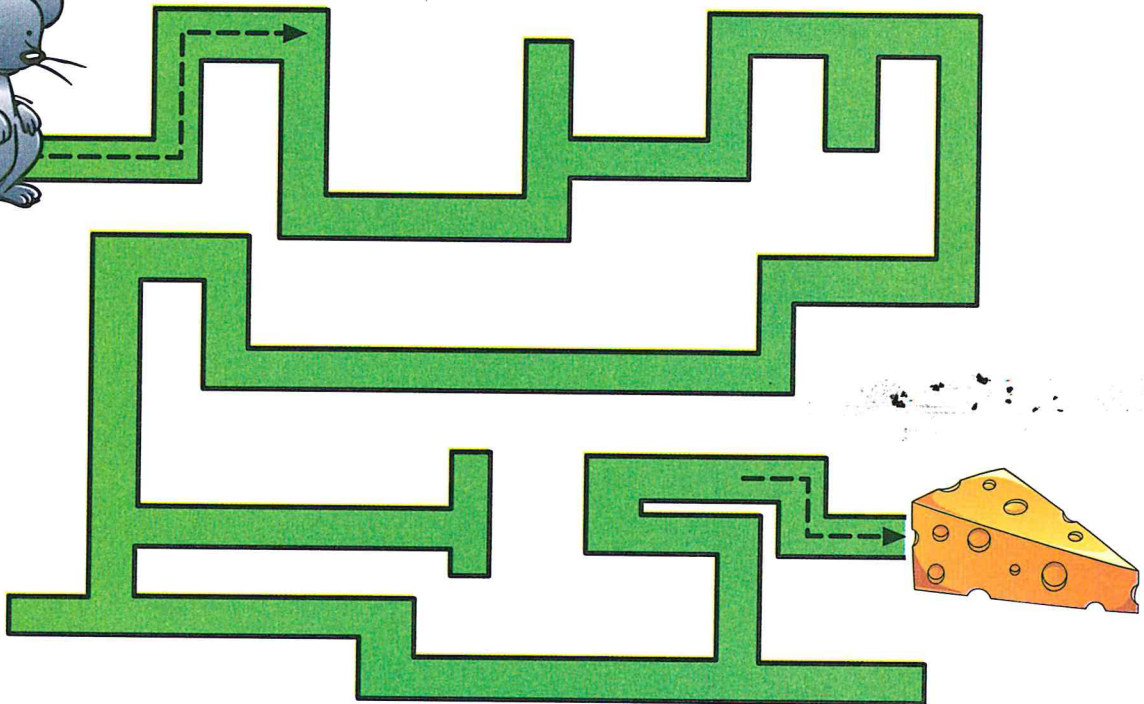
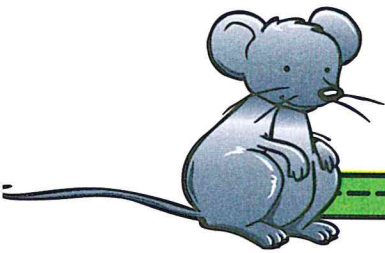
2. Color the pan that has more cookies on it.



Day
5



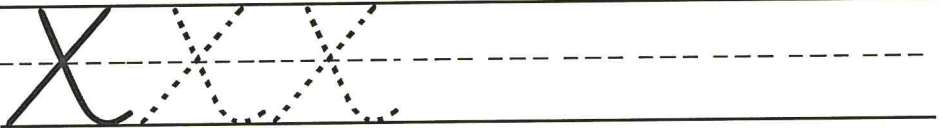
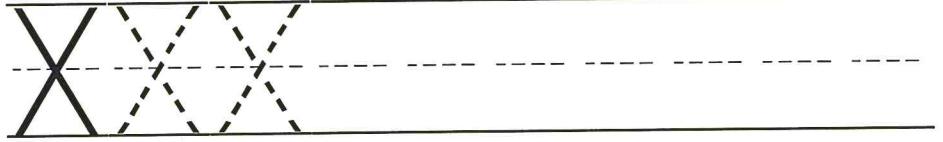
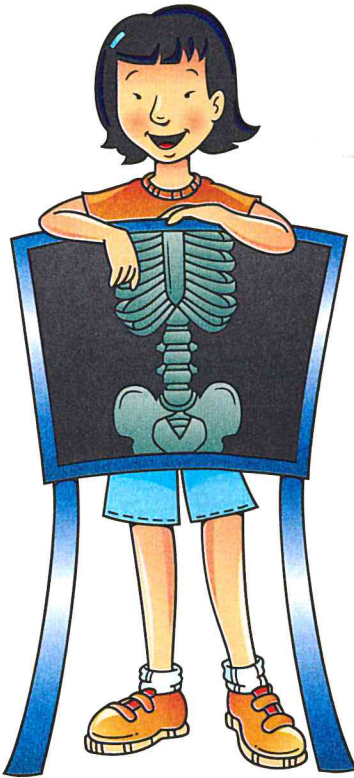
Take the mouse to his cheese.



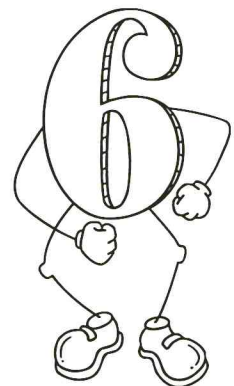
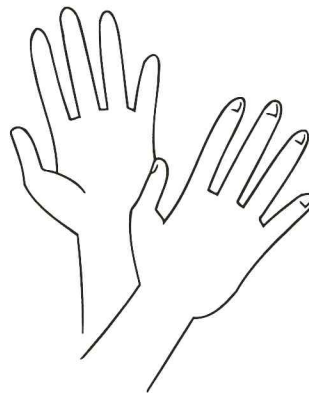
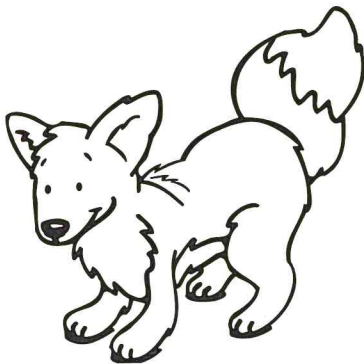
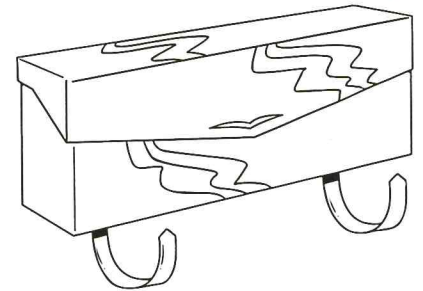
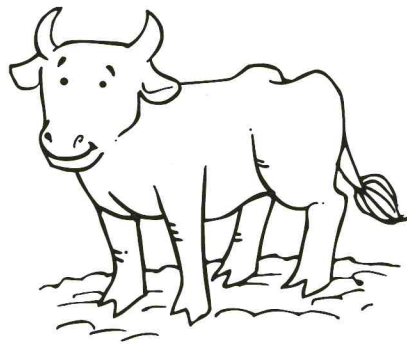
FACTOID

X rays help us see things that normal light can't show us.

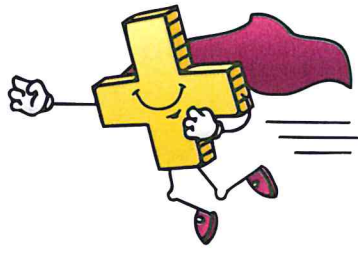
X ray begins with the sound of (x).
Practice writing capital and lowercase **x**'s.



Now color all the objects below that end with the sound of (x), like toolbox.



More practice with addition.

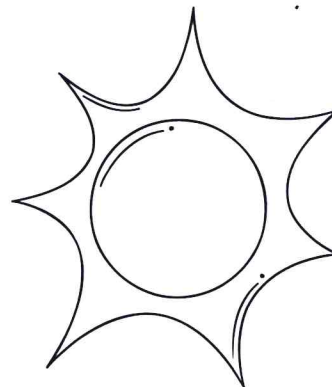
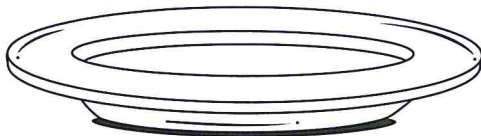
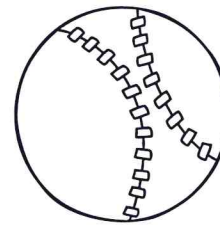
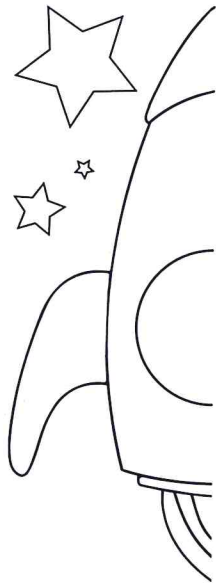
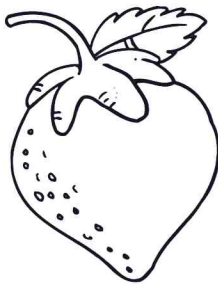
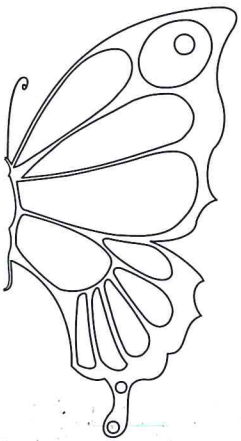


Day
6

5	3	1	2	2	0
+ 0	+ 2	+ 4	+ 2	+ 3	+ 5

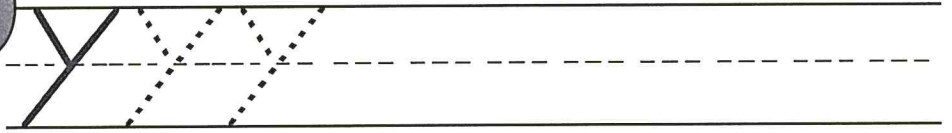
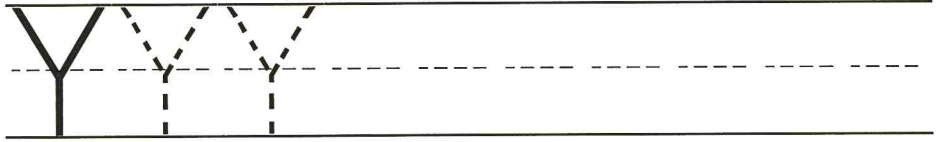
2	4	3	5	0	3
+ 3	+ 0	+ 3	+ 1	+ 3	+ 2

Color the whole pictures red. Color the half pictures blue.

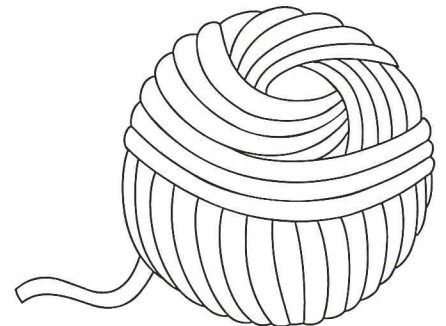
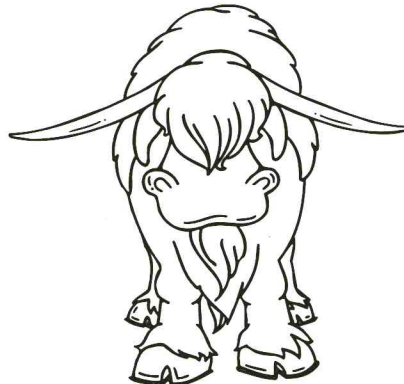
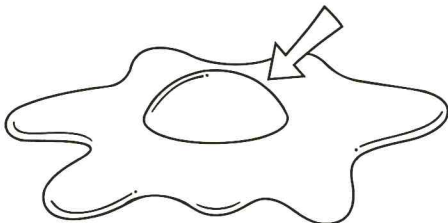
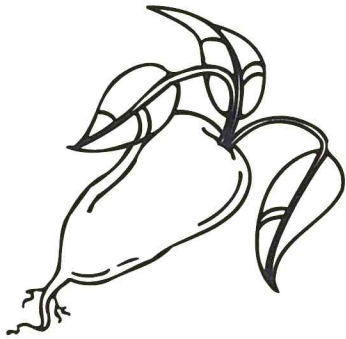


FACTOID

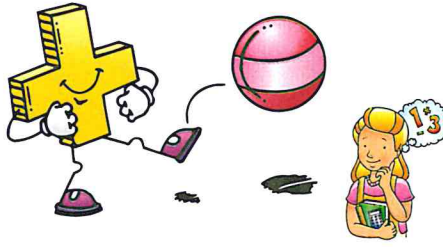
Yankee-Doodle begins with the sound of (y). "Yankee Doodle" was once sung to make fun of Americans, but it didn't work.



Now color all the objects below that begin with the sound of (y), like Yankee-Doodle.



Addition to 5.



Day
7

$3 + 1 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$5 + 0 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

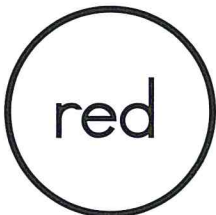
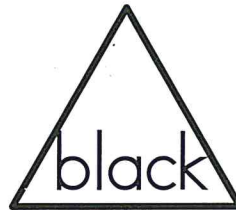
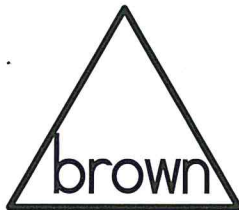
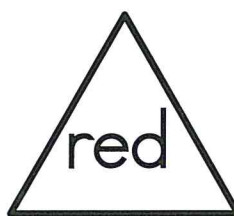
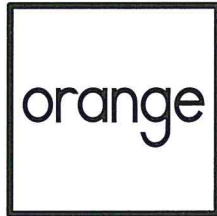
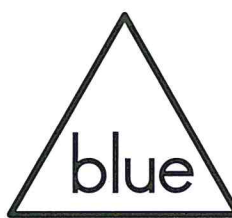
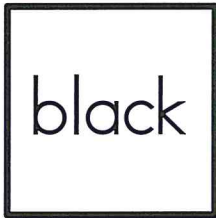
$1 + 1 = \underline{\quad}$

$4 + 0 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

Can you name these shapes? Color them.



FACTOID

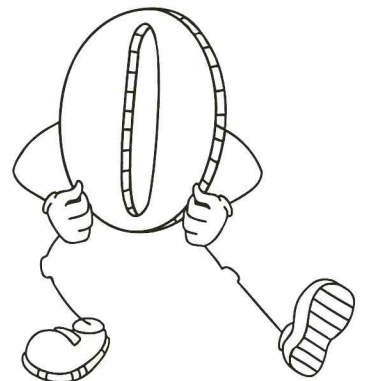
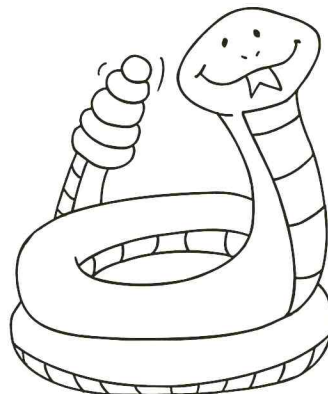
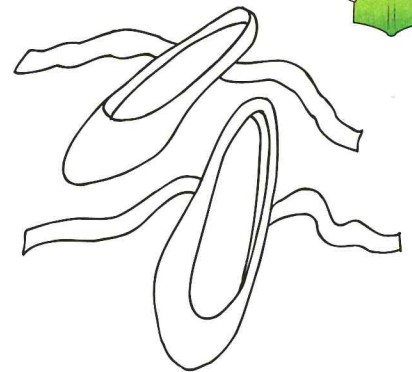
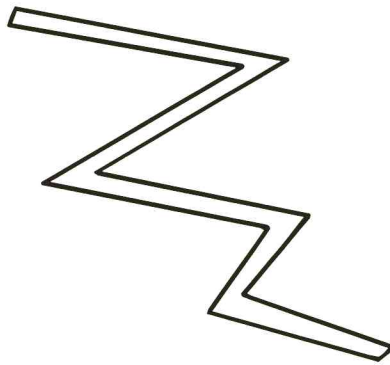
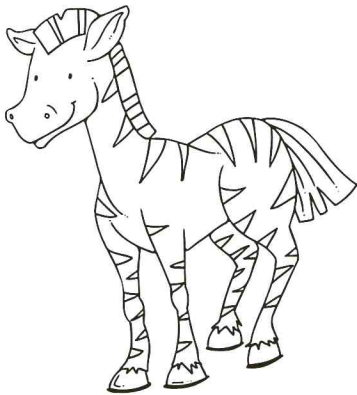
The name "zipper" came from the sound zippers make.

Zipper begins with the sound of (z).
Practice writing capital and lowercase z's.



Handwriting practice lines for the letter 'z'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row shows a solid uppercase 'Z' followed by two dashed uppercase 'Z's for tracing. The second row shows a solid lowercase 'z' followed by two dashed lowercase 'z's for tracing. The third row shows a solid uppercase 'Z' followed by two dotted uppercase 'Z's for tracing. The fourth row shows a solid lowercase 'z' followed by two dashed lowercase 'z's for tracing. A small illustration of a boy writing is in the bottom right corner of the practice area.

Now color all the objects below that begin with the sound of (z), like zipper.

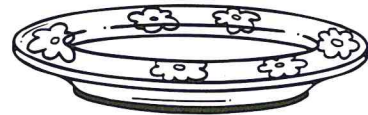
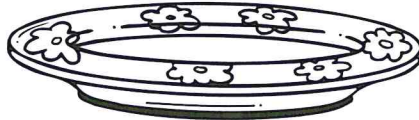


Longest or shortest? Largest or smallest?

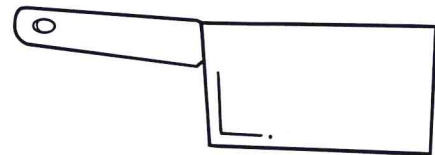
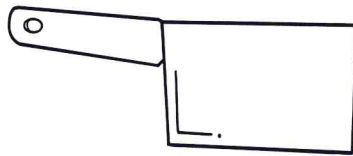
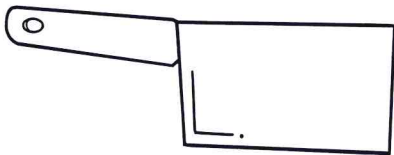
Day
8



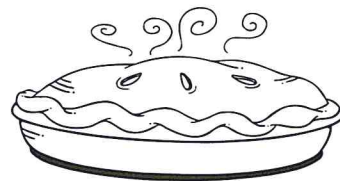
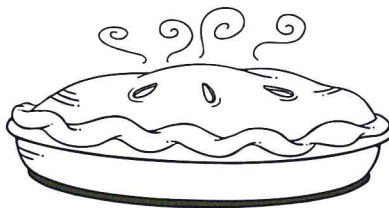
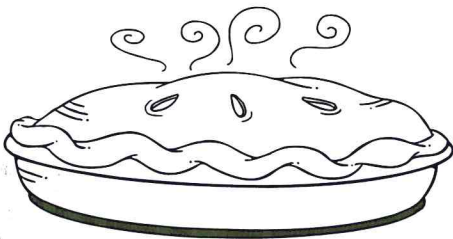
1. Color the largest plate.



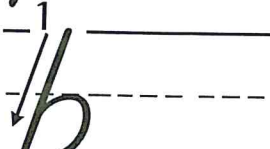
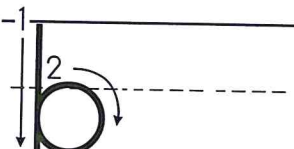
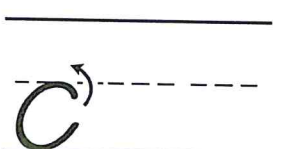
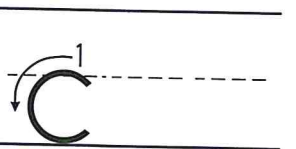
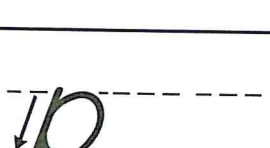
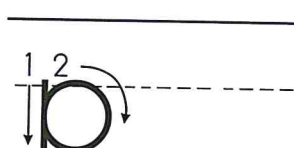
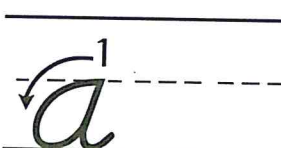
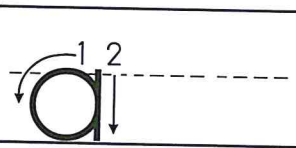
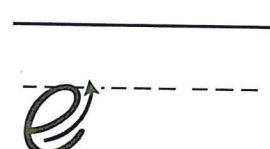
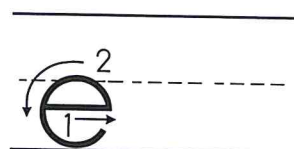
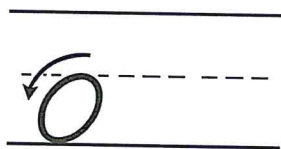
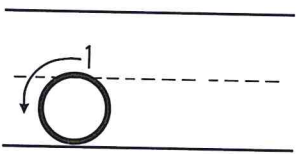
2. Color the shortest knife.



3. Color the largest pie yellow and the smallest pie brown.



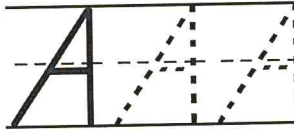
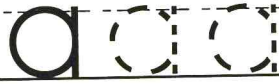
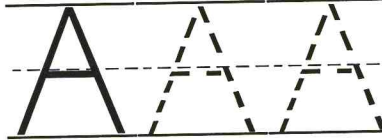
Write some letters again for added practice! These are all circle letters. Don't let p and b fool you—the lines go in different places!



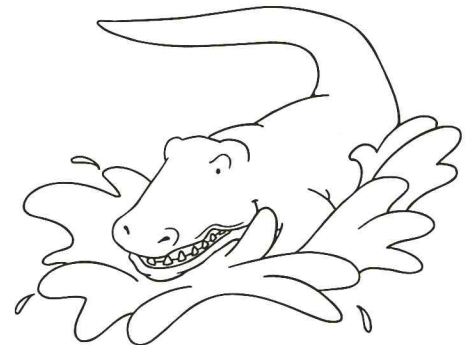
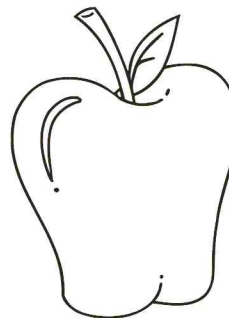
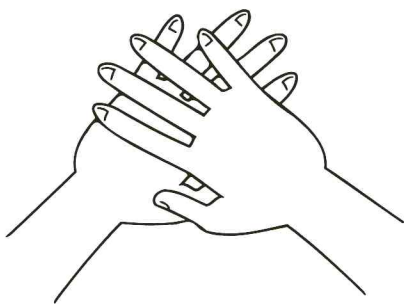
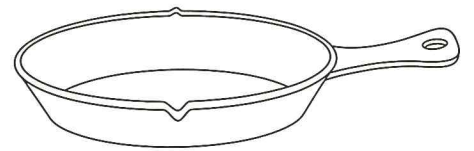
FACTOID

Ants can lift twenty times their own weight.

Ant begins with the short a (ă) sound.
Practice writing capital and lowercase a's.

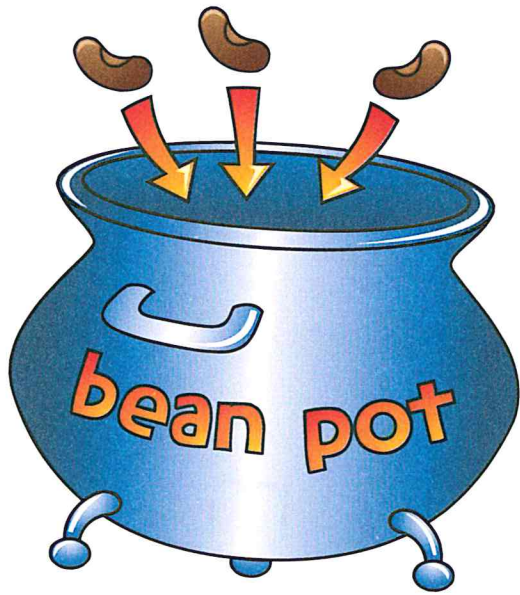


Now color all the objects below that begin with or have the short a (ă) sound, like ant.





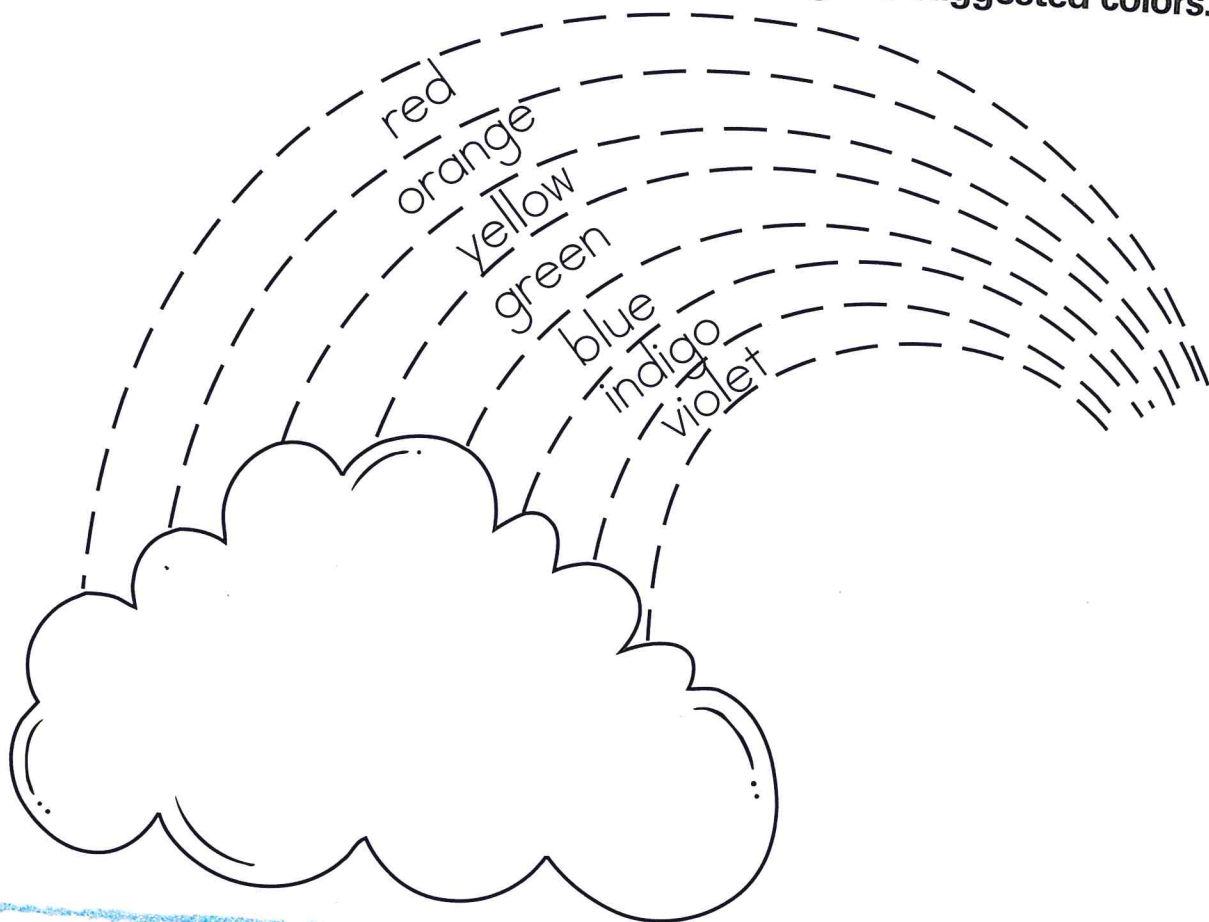
For each problem, put beans in the pot equal to the top number. Take out beans equal to the bottom number. How many beans are left in the pot? Write your answer below the problem.



$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$
--	--	--	--

$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$
--	--	--	--

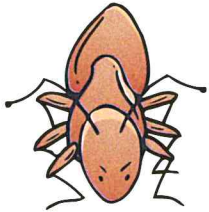
Make a rainbow by tracing the lines and coloring the suggested colors.



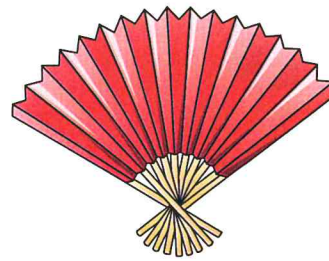
Say the name of each object and write in the missing short a (ă) sound.



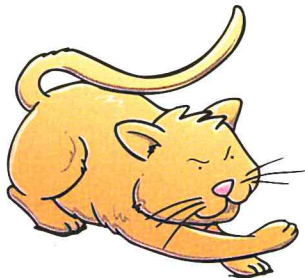
EXAMPLE:



ant



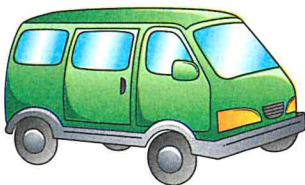
fan



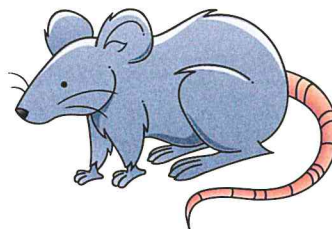
cat



map



van



rat

We can read words with the short a (ă) sound.



m → a → n

man

ant



sad

ran

bag

can

had

tag

Reading the words means putting the sounds together!

Subtraction is easy when you use counters.

Day
10

$$\begin{array}{r} 2 \text{ ★ } \cancel{\text{★}} \\ - 1 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \text{ ★ } \cancel{\text{★}} \cancel{\text{★}} \\ - 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5 \text{ ★ } \cancel{\text{★}} \cancel{\text{★}} \cancel{\text{★}} \\ - 3 \\ \hline \square \end{array}$$



$$\begin{array}{r} 5 \\ - 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \square \end{array}$$

Color by number.

1 = Gray
2 = Blue
3 = Brown

4 = Purple
5 = Black
6 = Yellow
7 = Green

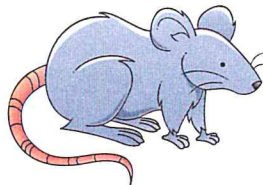
8 = Pink
9 = Red
10 = Orange



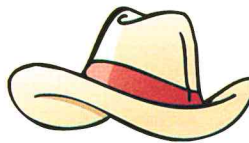
Say the name of each object and write the letter sounds you hear to spell each word.

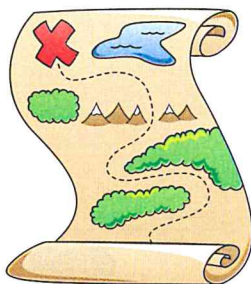


EXAMPLE:



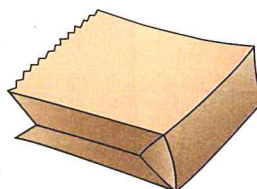
rat











Now sound out and read these short a (ă) sentences. Practice reading them fast. The is a sight word. Sight words cannot be sounded out.



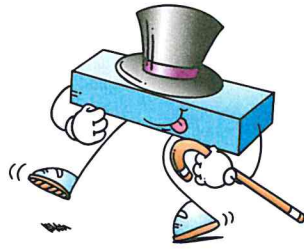
1. The cat ran and ran.

2. The sad rat sat and sat.

3. Sam has a map. Max has a hat.

4. The fat man has a map.

Subtraction to 5.



Day
11

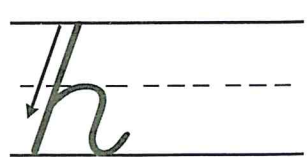
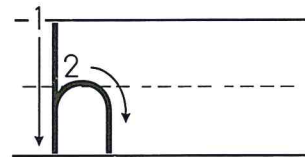
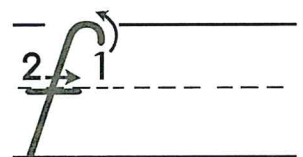
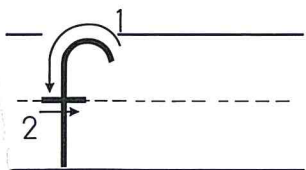
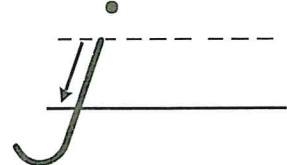
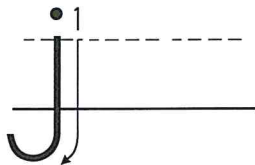
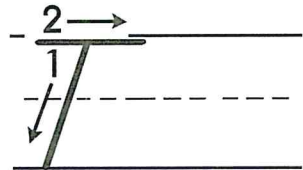
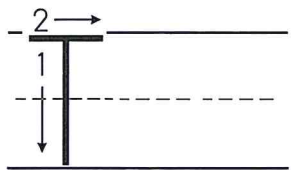
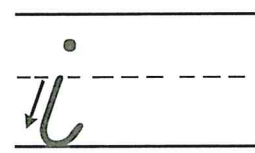
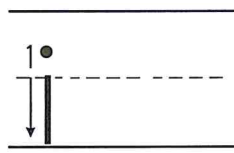
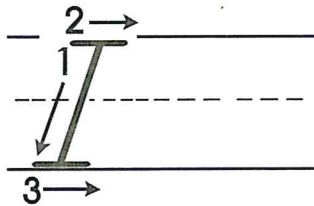
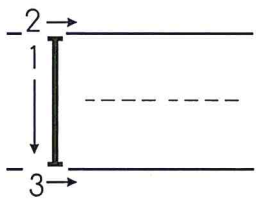
$3 - 1 = \underline{\quad}$ $3 - 2 = \underline{\quad}$ $4 - 2 = \underline{\quad}$

$4 - 1 = \underline{\quad}$ $5 - 4 = \underline{\quad}$ $5 - 3 = \underline{\quad}$

$2 - 1 = \underline{\quad}$ $4 - 3 = \underline{\quad}$ $4 - 0 = \underline{\quad}$

$2 - 2 = \underline{\quad}$ $3 - 3 = \underline{\quad}$ $5 - 2 = \underline{\quad}$

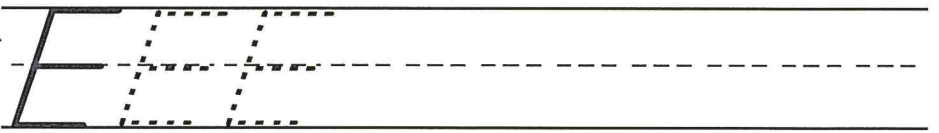
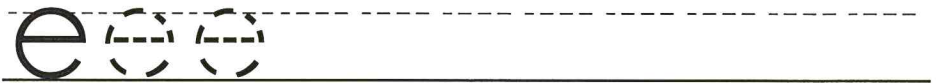
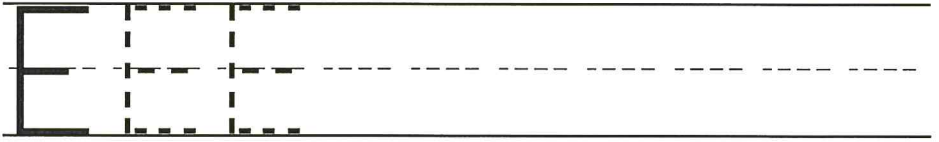
Straight letters are fun to make. Just be sure they stand tall within the lines.



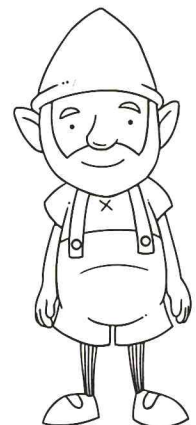
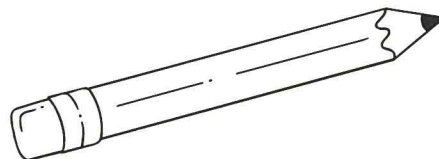
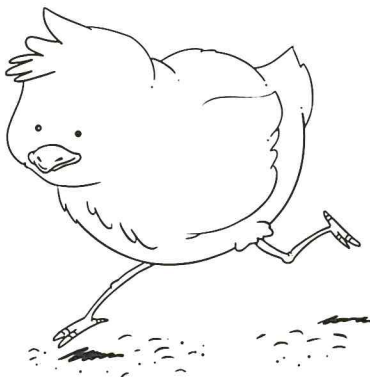
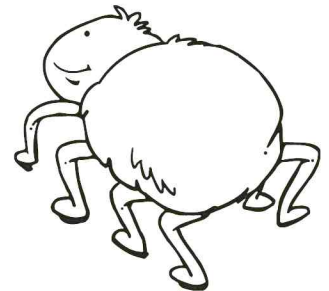
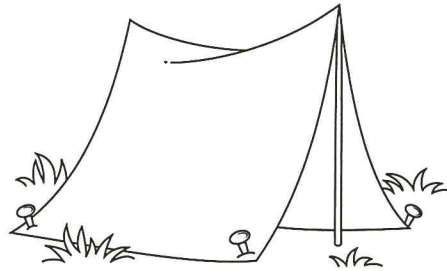
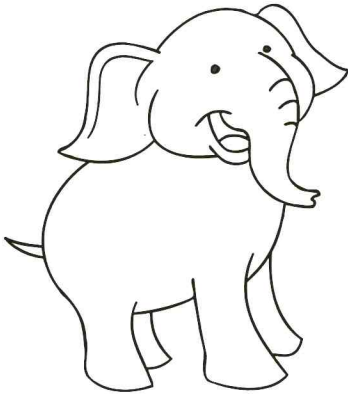
FACTOID

Eskimo begins with the short e (ĕ) sound.
Practice writing capital and lowercase e's.

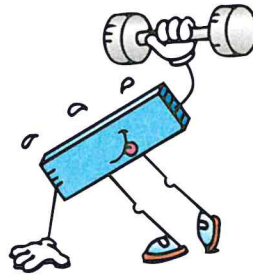
Eskimos usually only used igloos when they were traveling.



Now color all the objects below that begin with or have the short e (ĕ) sound, like Eskimo.



More practice with subtraction.



Day
12

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

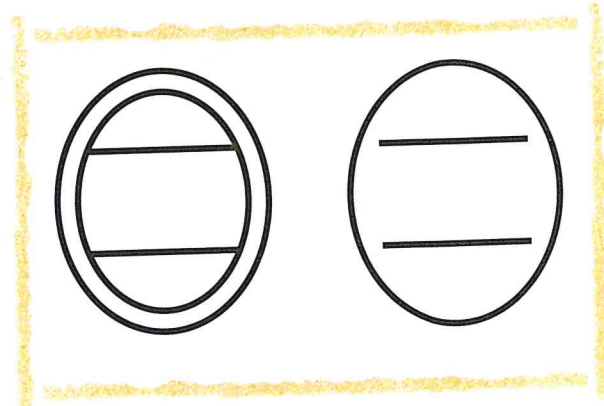
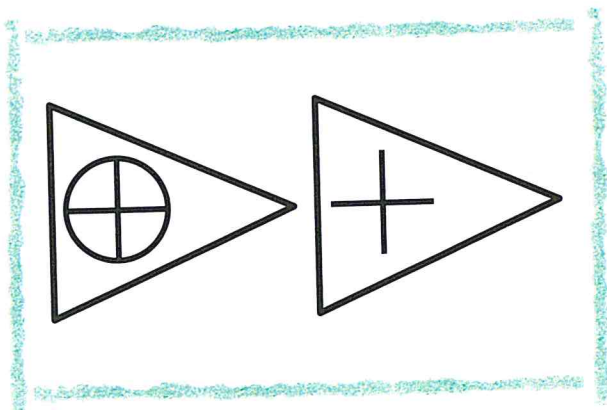
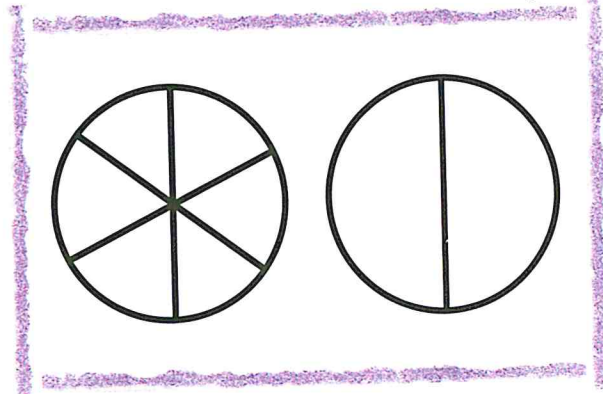
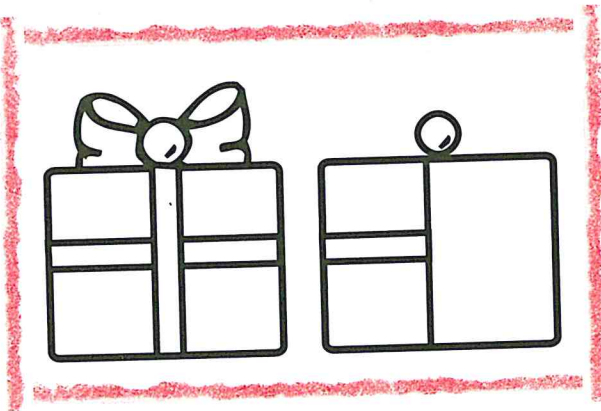
$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

Make the second drawing in each box look just like the first one.



Say the name of each object and write in the missing short e (ě) sound.



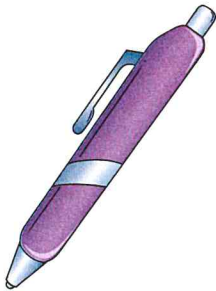
EXAMPLE:



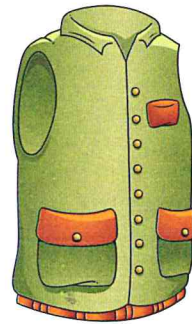
b_e_ll



t__nt



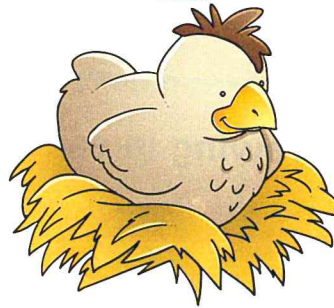
p__n



v__st

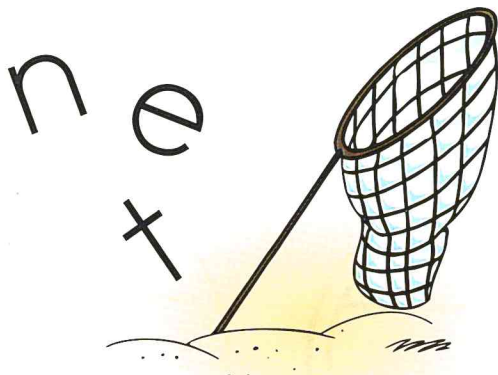


__gg



n__st

We can read words with the short e (ě) sound.



Catch these words!

pet

ten

den

jet

men

bed

web

hen

Circle the numbers that are exactly like the number in the first box of each row.

Day
13



12

21 12 15 12 51 12 21 12

96

96 69 69 86 96 66 96 96

54

55 54 45 43 54 45 54 52

71

71 17 71 11 71 71 17 71

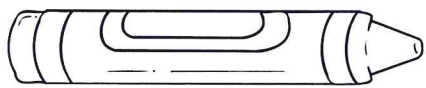
35

53 55 35 35 33 35 53 35

23

28 23 32 23 35 23 23 32

Make your own color chart. Color the crayons the following colors.



red



blue



yellow



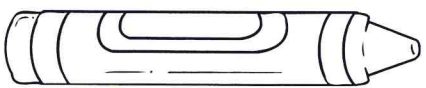
green



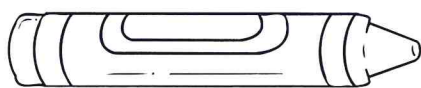
purple



orange

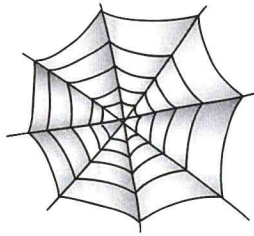


brown

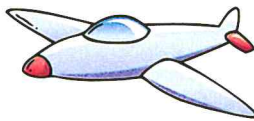
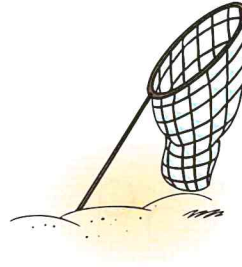


black

Say the name of each object and write the letter sounds you hear to spell each word.



web



10



Now sound out and read these short vowel sentences. Practice reading them fast. The is a sight word. Sight words cannot be sounded out.

1. The TV set is off, and Jed is in his bed.

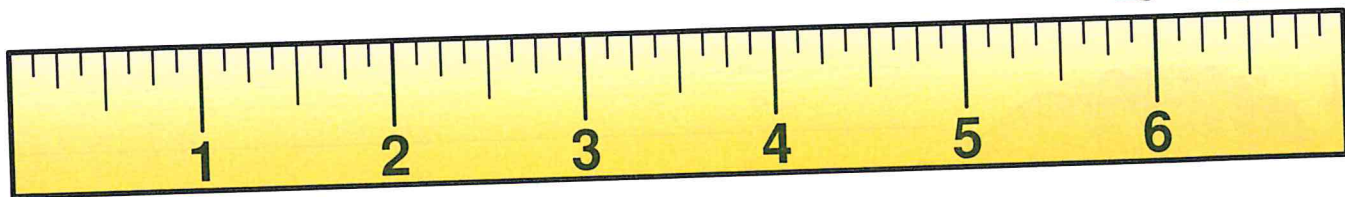


2. Peg has the mumps.

3. Ben sends Peg a gift.

We use a ruler to measure things. This ruler measures inches.

Day
14



How many inches long do you think these lines are?

EXAMPLE:

4 inches



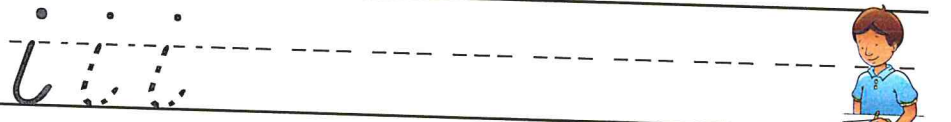
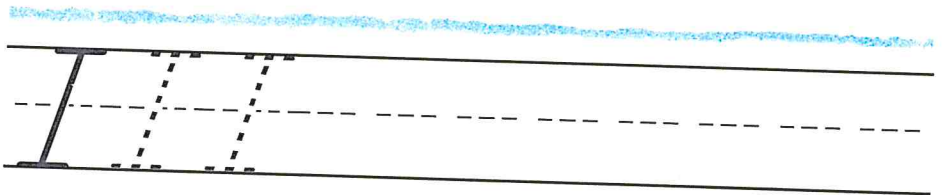
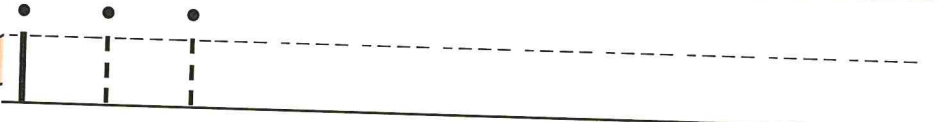
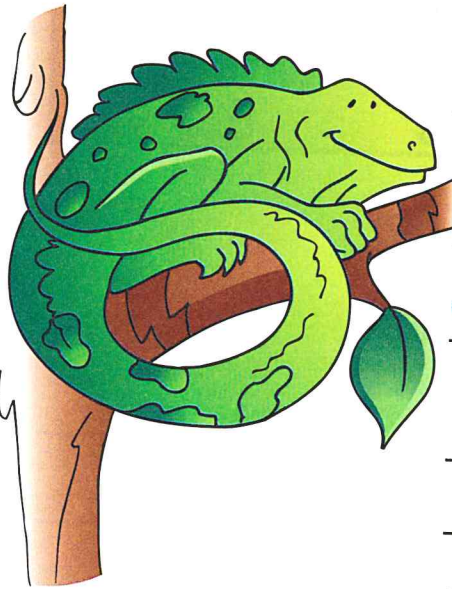
Practice writing your name on these lines. All three lines are different sizes!



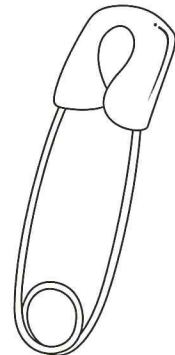
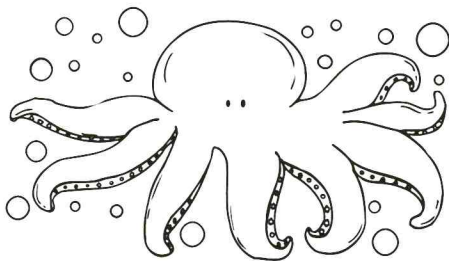
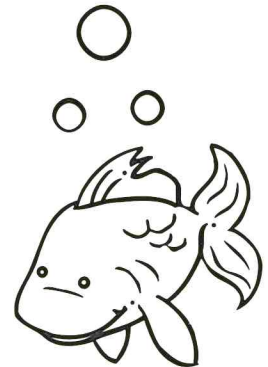
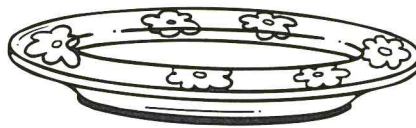
Iguana begins with the short i (ĭ) sound.
Practice writing capital and lowercase i's.

FACTOID

Iguanas can grow to be over six feet long.

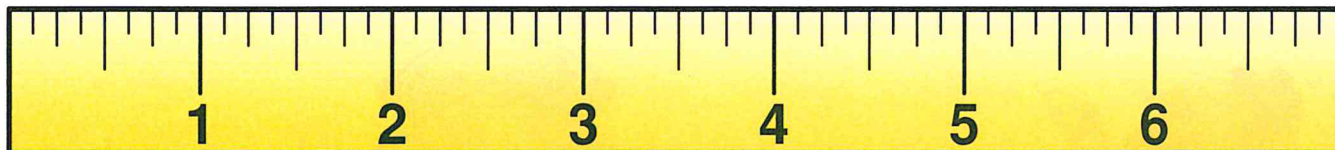


Now color all the objects below that begin with or have the short i (ĭ) sound, like iguana.



Measuring with a ruler is lots of fun. Make your own lines showing the correct inches.

Day
15



3 inches

5 inches

6 inches

4 inches

Draw a line to match the number to the correct group of pictures.



1 one



2 two



3 three



4 four



5 five



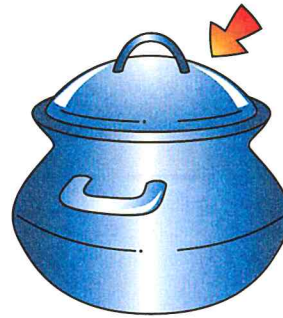
Say the name of each object and write in the missing short i (i) sound.



EXAMPLE:



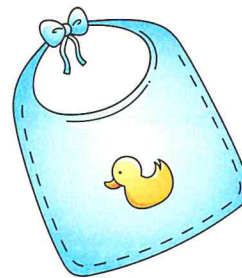
w_i_g



l_d



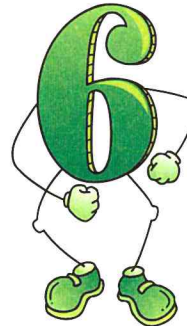
m_lk



b_b



sh_p



s_x

We can read words with the short i (i) sound.



Swimming in a pool of words.

him

hid

did

win

in

it

sit

is

When we count pennies, we count by 1s. If you can, use a real penny to cover each picture as you count. Write the total amount in the blank at the end of each row.



Row 1: Five pennies. _____ ¢

Row 2: Six pennies. _____ ¢

Row 3: Four pennies. _____ ¢

Circle the design that is exactly the same as the design in first box of each row.



Row 1: Four identical six-pointed stars with blue and orange triangles.

Row 2: Four identical purple diamonds with internal lines.

Row 3: Four identical squares with a green and light green checkerboard pattern.

Row 4: Four identical circles with a pink triangle inside.

Row 1: Four identical purple triangles pointing down.

Row 2: Four identical hexagons with purple and yellow triangles.

Row 3: Four identical blue trees.

Row 4: Four identical hourglass shapes with yellow circles and a yellow square.

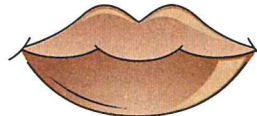
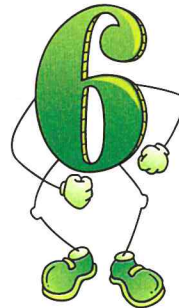
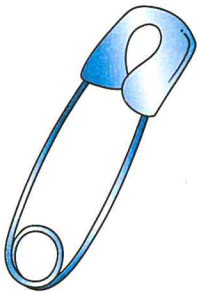
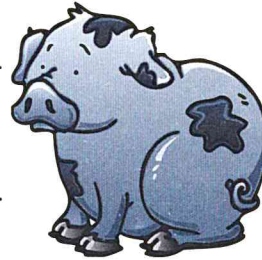
Say the name of each object and write the letter sounds you hear to spell each word.



EXAMPLE:



fish



Now sound out and read these short i (ĭ) sentences. Practice reading them fast. The is a sight word. Sight words cannot be sounded out.



1. Jim hid the lid in a bag.
2. Will the lid fit the tin can?
3. The big fat cat did a flip.
4. Tim will show the big pig to Jill.

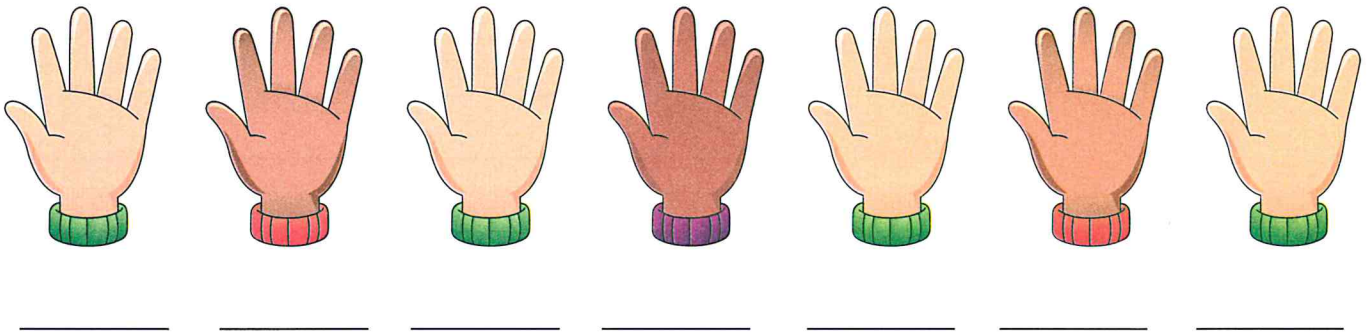
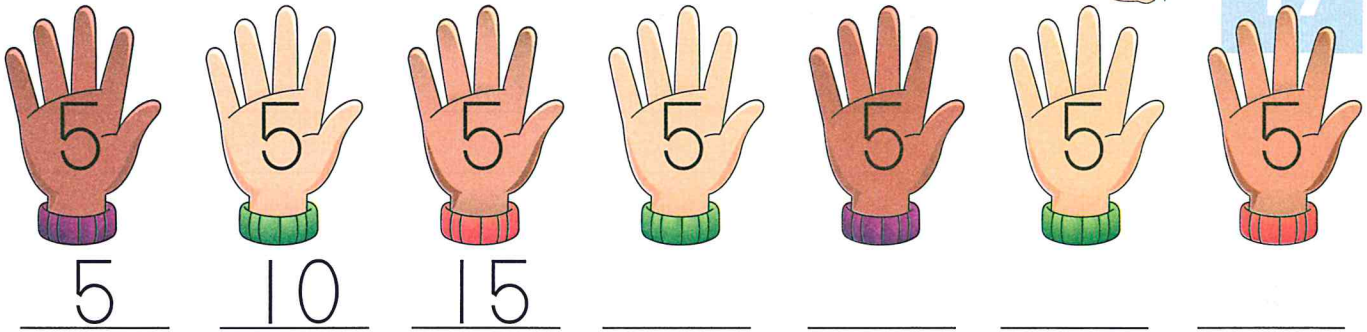
Counting by 5s can be fun when you use your fingers.



Day

17

EXAMPLE:



Count out loud: 5—10—15—20—25—30—35—40—45—50
55—60—65—70—75—80—85—90—95—100

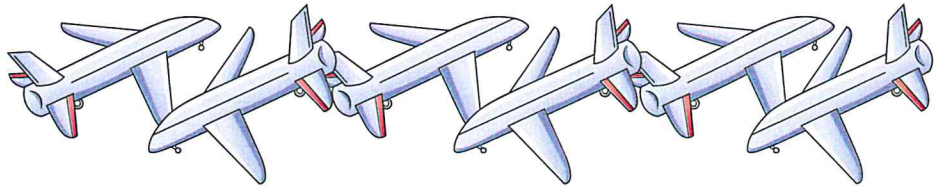
Draw a line to match the number to the correct picture.



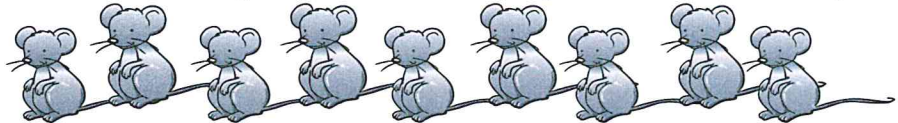
6 six



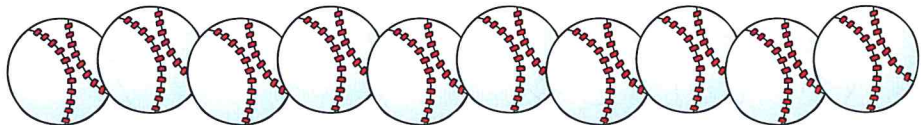
7 seven



8 eight



9 nine



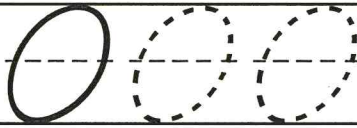
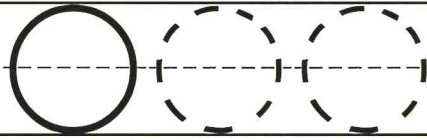
10 ten



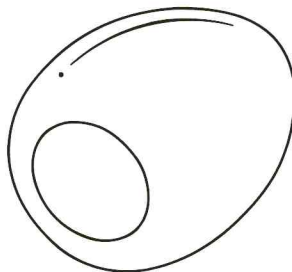
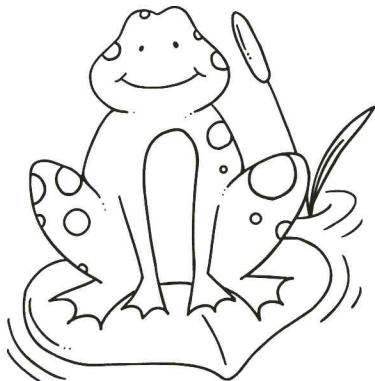
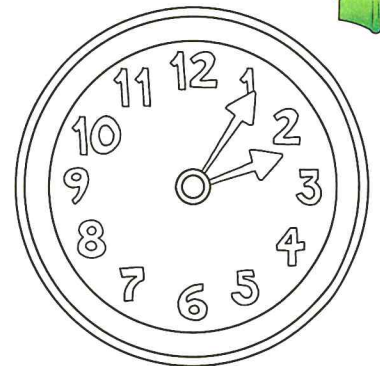
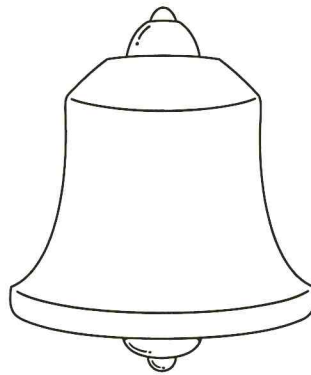
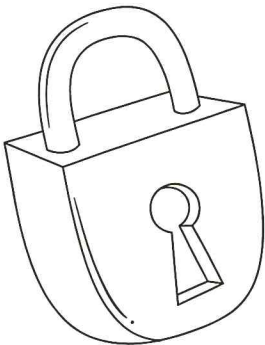
FACTOID

Ostrich begins with the short o (ō) sound.
Practice writing capital and lowercase o's.

Ostriches only have two toes on each foot.



Now color all the objects below that begin with or have the short o (ō) sound, like ostrich.



When we count nickels, we count by 5s. If you can, use a real nickel to cover each picture as you count. Write the total amount in the blank at the end of each row.

Day
18



_____ ¢



_____ ¢



_____ ¢

Crossword Puzzle. Fill in the squares with the picture word.



EXAMPLE:



d
o
g





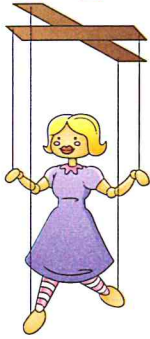


10

Say the name of each object and write in the missing short o (ö) sound.



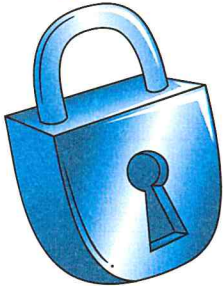
EXAMPLE:



d_o_ll



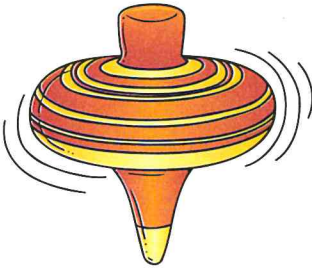
cl__ck



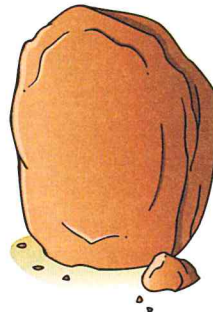
l__ck



sh__p



t__p



r__ck

We can read words with the short o (ö) sound.



These words won't
"outfox" you!

dog

top

hot

fog

box

got

pop

rob

Practice writing to 100 by 10s.



EXAMPLE:

10	10	60
20	20	70
30	30	80
40	40	90
50	50	100
60		
70		
80		
90		
100		

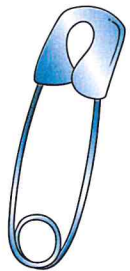
Word Search. Find the words in the box and circle them.



sun



men



pin



sad



hen



up

w	p	i	n	u
s	a	d	c	o
l	f	s	u	n
h	e	n	p	m
t	m	e	n	b

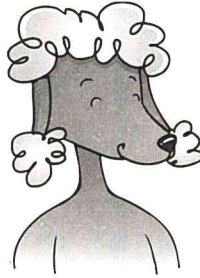
Say the name of each object and write the letter sounds you hear to spell each word.



EXAMPLE:



jog











Now sound out and read these short vowel sentences. Practice reading them fast. The is a sight word. Sight words cannot be sounded out.

1. The frog can jump on top of the box.



2. The fox, dog, and rat ran in the hot sun.

3. The hog sat on a rock.

When we count dimes, we count by 10s. If you can, cover each picture with a real dime as you count. Write the total amount in the blank at the end of each row.



_____ ¢



_____ ¢



_____ ¢

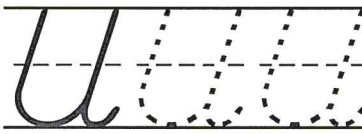
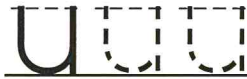
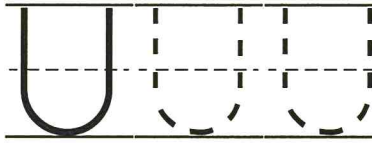
Do you know the days of the week?



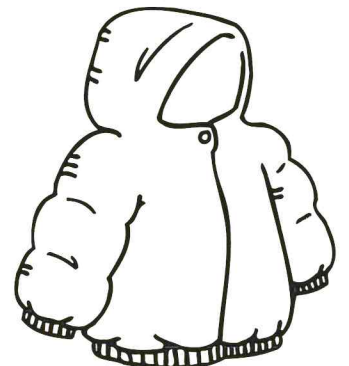
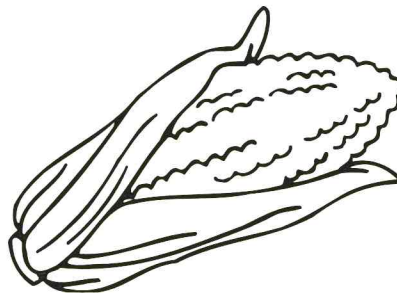
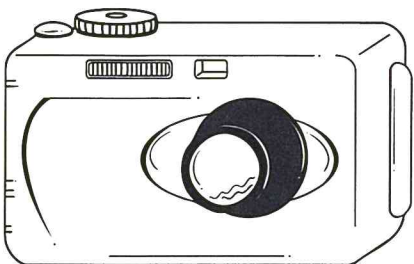
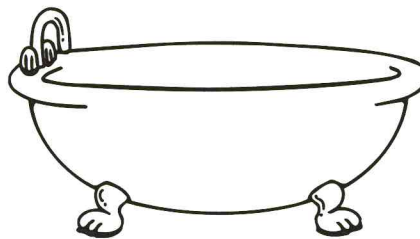
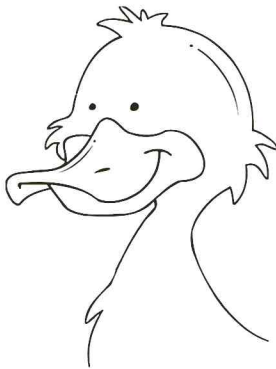
- Put an S at the top of the first column for Sunday, an M for Monday, and so on.
- Label the dates on the calendar to match your birthday month this year. _____
- What day does the month start on? _____
- Mark your birthday on the calendar with a star.
- Are there any other holidays in your birthday month? If so, mark them on the calendar, too.

FACTOID

Umbrella begins with the short u (ŭ) sound. **Umbrella** comes from the Latin word for "shadow" or "shade."
Practice writing capital and lowercase u's.



Now color all the objects below that begin with or have the short u (ŭ) sound, like umbrella.



Constellation Experiment



Create Your Own Planetarium

How can you make a star pattern on your ceiling?

Materials:

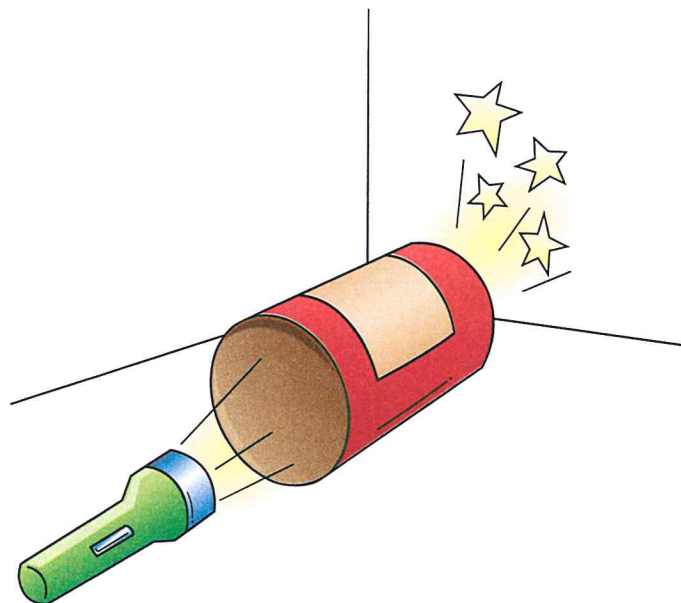
oatmeal box
flashlight
pencil
star chart

Procedure:

Look at a star chart and see the different constellations. Choose a constellation or constellations that you would like to create. Punch holes in the bottom of your oatmeal box with a sharp pencil. You may create your own star pattern or use one from the star chart. When you have finished, darken the room. Make the star pattern appear on the ceiling or wall by shining a flashlight through the open end of the oatmeal box.

Questions:

1. When can you see the stars in the sky? _____
2. What else can you see in the sky at night? _____



Days, Months, Seasons Experiment



Day Turns to Night, Night Turns to Day

Why is there day and night?

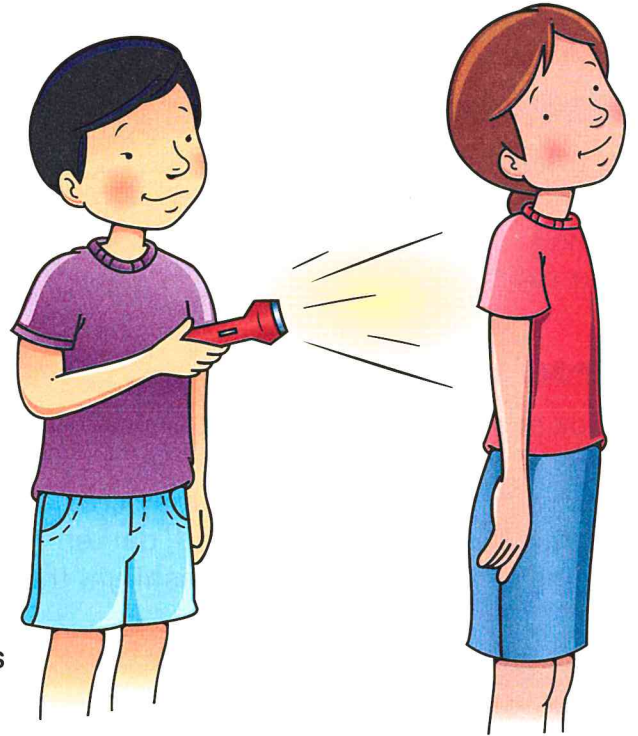
Materials:

flashlight

Procedure:

The sun, which is always shining, creates the light that causes daylight. The earth turns in circles, and when our side of the earth is away from the sun, it is nighttime for us.

Have one person (the sun) stand still and shine a flashlight toward a second person (the earth). Turn off the lights and darken the room as much as possible. Have the second person stand with his or her back to the flashlight. It is night for this person because he or she is facing away from the sun. Have the second person turn slowly clockwise until the light is shining on him or her. It is now daytime for that person because he or she is facing the sun. Have the second person continue to rotate until it is night again. It takes the earth one day to complete a turn.



Questions:

1. When the person was facing away from the flashlight, was it like day or night? _____
2. When the person was facing the flashlight, was it like day or night? _____
3. Why do we have day and night? _____