

Dear Kindergarteners,

I am so happy that you will begin kindergarten in August. I am looking forward to working with you and hope you are excited about coming to Saint Dominic School.

I know that you and your parents will find these activities a fun way to spend time together while practicing the skills that will help you be successful in kindergarten.

Have mom or dad check the school website, saintdominicschoolct.org, for all activities that need to be completed by August 30, 2010.

Enjoy learning! I look forward to seeing you on August 30.

Sincerely,
Your Kindergarten Teacher

Summer Math

Listed below are the four fundamental components to building a strong beginning to your child's math knowledge.

- A. Sorting
- B. Directional and Positional Words
- C. Patterning
- D. Number Sense

Before each group of activities, the component is defined to provide parents with a background on the building blocks for math learning.

A. Sorting is the grouping of items based on their similarities or differences. For children to be able to sort, they need to be aware that items can have different attributes, such as size, color, shape, or use. Children need many different experiences to become proficient at sorting.

Please complete **at least two** sorting activities with your child during the week of **June 28**
Record the activities on the timeline.

- Letter Sort
 1. Gather the Letter Tiles from the literacy learning packet.
 2. Help your child sort the letters into two groups—letters that are in his/her name and letters that are not in his/her name.
- Count the number of letters in your child's name.
- If your child is confident about sorting and letter identification, he/she can be encouraged to sort the letters in other ways. Some suggestions include:
 - Capital letters and lower case letters.
 - Curved letters and straight letters.
 - Letters with circles and letters with no circles.
 - Tall letters and short letters (lowercase only).
- Look for other opportunities for sorting in your daily routines. For example, help your child sort his/her toys as they are put away.

B. Directional and Positional Words are necessary so that children are able to describe the location of objects. Directional and positional words that are important for kindergarten students to understand include *top, middle, bottom, above, below, over, under, before, after, and between*.

Please complete **at least two** directional and positional word activities with your child during the week of **July 12**
Record the activities on the timeline.

- When you give your child directions, incorporate positional words. For example, ask your child to put the book away on the *middle* shelf.
- Use the book, **Where is Petey?** from your resource packet.
 - Have your child describe Petey's location in the book. (i.e. on top of the stool)
 - After reading the book ask your child to draw the following pictures of Petey:
 - Under the bed
 - In the shed
 - In the tub
 - Behind the door

C. Patterns are made up of a series of items that repeats. Children look at the relationships among the parts of a pattern and focus on the information that allows them to predict what will come next.

Please complete **at least two** pattern activities with your child during the week of **July 26**
Record the activities on the timeline.

- Bucket Patterns
 1. Color and cut out the bucket cards on the buckets pattern sheet.
 2. Create a simple pattern with the cards (blue bucket, green bucket, blue bucket, green bucket, and so on).
 3. Discuss the sequence with your child.
 4. Encourage your child to predict which color bucket would come next in the pattern.
 5. Give your child the opportunity to use bucket cards to continue the pattern.
- Your child can use other items from your home to create patterns. Buttons, lids, seeds, and shells are some items that could be used for patterning and that might be easily available in your home or outdoors. Have your child create his/her own pattern using the bucket cards.
- Encourage your child to look for patterns around him/her. Your child might find patterns on his/her clothing, on household items, or on animals at the zoo.
- Make a pattern necklace by stringing beads, cereal, or dry pasta on a piece of yarn.
- Read books with a repetitive story pattern. Some familiar patterned text stories include Bill Martin's *Brown Bear, Brown Bear, What Do You See?* and the traditional *Gingerbread Man* story.
- Make fruit kabobs. Have your child help you prepare a variety of bite-sized pieces of fruit (strawberries, grapes, banana slices, etc.). Arrange the fruit pieces in a pattern on a wooden skewer for a fun snack.
- Create movement patterns with your child. For example, do a pattern of clap, snap, clap, snap, and have your child copy you. When he/she is ready, he/she can create a movement pattern for you to follow.

D. Number Sense is the beginning understanding of quantity and the need for counting. Children continue to develop number sense as they begin to use numbers in operations, build an understanding of place value, and devise flexible methods of computing and making estimates involving large numbers. In kindergarten, children focus on the following skills: *one-to-one correspondence, number recognition, number relationships, and counting skills.*

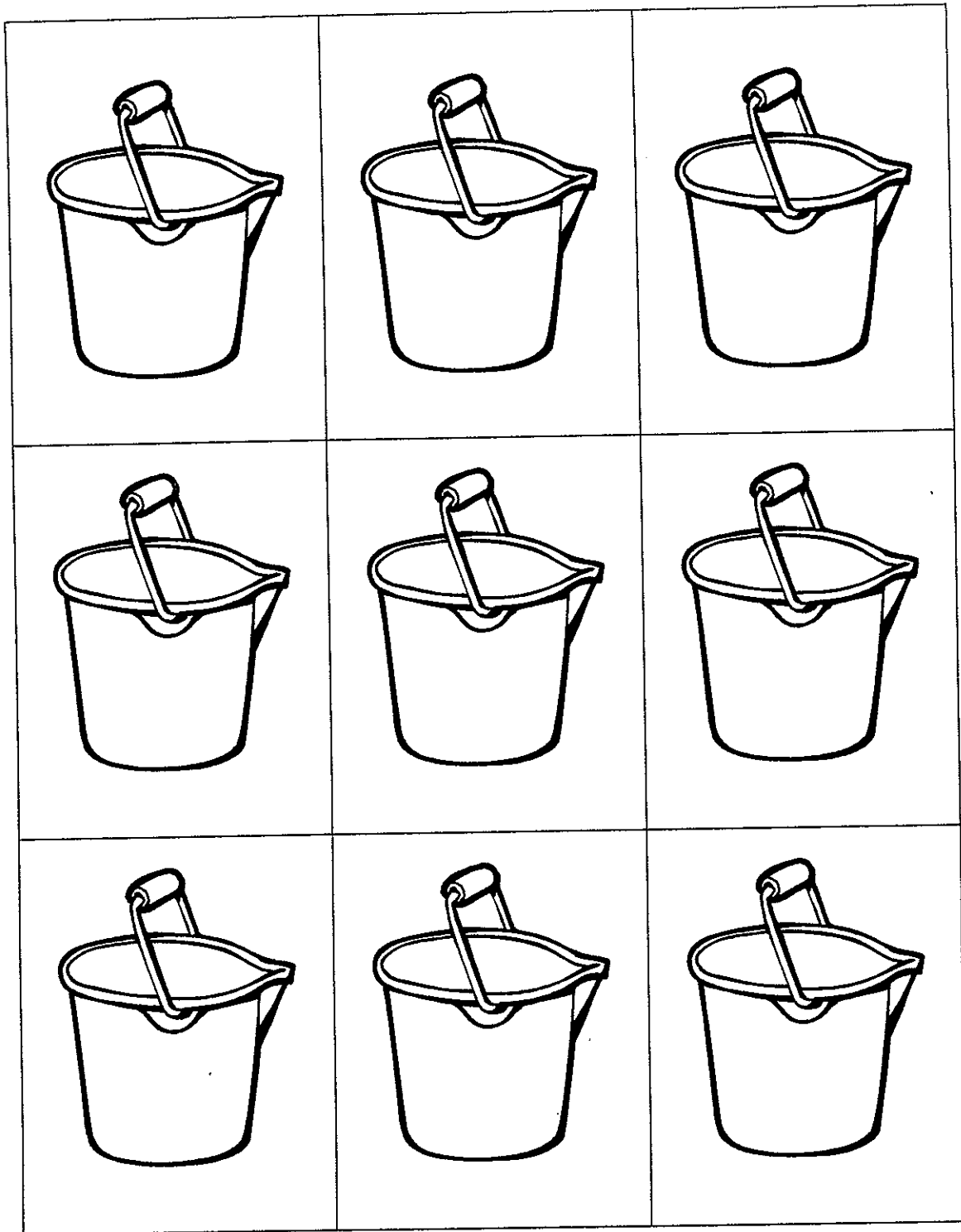
- One-to-one correspondence:* A child's ability to point to one object and say one number is the beginning understanding of one-to-one correspondence. Children must understand that only one number name is used for each object that is counted.
- Number recognition:* Children need to be able to identify and write numbers 1 – 31. Children connect the spoken number names to concrete and picture representations to written symbols.
- Number relationships:* The concepts of "more," "less," and "same" are basic relationships contributing to the overall concept of number.
- Counting skills:* Counting tells how many things are in a set. When counting a set of objects, the last word in the counting sequence names the quantity for that set.

Please complete **at least two** number sense activities with your child during the week of **August 9**
Please complete two additional number sense activities during the week of **August 23**
Record the activities on the timeline.

- Making Sets
 1. Have your child select one numeral card and identify the numeral on the card.
 2. Have your child find a number of objects to represent that numeral. For example, if your child chooses the numeral 6, he/she can find a set of 6 toy cars, or 6 buttons, or 6 pieces of cereal.
 3. Repeat with other numeral cards.
- Put the numeral cards in order from 1-9. Make counting plates. Label each of 9 small plates with a numeral from 1-9. Your child can choose a plate, read the numeral on the plate, and count that many objects onto the plate. Continue until all plates are completed, then your child can arrange the plates in order from 1-9. If your child is ready, you can label the plates with numerals 10-19.
- Look for numerals around you. Encourage your child to identify numerals in signs and in your home.
- Play *Squash*. Make a group of balls from playdough. Call out a number and have your child "squash" that many playdough balls with his/her hand.
- Count the Days
 1. Look at the August calendar included in the resource packet.
 2. Help your child locate today's date on the calendar and mark the date with an X.
 3. Help your child locate Monday, August 31. Explain that this is the first day of kindergarten. With your child, count the number of days from today's date until the start of school.
- Each day, have your child mark off another date on the calendar and count the remaining days until the start of school.
- Reinforce number sequence by playing *Counting Line*. Say, "Let's count to five. Stamp your foot each time we count up to five." Then, do this along with your child. Then say, "This time when we count to five, raise your hands in the air when you say five." Then, stamp 1, 2, 3, 4, and when saying 5, raise your hands in the air. Repeat with different activities and numbers.
- Add other special days (birthdays, playdates) to the calendar and count the days until those special events.

- Make a chain of construction paper links to count the days until the start of school. Have one link for each day until the start of school. Each day, your child can remove one link from the chain.
- Making Numerals*
 1. Cut out the numeral cards.
 2. Your child can use playdough to form the numerals, using the numeral cards as a model. If you do not have playdough, your child can trace over the numeral forms with his/her finger.
- Make a counting book. Write a numeral on a piece of paper and have your child illustrate a set to match the numeral. The illustration could be a picture drawn by your child or pictures cut from a magazine.
- Make a group of balls from playdough. Play *Is it More? Is it Less?* Ask your child to create two sets of playdough balls, for example a set of 4 balls and a set of 6 balls. As you point to each set, ask your child, Is it more? Is it less?
- Look for natural opportunities throughout the day for your child to practice his/her counting skills. For example, he/she can count the number of plates needed to put on the table for a meal.
- Play *How Many Ways?* Have your child use his/her fingers to show different numbers. Say, "Show me 4 on your fingers." Your child might show 4 several ways: 4 fingers on one hand, 2 fingers on each hand, or 1 finger on one hand and 3 fingers on the other hand. Ask your child to tell how he/she made 4, then challenge him/her to try to make 4 a different way with his/her fingers. Repeat this activity with other numbers.
- Play *Copy my Number.* Make a set of items. Have your child count the set and make his/her own set that contains the same number of items.

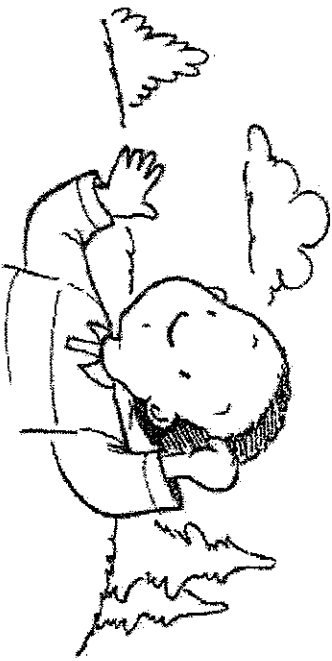
- 1) Color three buckets green, three yellow, and three blue.
- 2) Cut out the buckets.
- 3) Copy the pattern



Numeral Cards

1	2
3	4
5	6
7	8
9	0

Where Is Petey?

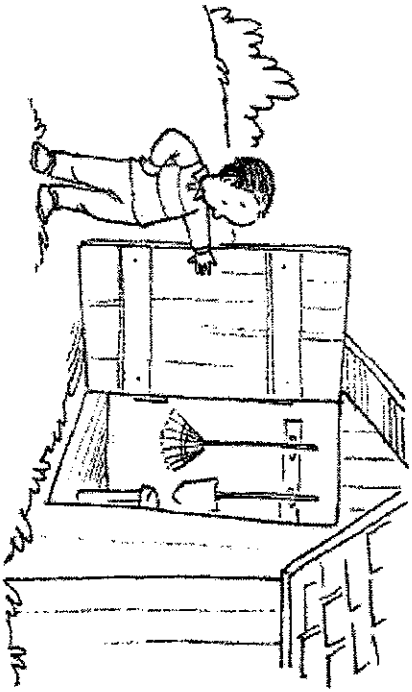


Where is Petey?
Is he under the bed?



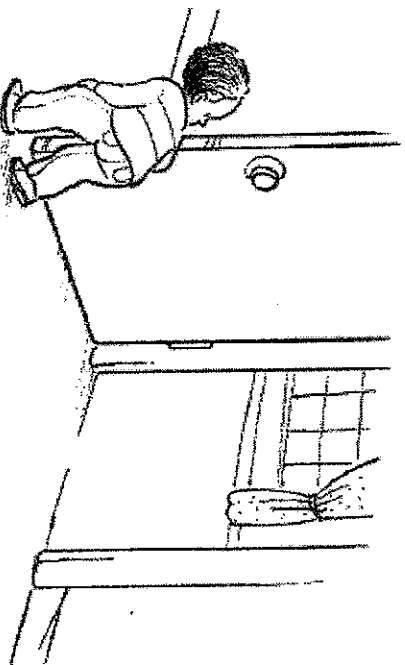
1

Is he in the shed?



2

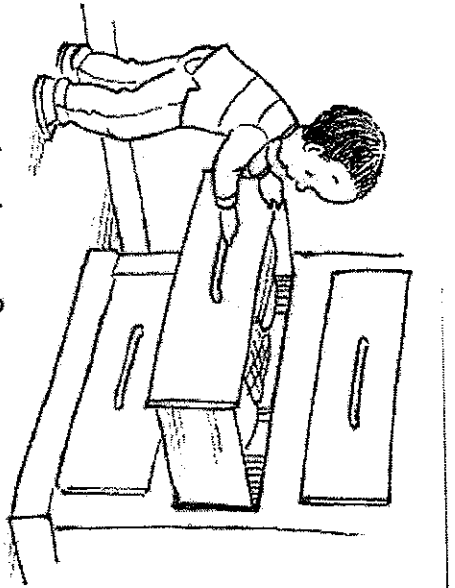
Is he behind the door?



3

Is he in the drawer?

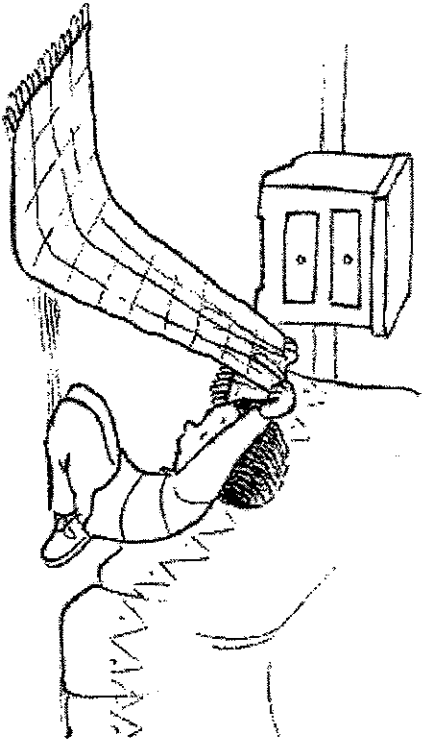
4



Jessica Williams - iStock

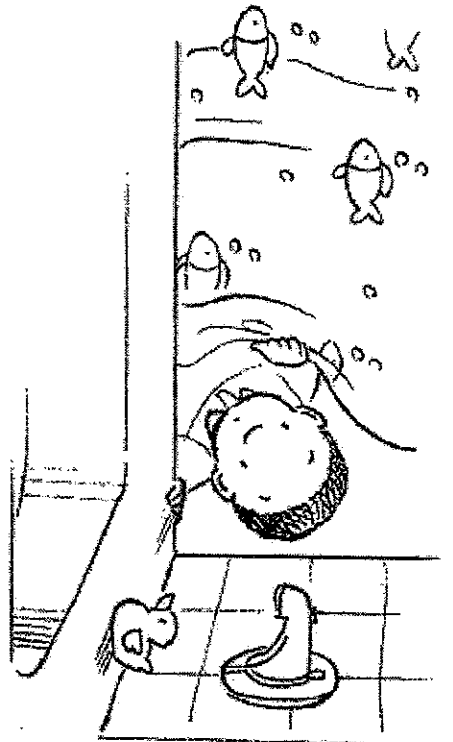
Is he under the rug?

6



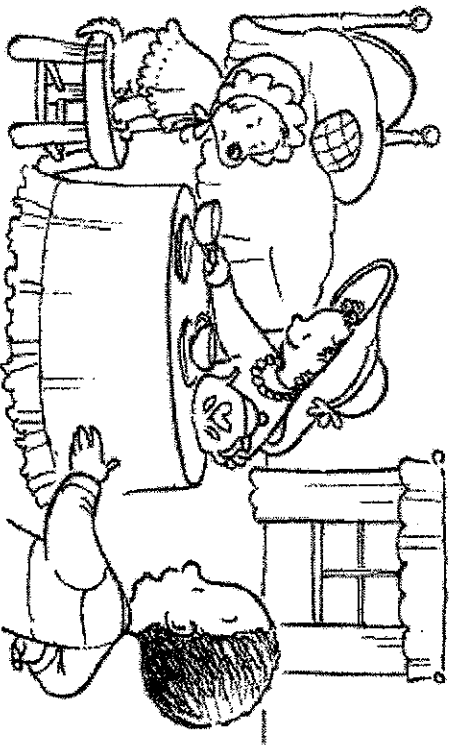
Is he in the tub?

5




Here is Patey!

7




August 2010

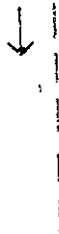
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 	31				

School Starts

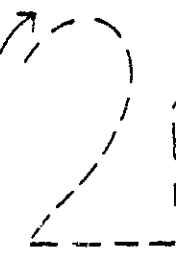
My
Number Book
by




Around we
go!



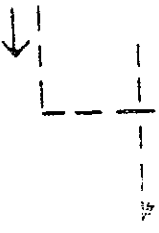
One is
fun!




Around and
back on a
railroad track!




Around a
tree and
around a
tree, that's
the way to
make a three.



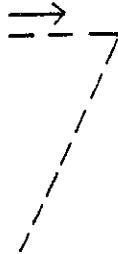
Down and
over and
down some
more, that's
the way to
make a four.




Fat old five
goes down,
around. Put
a hat on top.




Roll a hoop
and make
a loop.



Across the
sky and down
from heaven,
that's the
way to make
a seven.



We make an
"S" but do
not wait, go
back up and
close the
gate.



A hoop and
a line, that
makes a
nine.

The
End

Summer Reading

Listed below are the five fundamental components to building a strong beginning to your child's literacy.

- A. **Letter Identification**
- B. **Listening and Speaking**
- C. **High Frequency Words (25 Kindergarten words)**
- D. **Reading**
- E. **Writing**

Before each group of activities, the component is defined to provide parents with a background on the building blocks for literacy.

A. Letter Identification is the ability to recognize and name the upper and lowercase letters. Learning the names of letters helps children to get started on the road to reading. Being able to identify and form letters quickly also helps students in their writing development. Additionally, focusing children's attention on the similarities and differences of letters will build the foundation for looking at print. Research has found that children who enter kindergarten knowing many letter names generally have an easier time learning to read than those who do not know letter names.

Please complete **at least two** Letter Identification activities with your child during the week of **June 28**
Record the activities on the timeline.

- Letter Matching
 1. Write your child's name on the sentence strip provided in your materials packet.
 2. Cut apart the *Letter Tiles* of the uppercase letters and lowercase letters. If needed, use the blank squares to make additional letters.
 3. Have your child match the *Letter Tiles* to the letters in his/her name written on the sentence strip. If your child is having difficulty, limit the number of letters from which he/she has to select. Encourage your child to name the letters as he/she matches them to the letters on the sentence strip.
- Your child can explore letters by writing his/her name in a variety of ways. He/she can use paper and pencils or other writing tools, and then he/she can experiment with other fun ways to make letters. Your child might like to write letters with a finger in shaving cream on a table or in pudding on a piece of waxed paper.
- Sing the "ABC Song." Find the alphabet strip with the 26 letters of the alphabet. Cut apart the rows and tape the strips together to make one continuous row of letters in order from Aa to Zz. Sing the "ABC Song" with your child. Point to each letter as you and your child sing its name.
- Make playdough together. Use the playdough to make different letters. A simple playdough recipe is included with this packet.
- Pick one letter from your child's name and have him/her look for that letter in the newspaper. He/she can circle the letter or color it with a highlighter pen. You can also encourage your child to find a specific letter from his/her name in a book.

- If your child is successful with the letters and spelling of his/her **first name**, you can complete the same activities using your child's **last name!**
 - Make "Alphabet Soup." Put the cut-out letters in a bowl. Have your child scoop out a letter with a spoon and name the letter. You can also do this with just the letters in your child's first or last name.
 - Choose one letter on which to focus. Make several additional letter cards with that letter on them. Mix the additional letter cards in with the others and have your child find all the letters that are the same.
 - Match upper and lowercase letters.
 - Play *Go Fish* with the letter cards. Start with a limited number of letters, and then add more as your child's letter knowledge grows.
 - Use letters to write labels for items in your home.

B. Listening and Speaking form the bridge to reading and writing. Before children can understand written language, they need to have a strong understanding of spoken language. Children need to actively explore and experiment with language in order to learn about the sounds of the language

Please complete **at least two** listening and speaking activities with your child during the week of **July 12**
Record the activities on the timeline.

- Use the rhyming picture cards to play a memory game. Place the pictures face down on a table. Turn over two cards at a time. If the two cards rhyme, you've made a match.
- Pick a one-syllable word (such as *you*). You and your child can take turns naming other words that rhyme with the chosen word.
- Go to the library and look for books of poems and rhymes. Rhymes are an extension of language skills. By hearing and saying rhymes, along with repeated words and phrases, your child learns about spoken sounds and about words.

C. High Frequency Words refer to those **25 words** readers and writers use most often in Kindergarten. It is important that students learn to recognize these words in their reading. Acquiring knowledge in letters and words provides a basis on which reading strategies can be built.

Please complete **at least two** high frequency word activities with your child during the week of **July 26**
Record the activities on the timeline.

- Cut apart high frequency word cards. Have your child choose a word to learn for the week. Use the playdough to create the word using the cards as a guide.
- Pick one word and have your child look for the word in the newspaper. He/she can circle the word or color it with a highlighter pen. Search books in the house to find the word. How often will they find the word?
- Choose one high frequency word and practice writing the word in a variety of ways, i.e., write it big, small and medium...
- Choose 5 high frequency words. Play *Memory* with these words. Add more words once your child consistently knows the first five chosen.
- As you are in the community, challenge your child to find the words on signs, menus, and stores.

D. Reading with your child is one of the most powerful things you can do to encourage him or her to become a reader. Research suggests that children who are read to daily are more successful in school. Even if you do not speak English, research supports the benefits of reading aloud to your child in your native language. Enjoying a favorite story together is a great way to spend quality time with your child while helping him/her to get ready for kindergarten.

Read aloud and **shared reading** are two important parts of literacy instruction in kindergarten classrooms. During a **read aloud**, children watch adult readers model reading behaviors that they are learning. The focus is on comprehending the story. This lays the foundation for them to begin to take over the reading task. Read alouds also develop a child's ability to listen for periods of time, increasing his/her attention span. During a **shared reading**, children begin to "share the book" while guided by an experienced reader, chiming in when they know words, reading with the adult, or repeating words, phrases, and sentences. The shared reading experience gives children an opportunity to see themselves as readers. The book your child has been sent this week provides a good opportunity for you and your child to practice read aloud and shared reading. Here are some ideas to keep in mind as you read.

Please complete **at least two** Read Aloud and Shared Activities with your child during the week of **August 9**
Record the activities on the timeline.

Read Aloud

During a read aloud, it is your turn to do the reading. Here are some tips for reading aloud to your child:

- Assemble the *My Little Book of **So Long, Summer!***
 - Your child may sit next to you or on your lap.
 - First, read the book expressively to your child, all the way through. Since comprehension is the focus during read aloud, talk about the book after you have read it to your child. Ask questions to see if he/she understood the "big picture" or the whole story.
 - Reread the book as often as you like, asking questions as you read. Ask your child for predictions about what might happen next.
- Refer to your list of High Frequency Word. Have your child locate the word to in the book **So Long, Summer!** Your child could use a yellow crayon to highlight the word.
- Repeat the directions above using the book, **I See Colors.**

Shared Reading

During shared reading, both you and your child will be reading the book together. You will be helping your child to pay attention to the words and letters. Here are some ways to share the reading task:

- Read a line, or lines, together as you point to the words.
- Work on developing your child's concepts about print. When reading the nursery rhyme book, you can give your child the following directions:
 - Show me the cover (or the front) of the book.
 - Show me the back of the book.
 - Point to where I start to read.
 - Show me which way I go when I read (left to right).
 - Point to one word.
 - Point to one letter.
 - Point to each word as I read it.

E. Writing is not as much about learning to form letters as it is about using print for a purpose. As children first learn to write, they invent ways to write messages. Children's writing generally moves through a series of stages, including drawing, scribble writing, letter-like forms, letters, letter strings, invented spelling, then conventional spelling.

Please complete **at least two** writing activities with your child during the week of **August 28**
Record the activities on the timeline.

- Give your child paper and a variety of different writing materials. Praise his/her attempts at writing.
- Let your child see you writing for a variety of purposes. For example, ask your child to help you as you write a list for grocery shopping, then take him/her to the store with you and show your child how the list helps you to complete your shopping. Or, have your child help you compose greeting cards or thank-you notes for family and friends. This shows your child that the printed word has meaning and also provides a model of directionality (writing from left to right on a page, starting at the top of the page and moving down).
- Writing Journal: Choose one day a week to write in your journal. (Students may write independently or may dictate to parents).
 - Consider the following topics: animals, family, trips, pets, pool, friends and food.
- Write a Story
 1. Your child can draw a picture on the paper enclosed in this week's learning packet.
The picture should share something about him or her.
 2. After your child is finished, he/she can dictate a sentence about his/her picture.
You can record his/her sentence on the paper.
 3. Bring the picture to your teacher during the first week of school so it can be displayed in the classroom.

Letter Tiles

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				
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				

Sentence Strips

The page contains ten sets of horizontal lines for writing. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.



- 2 cups flour
- 2 cups water
- 1 cup salt
- 2 teaspoons cream of tartar
- 2 teaspoons oil
- food coloring (optional)

Mix all the ingredients together in a bowl.
Microwave 4-5 minutes.
Stir.
Repeat until thick.
Knead playdough until soft.

"ABC Song"

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 AND Z.

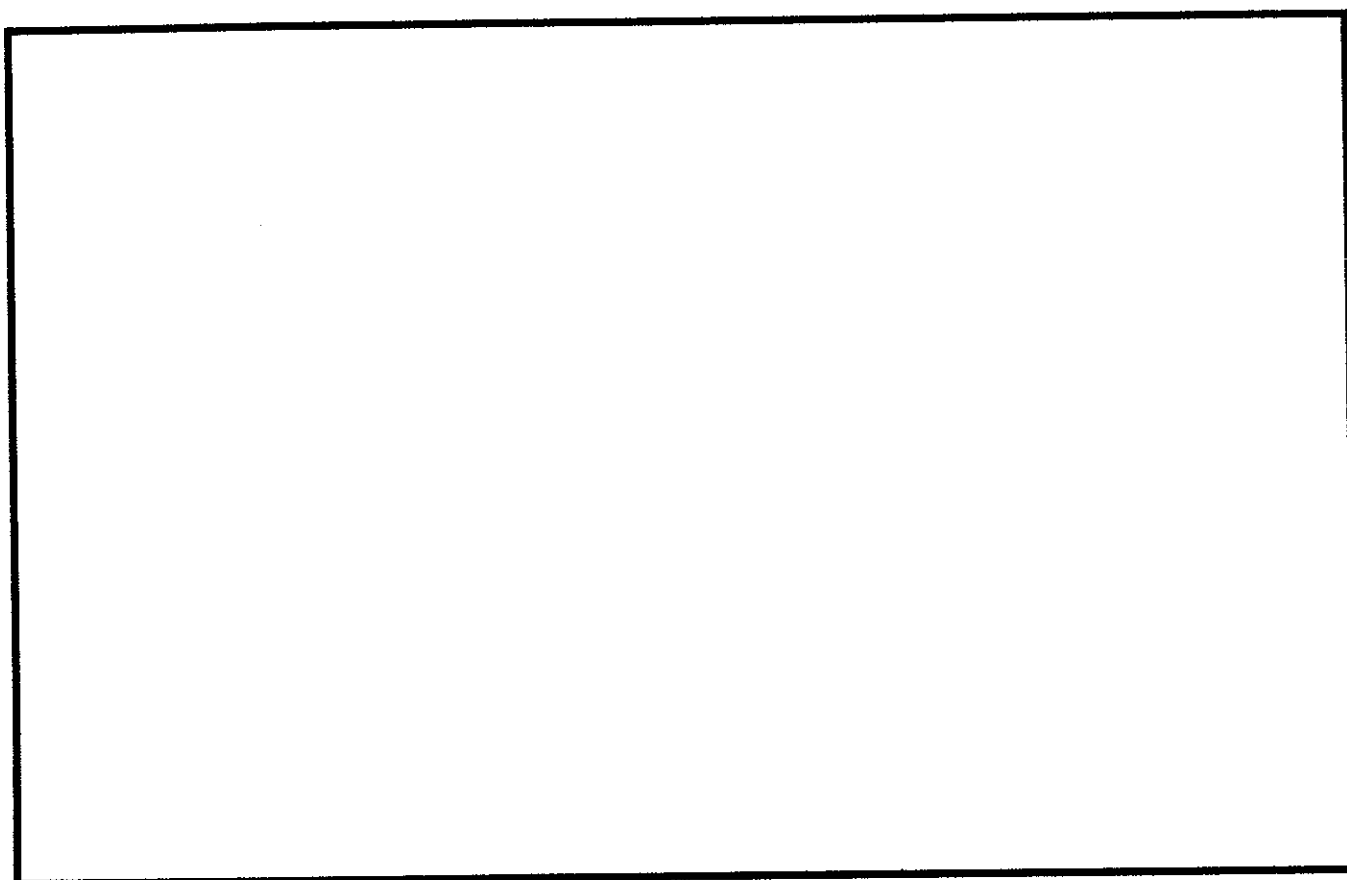
Now you've heard my ABCs.
Next time won't you sing with me?

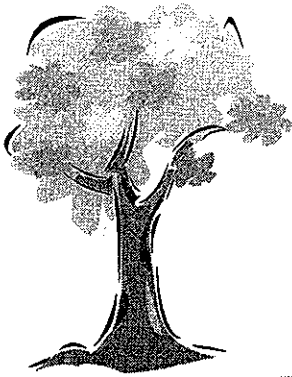
Strip

1. Cut apart the rows.
2. Tape the strips together to form one continuous row of letters from *Aa* to *Zz*.
3. Point to the letters as you sing the "ABC Song."

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

Name _____

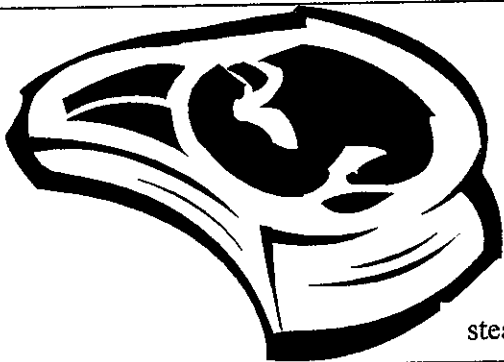




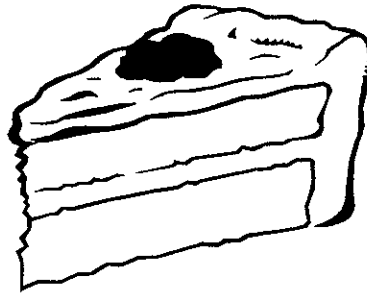
tree



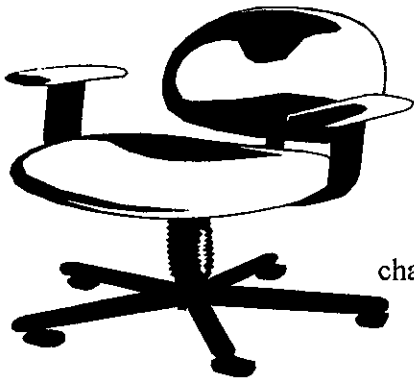
bee



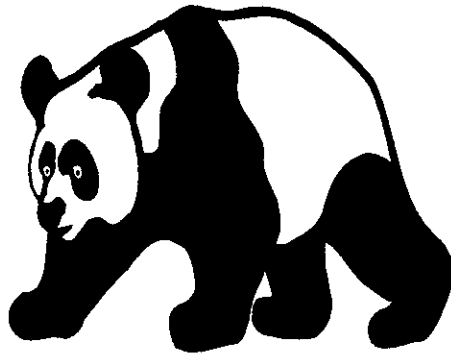
steak



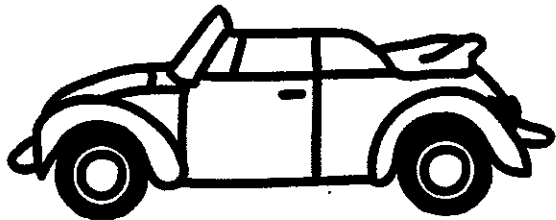
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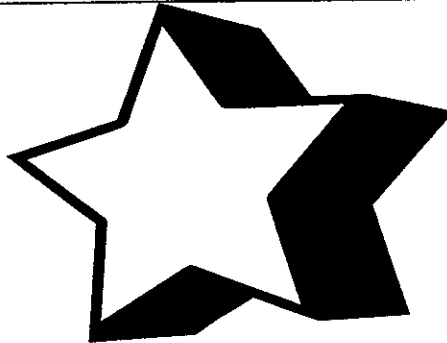
chair



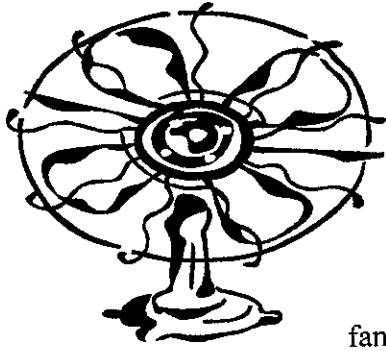
bear



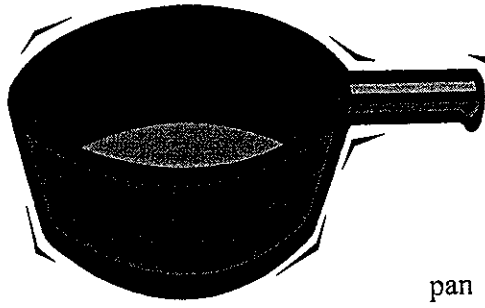
car



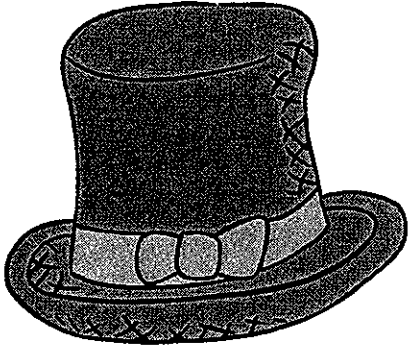
star



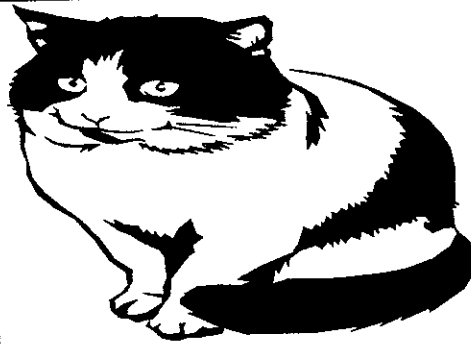
fan



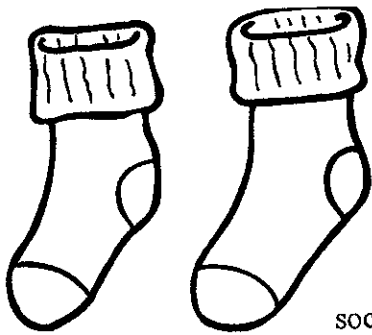
pan



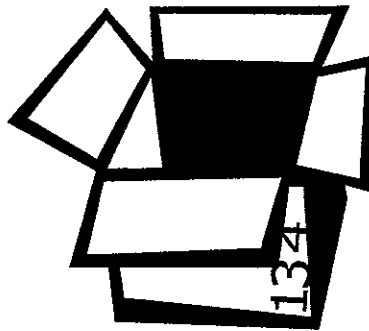
hat



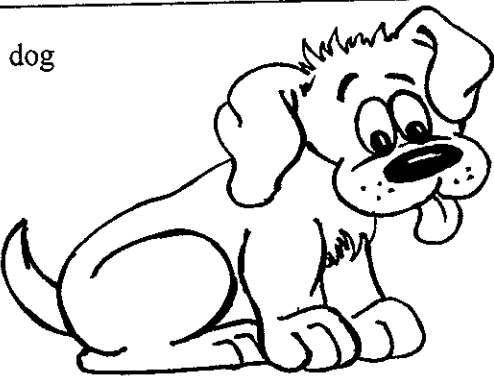
cat



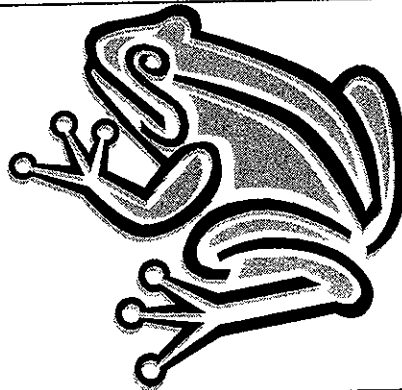
socks



box



dog

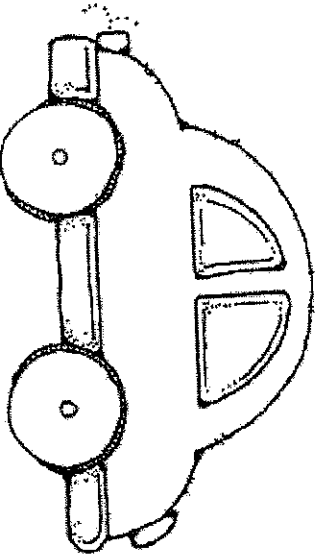


frog

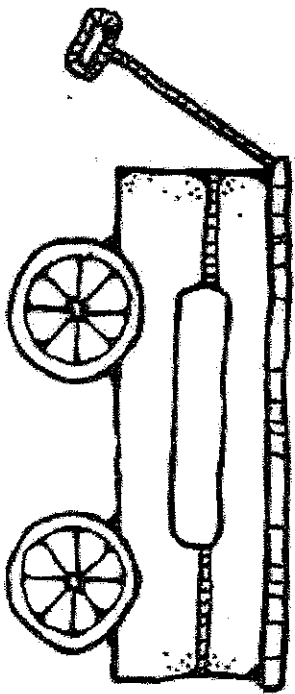
a	come	is	this	my
am	go	it	to	on
and	here	like	up	said
at	I	look	we	see
can	in	me	you	the

I See Colors

By _____



I see a blue car.

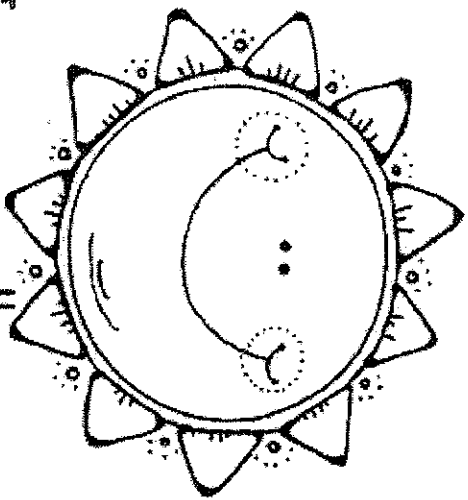


I see a red wagon.

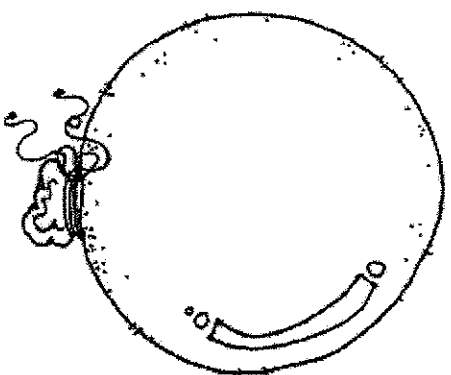


I see green grass.

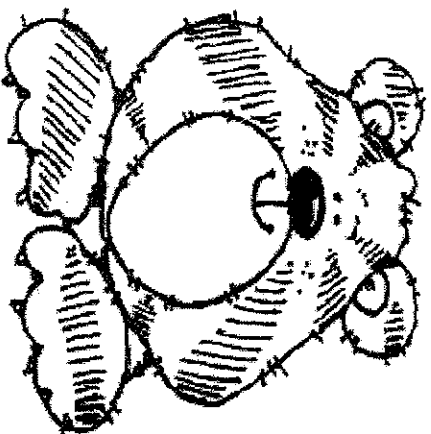
I see a yellow sun.



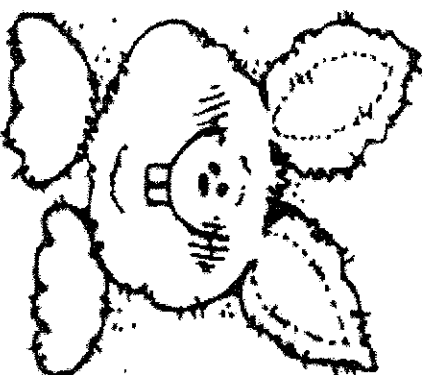
I see a purple balloon.

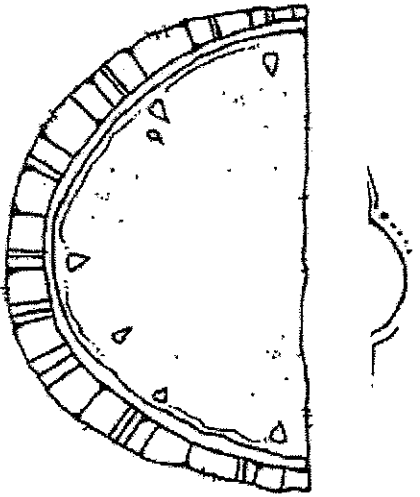


I see an orange tiger.

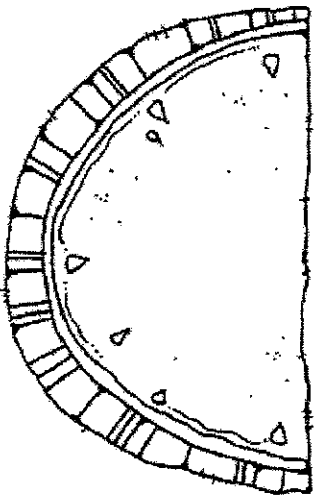


I see a brown bunny.

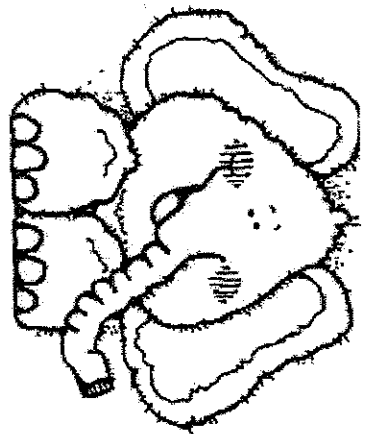




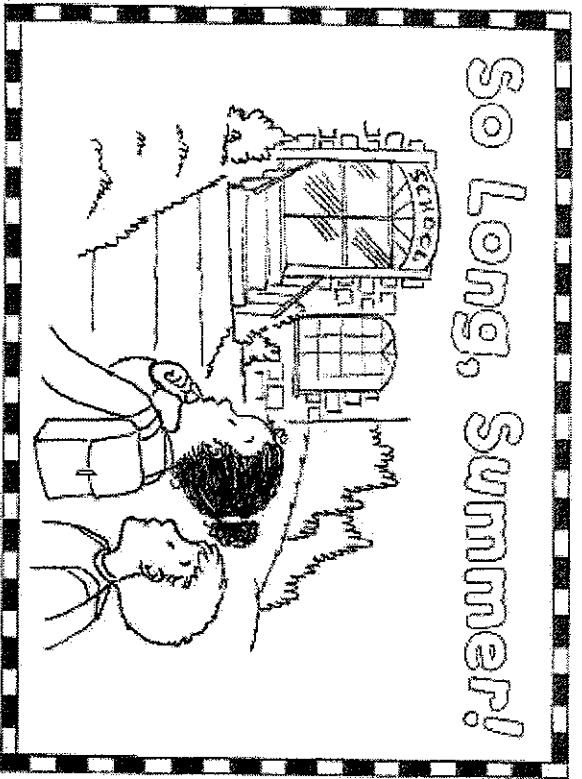
I see a pink melon.



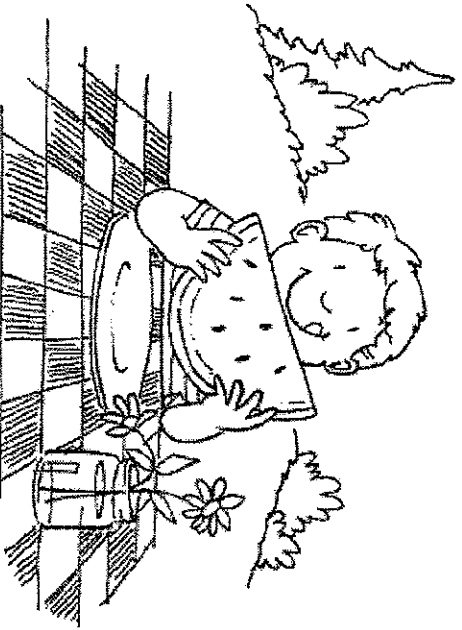
I see a pink melon.



I see a gray elephant.

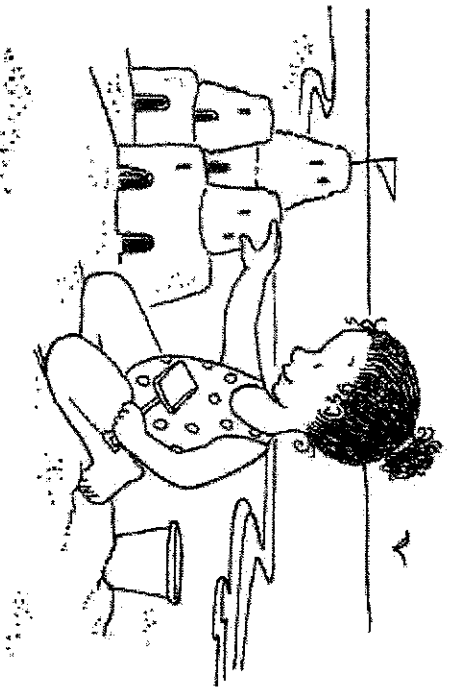


So Long, Summer!



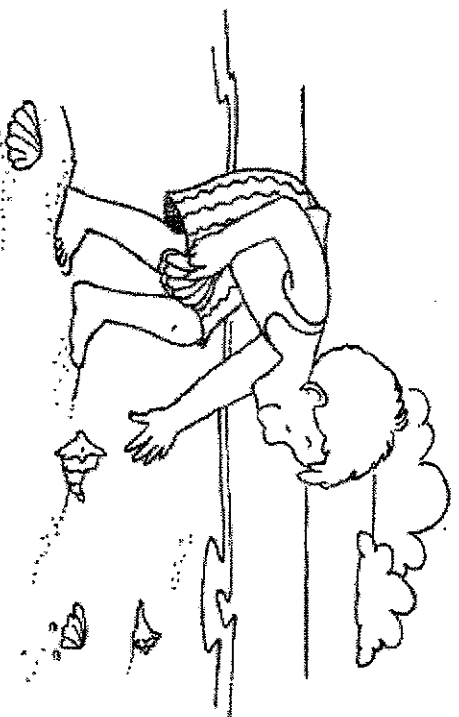
So long to watermelon.

3



So long to sand castles.

1



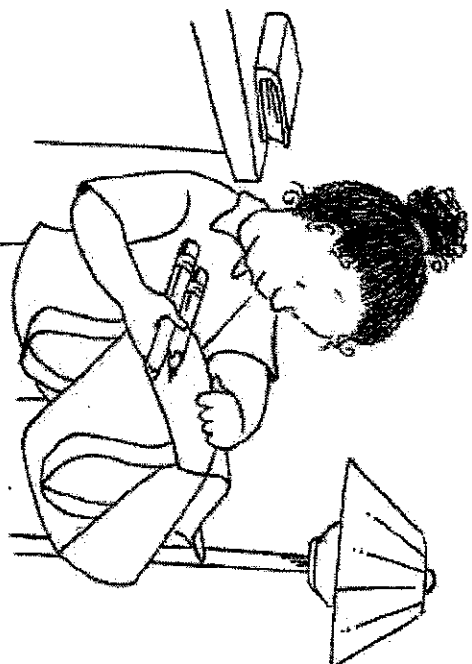
So long to seashells.

2



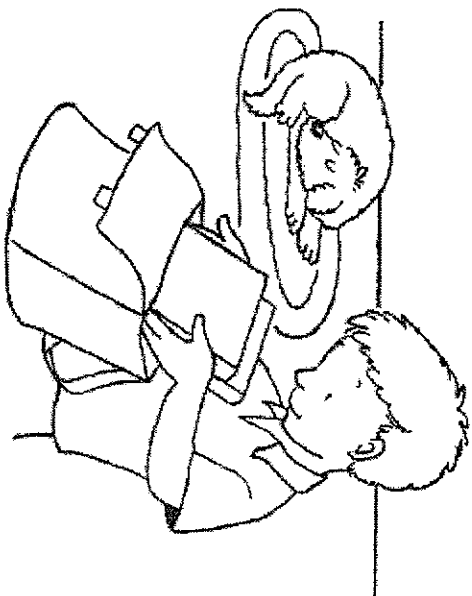
So long to fireflies.

4



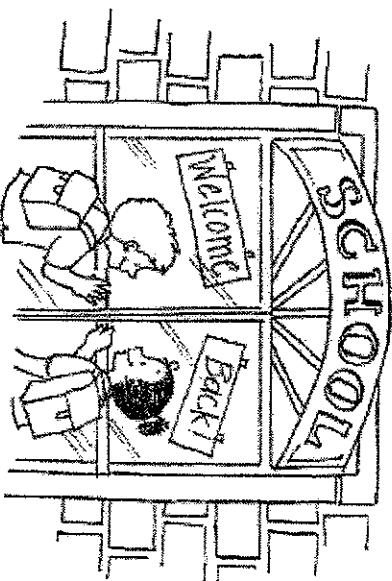
Hello to pencils.

5



Hello to books.

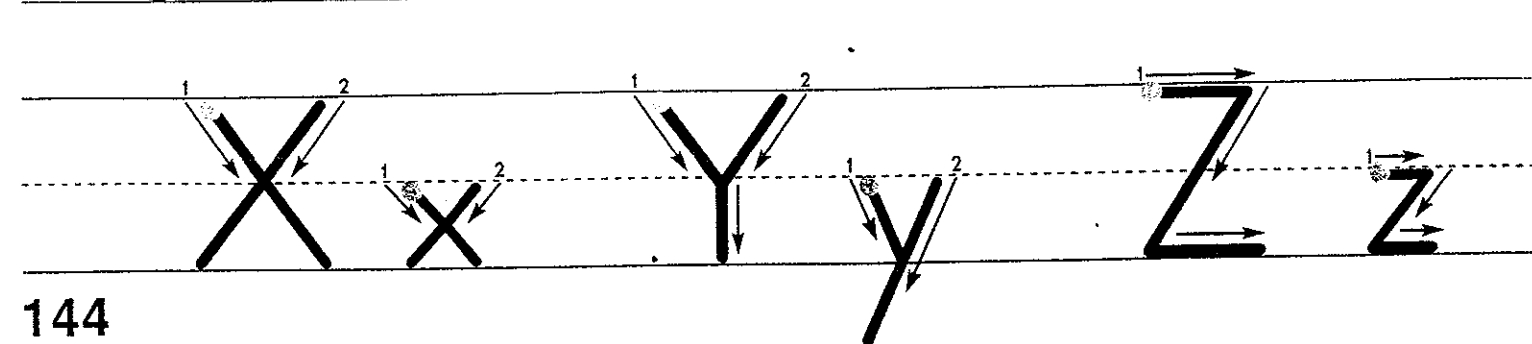
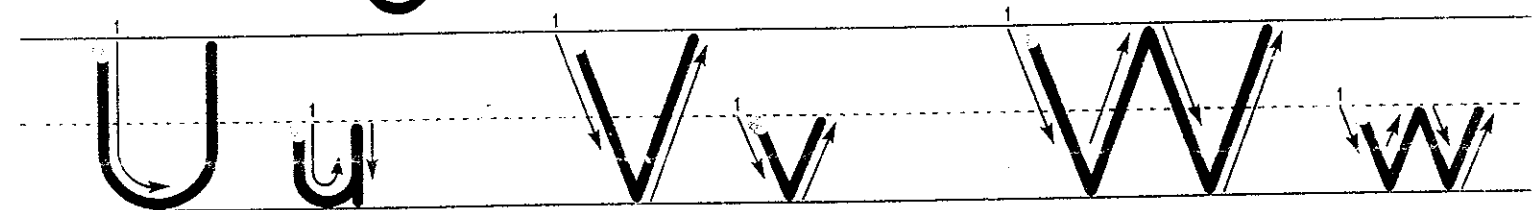
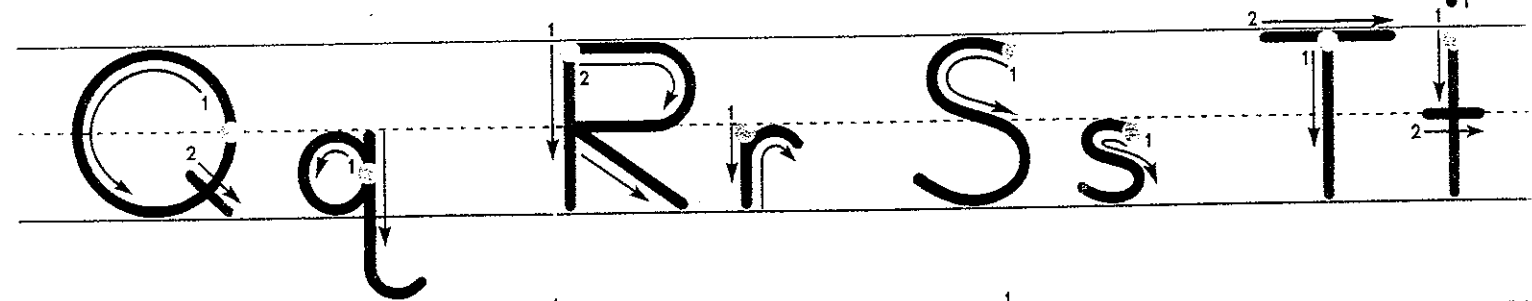
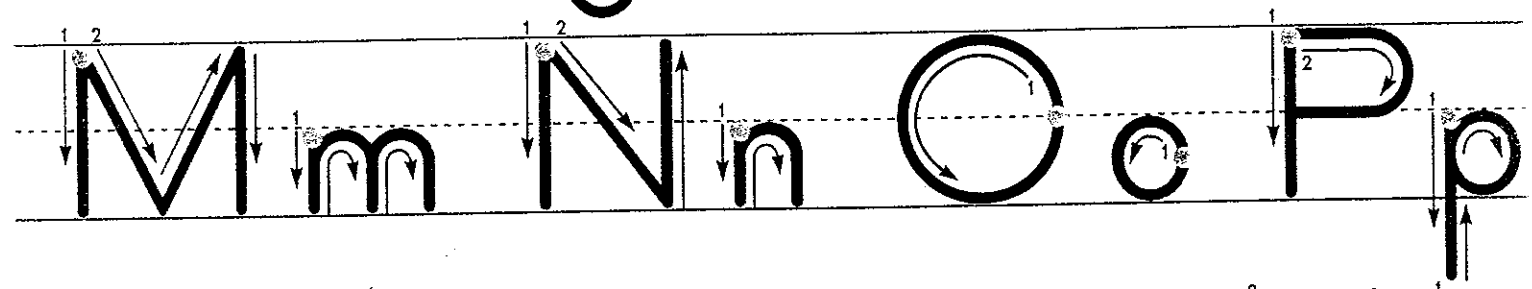
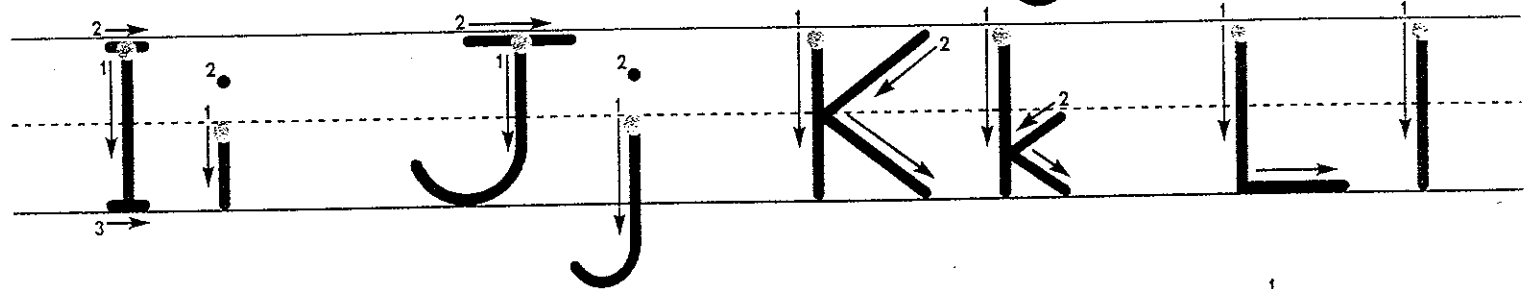
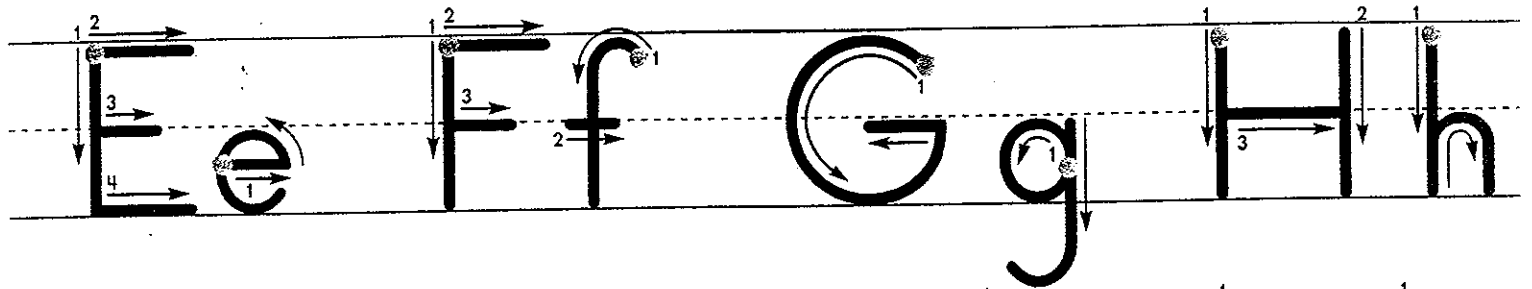
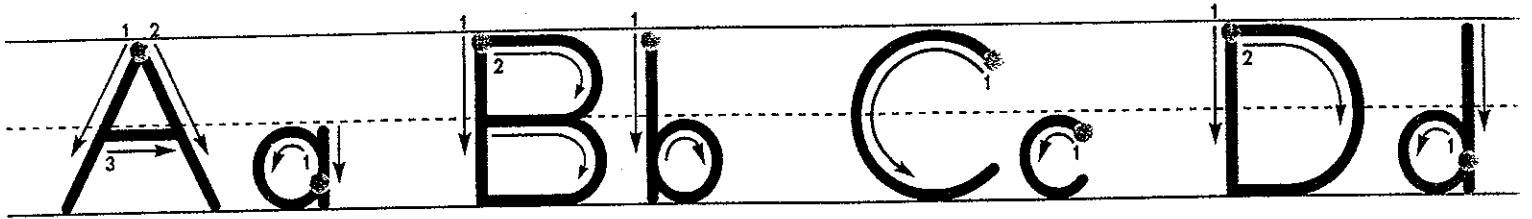
6



Hello to new friends.

Welcome to school!

7



Kid Friendly Internet Sites

www.4kids.org

www.funschool.kaboose.com

www.pbskids.org

www.beritsbest.com

www.kidscom.com

www.nickjr.com

www.bonus.com

www.mamamedia.com

www.crayola.com

www.cyberkids.com

www.kids.msn.com

www.starfall.com

www.funattic.com

www.yahooligans.com

www.funbrain.com

www.sesameworkshop.org