



Dear Parents,

It is hard to believe that another school year has passed and that summer is here once again! Your child has worked so hard and accomplished so much, and each of us feels blessed to have been a part of his or her spiritual and educational journey this year.

At Christ Lutheran School, students entering fourth grade and above, are required to complete a packet of "homework" and read an assigned novel over the summer months. In the lower grades, we do not require any summer homework, but we do encourage you to read every day with your child.

Many parents often ask what else they can do to help their child stay sharp-minded during the summer months, so we've attached some helpful tips, websites, and suggestions.

### **Getting Ready for Kindergarten**

There are a few non-academic things you can do at home this summer to prepare your child Kindergarten. It might be a challenge to teach your child these things, but in the end it will make your life easier and your child more independent!

- Lunch/Snack Time.** The time to eat lunch in Kindergarten is much shorter than in preschool. They will have 15 minutes each day to eat lunch. You can practice eating lunch in this amount of time, being able to open all of their own containers/wrappers, and cleaning up after themselves. You can also practice opening/closing and refilling a water bottle.
- Packing and Unpacking Backpacks.** In kindergarten, a student will come home with a folder and baggie book that will need to be taken home and brought back to school each day. When you are out and about this summer, practice having your child pack what they need for the day and then unpack when you get home. This can also help with forward planning and preparing for what the day will bring. You can say things like, "We are going to the splash pad and the grocery store. What do you need for those two activities?"
- Personal Independence.**
  - Unbuckling/buckling & getting out of the car independently
  - Getting dressed, putting on socks/shoes, tying shoes, putting on a jacket, buttons/zippers, etc.
  - Folding a towel - Kindergarten uses towels during rest time. Practice unfolding, laying out the towel, and refolding.
  - Solve problems - Allow your child to solve their own problems with prompting from you. "Oh, bummer! Looks like the milk spilled. What can you do about it? What will you need?"
  - Create routines - Consider what it takes to get out the door in the morning or ready for school and activities for the next day. What parts of those routines can your child be responsible for on their own? Use this summer to create routines, teach the skill, and follow through with your expectations for your child. Use very specific praise to encourage and guide your child. "I noticed you put your shoes in the bucket so we can find them tomorrow! I noticed that! Thanks for being responsible."

## Reading & Math

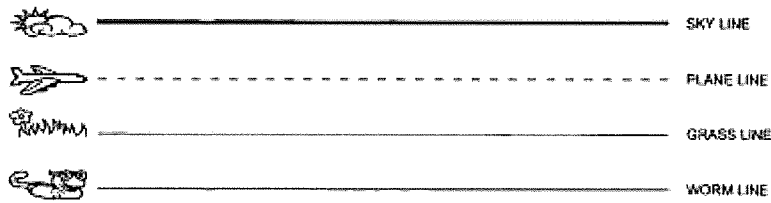
- Homer <https://learnwithhomer.com/> An amazing app that customizes a reading pathway for your child. The app also has math and other subjects.
- Epic! <https://www.getepic.com/> This is like the Netflix for books! Thousands of books are available online.
- Scholastic "First Little Readers" and "Sight Word" books (can be found on Amazon or Scholastic)
- Starfall <https://www.starfall.com/h/> Website and app for younger learners
- ABCya! <https://www.abcya.com/> Website and app for all learners
- Summer Reading Programs
  - Maricopa Country Reads
  - Check out your local library
- Phonological Awareness Activities - ability to hear, recognize, and play with the sounds in spoken language
  - Identify words that rhyme
  - Count the number of syllables in a name
  - Recognize alliteration (words with the same beginning sound)
  - Segment (break) a sentence into words
- When reading a story together, stop throughout the story to ask a few questions
  - Tell me about the characters in this story.
  - What happened at the beginning/middle/end of the story?
  - How would you feel if you were a character in this story? How does this character feel right now? How can you tell?
  - Does this story remind you of something else?
  - What do you think will happen next?
- Early Number Sense activities
  - Counting objects with one-to-one correspondence & slide counting
  - Matching numbers to quantities
  - Playing games with dice, dominoes, number cards, or a deck of cards.
  - Conversations that compare objects' size, weight, quantity, ect.
  - Simple addition and subtraction conversations with manipulatives. "If you had 2 blocks, and I gave you two more, how many would you have?"
  - Put a set of numbers in order
  - Estimating how many objects there are in a set

## Writing

We have worked hard this year to introduce upper and lower case letters using the Foundations curriculum. You can continue this throughout the summer by reviewing letter formations with your child.

You can practice the letter formations at home just like we have practiced in school. See the attached letters.

We call the special lines our Writing Grid. The pictures indicate the names of the lines: the sky line, plane line, grass line and worm line (see below).



As your child traces the letter, guide him or her by reading the directions on the enclosed Letter Formation Guide.

Say the verbal step-by-step guidelines while your child traces, sky-writes, or prints the lower-case and upper-case letters.

#### Additional Writing Activities

- Use attached writing grids (make your own copies!) to draw a picture and “write” about the picture
- Practice writing first and last names
- Change the writing utensil and surface (sidewalk chalk, shaving cream, paintbrush, etc.)

#### Fine Motor & Pencil Grip

When working with your child this summer, reinforce a proper pencil grip and a good writing position (see attached handout). Help your child write with their chair pulled in and their feet on the floor. The elbow of their writing arm should be on the table with their “free” hand holding the paper in place.

Fine motor abilities and hand strength are essential to being able to hold a pencil properly and sustain that position while writing. There are so many FUN things you can do at home to strengthen these skills.

- Playdough, painting, drawing, sidewalk chalk, etc.
- Lacing and threading
- Tearing/ripping/crumpling/folding paper
- Tracing, cutting and pasting, peeling and placing stickers, etc.
- Puzzles, Lego, blocks, Uno, Jenga, Connect 4, etc.
- Cooking
- Using clothespins, tweezers, kitchen tongs, hole puncher, squirt bottle, etc.

We wish your family a very safe, relaxing, and fun-filled summer. May God’s blessings be with you as you enjoy memorable times together over the next couple months! See you in August!

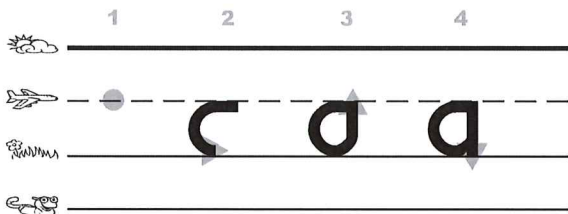
Blessings,  
The Preschool Team

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

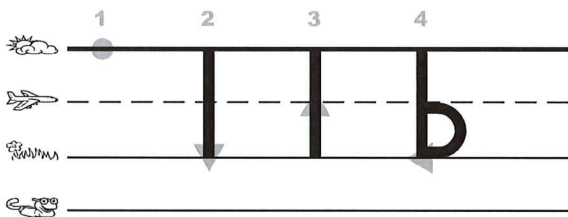


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ă/; have students repeat.

### Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

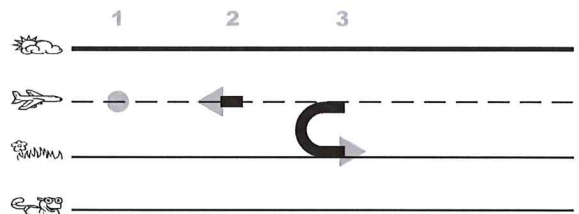


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/; have students repeat.

### Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

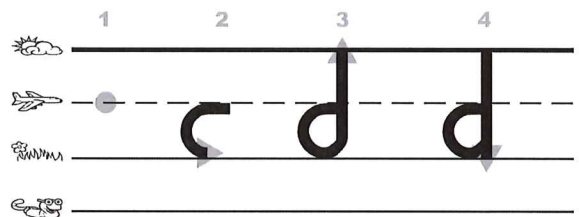


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/; have students repeat.

### Letter Formation for d

d is a plane line round letter.

It starts on the (plane line) just like a c.

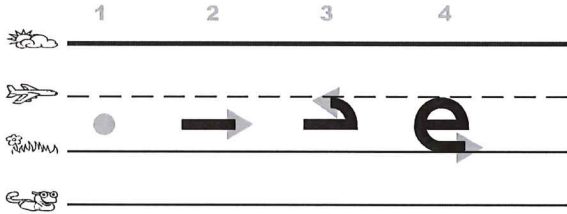


1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
5. Say d - dog - /d/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for e

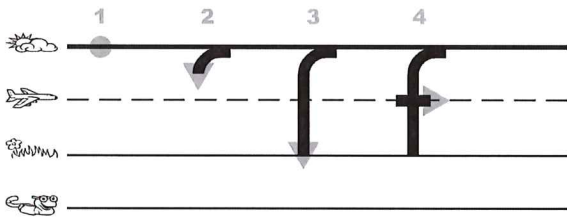
e is a plane line round letter, but it is special.  
e starts below the plane line.



1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e - Ed - /ě/; have students repeat.

### Letter Formation for f

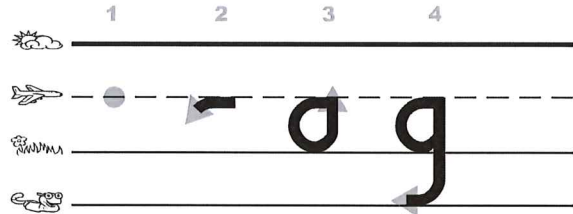
f is a sky line letter.  
It starts on the (sky line).



1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line.
5. Say f - fun - /f/; have students repeat.

### Letter Formation for g

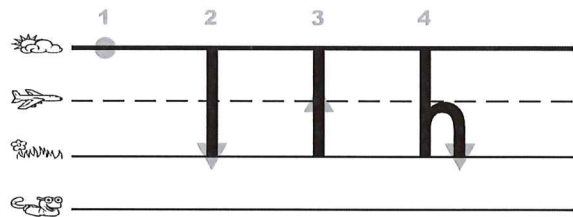
g is a plane line round letter.  
It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g - game - /g/; have students repeat.

### Letter Formation for h

h is a sky line letter.  
It starts on the (sky line).



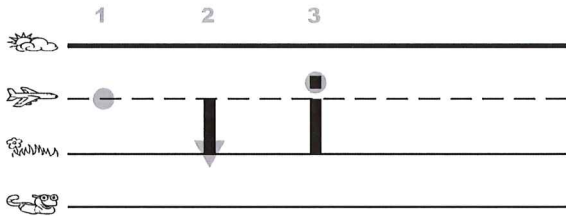
1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say h - hat - /h/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

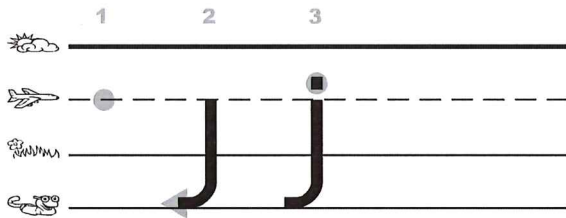


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say i - itch - /i/; have students repeat.

### Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

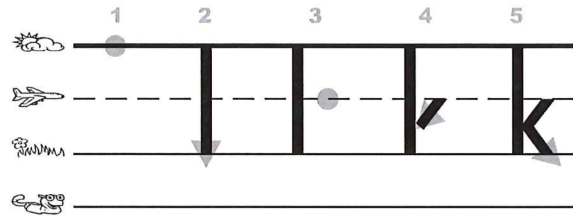


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say j - jug - /j/; have students repeat.

### Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

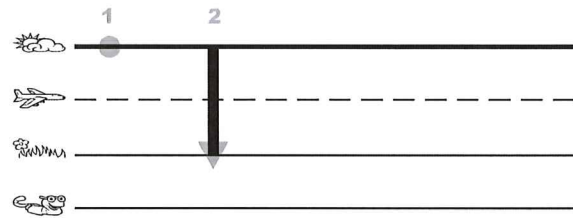


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say k - kite - /k/; have students repeat.

### Letter Formation for l

l is a sky line letter.

It starts on the (sky line).



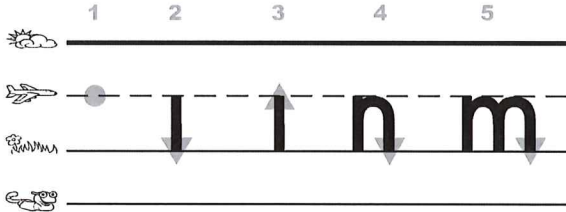
1. Point to the sky line.
2. Go down to the grass line and stop.
3. Say l - lamp - /l/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for M

m is a plane line letter.

It starts on the (plane line).

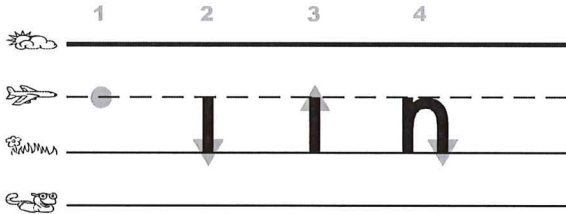


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m - man - /m/; have students repeat.

### Letter Formation for N

n is a plane line letter.

It starts on the (plane line).

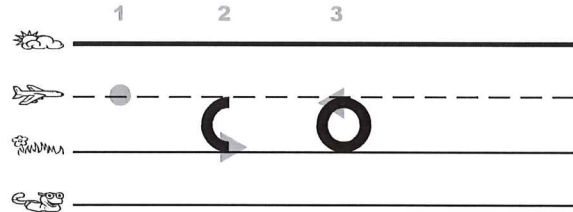


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n - nut - /n/; have students repeat.

### Letter Formation for O

o is a plane line round letter.

It starts on the (plane line) just like a c.

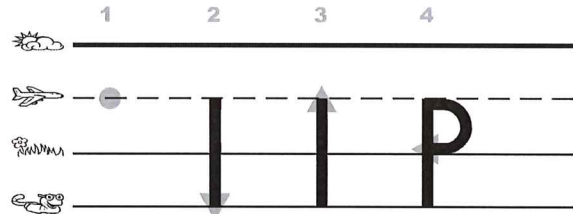


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.
4. Say o - octopus - /ō/; have students repeat.

### Letter Formation for P

p is a plane line letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
5. Say p - pan - /p/; have students repeat.

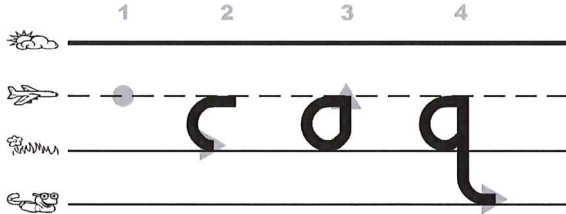
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for q

q is a plane line round letter.

It starts on the (plane line).

Remember that q is the buddy letter so in the end it wants to point up to its buddy, u.

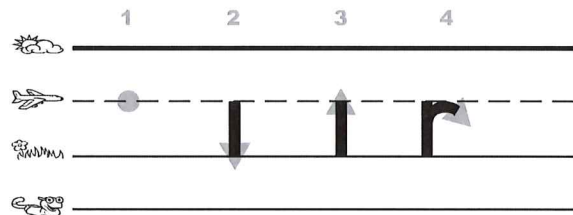


1. Point to the plane line.
2. Trace back and go down to the grass line round, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his “buddy” u.
5. Say qu - queen - /kw/; have students repeat.

### Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

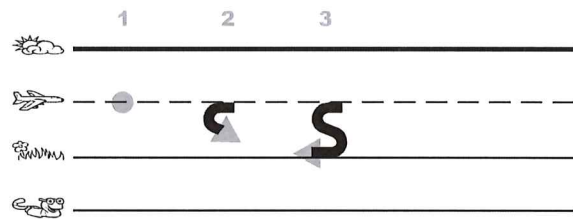


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.
5. Say r - rat - /r/; have students repeat.

### Letter Formation for s

s is a plane line round letter.

It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s - snake - /s/; have students repeat.

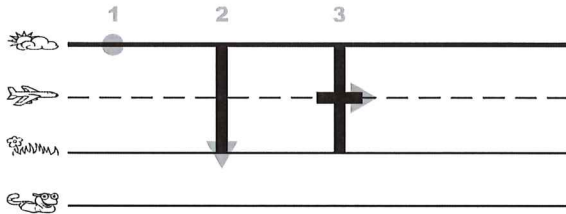


Use the following verbalization to direct students in proper letter formation.

### Letter Formation for t

t is a sky line letter.

It starts on the (sky line).

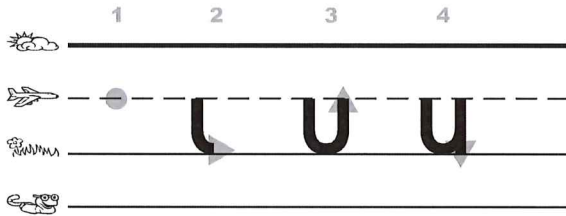


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t - top - /t/; have students repeat.

### Letter Formation for U

u is a plane line letter.

It starts on the (plane line).

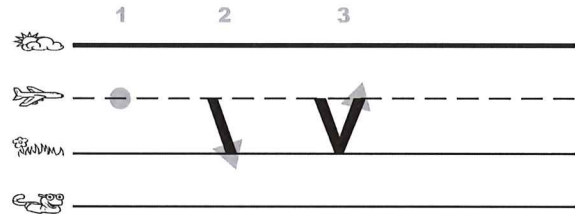


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u - up - /ü/; have students repeat.

### Letter Formation for V

v is a plane line slide letter.

It starts on the (plane line) and (slides).

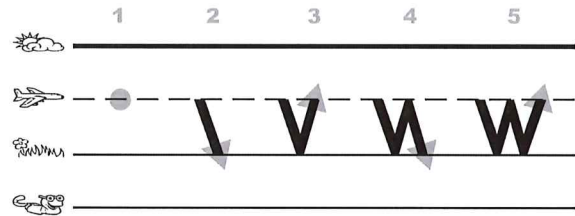


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Say v - van - /v/; have students repeat.

### Letter Formation for W

w is a plane line slide letter.

It starts on the (plane line) and (slides).



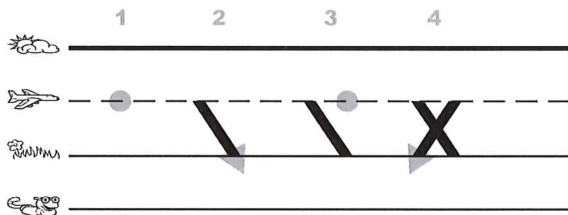
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w - wind - /w/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

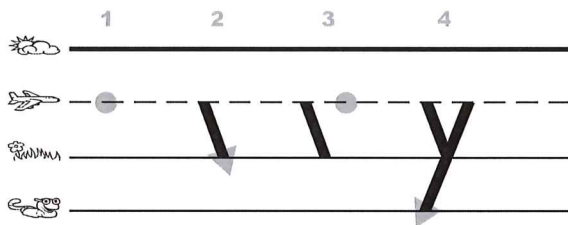


1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say x - fox - /ks/; have students repeat.

### Letter Formation for y

y is a plane line slide letter.

It starts on the (plane line) and (slides).



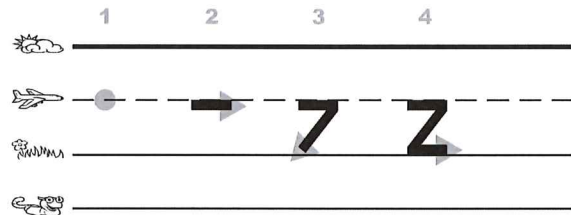
1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say y - yellow - /y/; have students repeat.

### Letter Formation for Z

z is a plane line slide letter, but it doesn't slide right away.

Where does it start? (On the plane line).

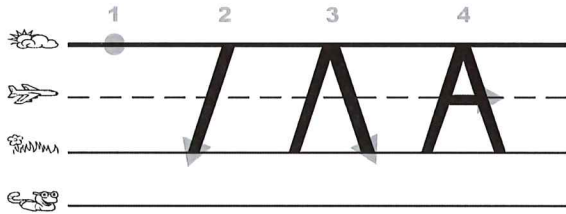
Before it slides, the z goes on the plane line.



1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z - zebra - /z/; have students repeat.

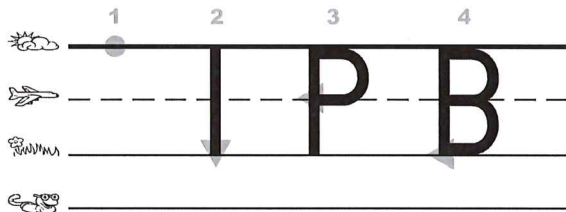
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for A



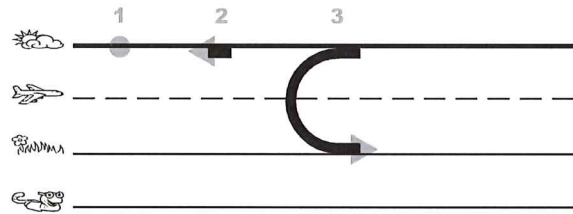
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a - apple - /ă/; have students repeat.

### Letter Formation for B



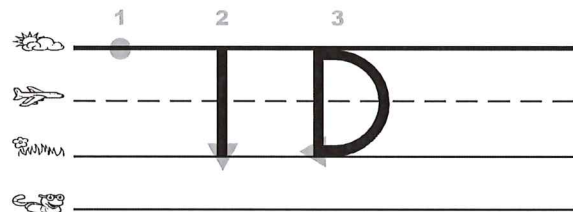
1. Point to the skyline.
2. Go down to the grass line.
3. Start back at the skyline and go around to the plane line,
4. and around again to the grass line.
5. Say b - bat - /b/; have students repeat.

### Letter Formation for C



1. Point to the sky line.
2. Fly back on the sky line,
3. and down around to the grass line.
4. Say c - cat - /k/; have students repeat.

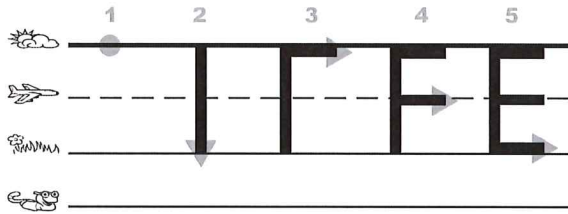
### Letter Formation for D



1. Point to the sky line.
2. Go down to the grass line.
3. Start back on the sky line and go all the way around to the grass line.
4. Say d - dog - /d/; have students repeat.

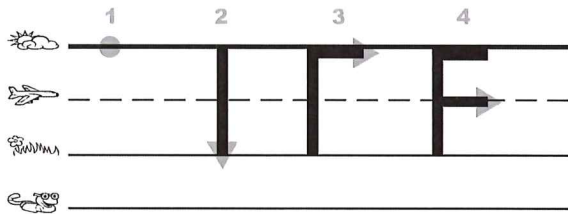
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for E



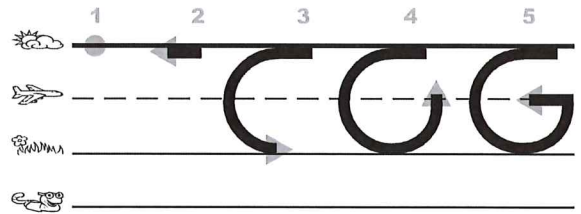
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line,
5. and a line on the grass line.
6. Say e - Ed - /ě/; have students repeat.

### Letter Formation for F



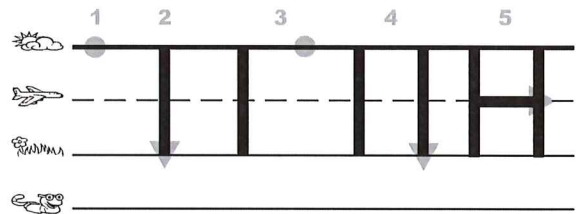
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f - fun - /f/; have students repeat.

### Letter Formation for G



1. Point to the sky line.
2. Fly back on the sky line.
3. Around to the grass line.
4. Up to the plane line,
5. and back straight on the plane line.
6. Say g - game - /g/; have students repeat.

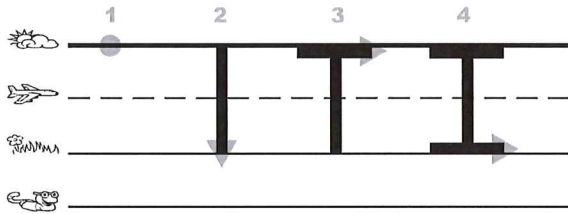
### Letter Formation for H



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Go down to the grass line.
5. Cross straight on the plane line.
6. Say h - hat - /h/; have students repeat.

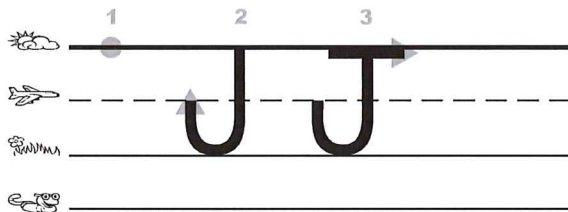
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for I



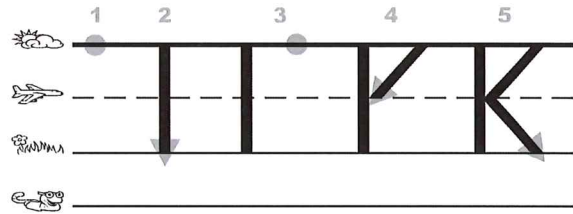
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line,
4. and cross on the grass line.
5. Say i - itch - /i/; have students repeat.

### Letter Formation for J



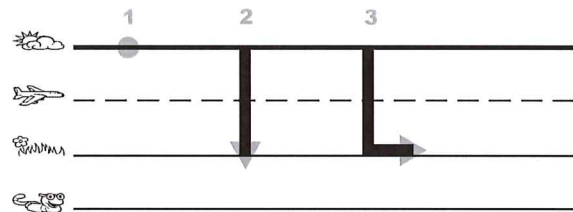
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j - jug - /j/; have students repeat.

### Letter Formation for K



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back to the plane line.
5. Slide over to the grass line.
6. Say k - kite - /k/; have students repeat.

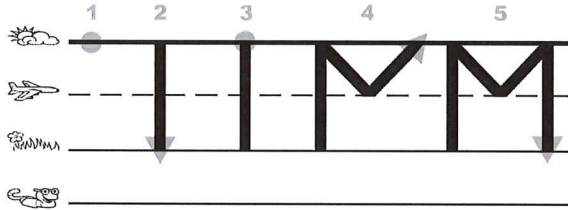
### Letter Formation for L



1. Point to the sky line.
2. Go down to the grass line.
3. Make a line across the grass line.
4. Say l - lamp - /l/; have students repeat.

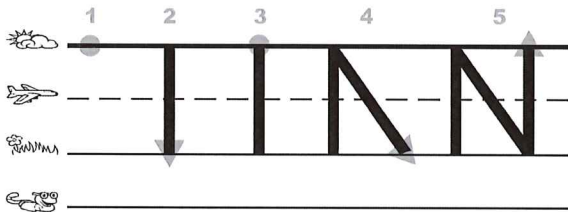
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for M



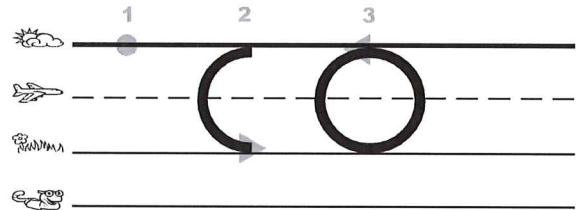
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m - man - /m/; have students repeat.

### Letter Formation for N



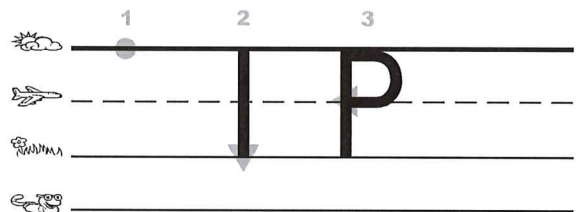
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n - nut - /n/; have students repeat.

### Letter Formation for O



1. Point to the sky line.
2. Trace back, then down around to the grass line,
3. and around back up to the sky line.
4. Say o - octopus - /ō/; have students repeat.

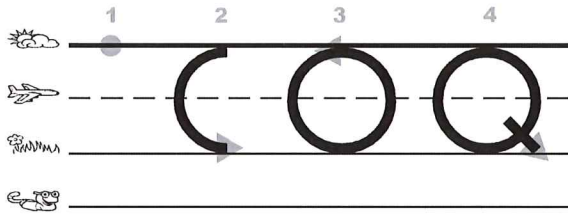
### Letter Formation for P



1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. Say p - pan - /p/; have students repeat.

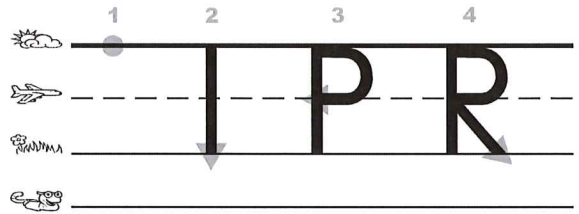
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for Q



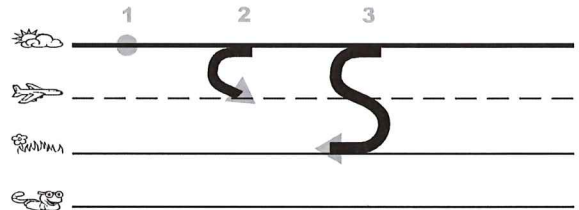
1. Point to the sky line.
2. Trace back, then down around to the grass line,
3. and around back up to the sky line.
4. Make a tail.
5. Say qu - queen - /kw/; have students repeat.

### Letter Formation for R



1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line,
4. and slide down to the grass line.
5. Say r - rat - /r/; have students repeat.

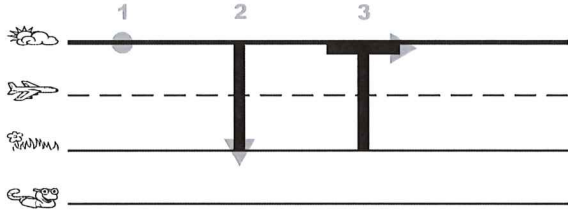
### Letter Formation for S



1. Point to the sky line.
2. Trace back and curve in to the plane line,
3. and curve back to the grass line.
4. Say s - snake - /s/; have students repeat.

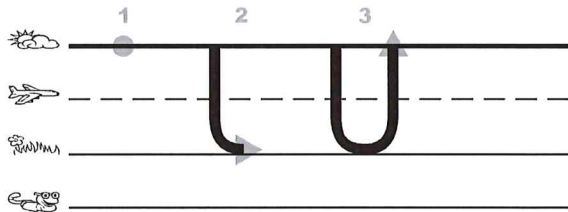
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for T



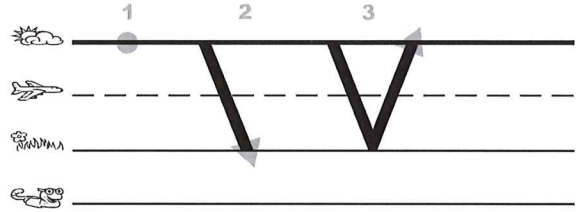
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. Say t - top - /t/; have students repeat.

### Letter Formation for U



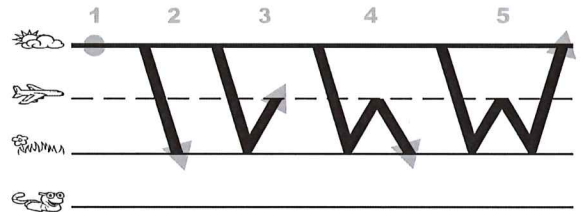
1. Point to the sky line.
2. Go to the grass line,
3. and curve up to the sky line.
4. Say u - up - /ū/; have students repeat.

### Letter Formation for V



1. Point to the sky line.
2. Slide down to the grass line,
3. and slide back up to the sky line.
4. Say v - van - /v/; have students repeat.

### Letter Formation for W

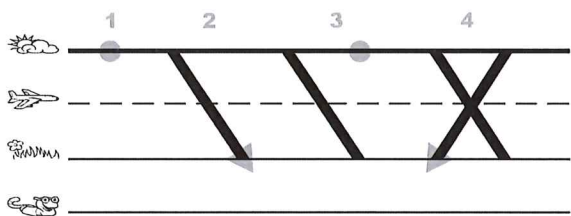


1. Point to the sky line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Back down to the grass line,
5. and slide all the way back to the sky line.
6. Say w - wind - /w/; have students repeat.



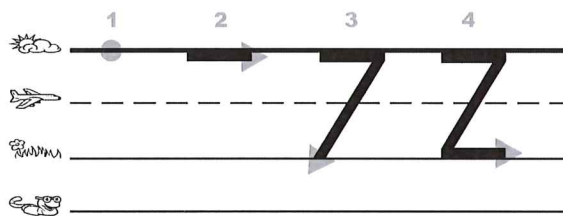
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for X



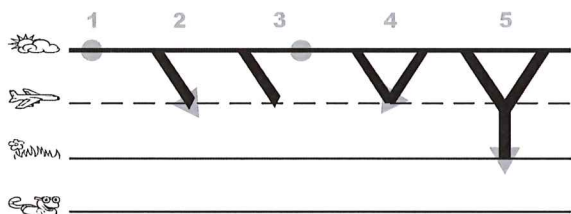
1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.
5. Say x - fox - /ks/; have students repeat.

### Letter Formation for Z



1. Point to the sky line.
2. Make a line.
3. Slide back to the grass line.
4. Make a line.
5. Say z - zebra - /z/; have students repeat.

### Letter Formation for Y



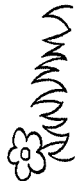
1. Point to the sky line.
2. Slide down to the plane line.
3. Leave a space and point to the sky line,
4. and then slide back to the plane line.
5. Go straight down to the grass line.
6. Say y - yellow - /y/; have students repeat.



\_\_\_\_\_



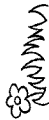
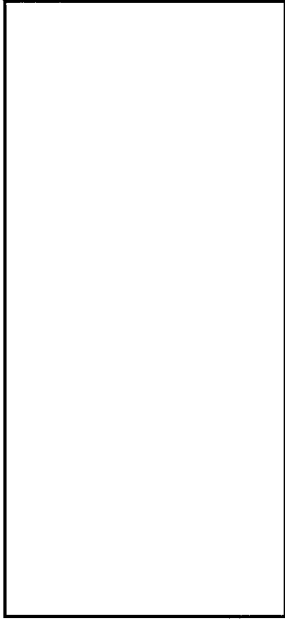
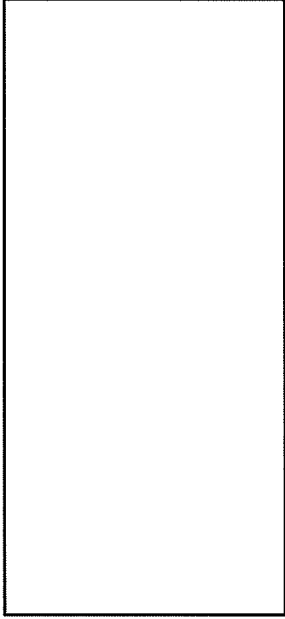
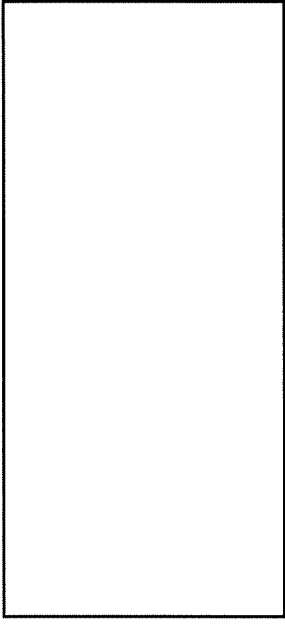
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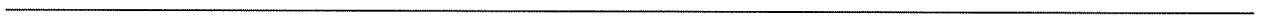
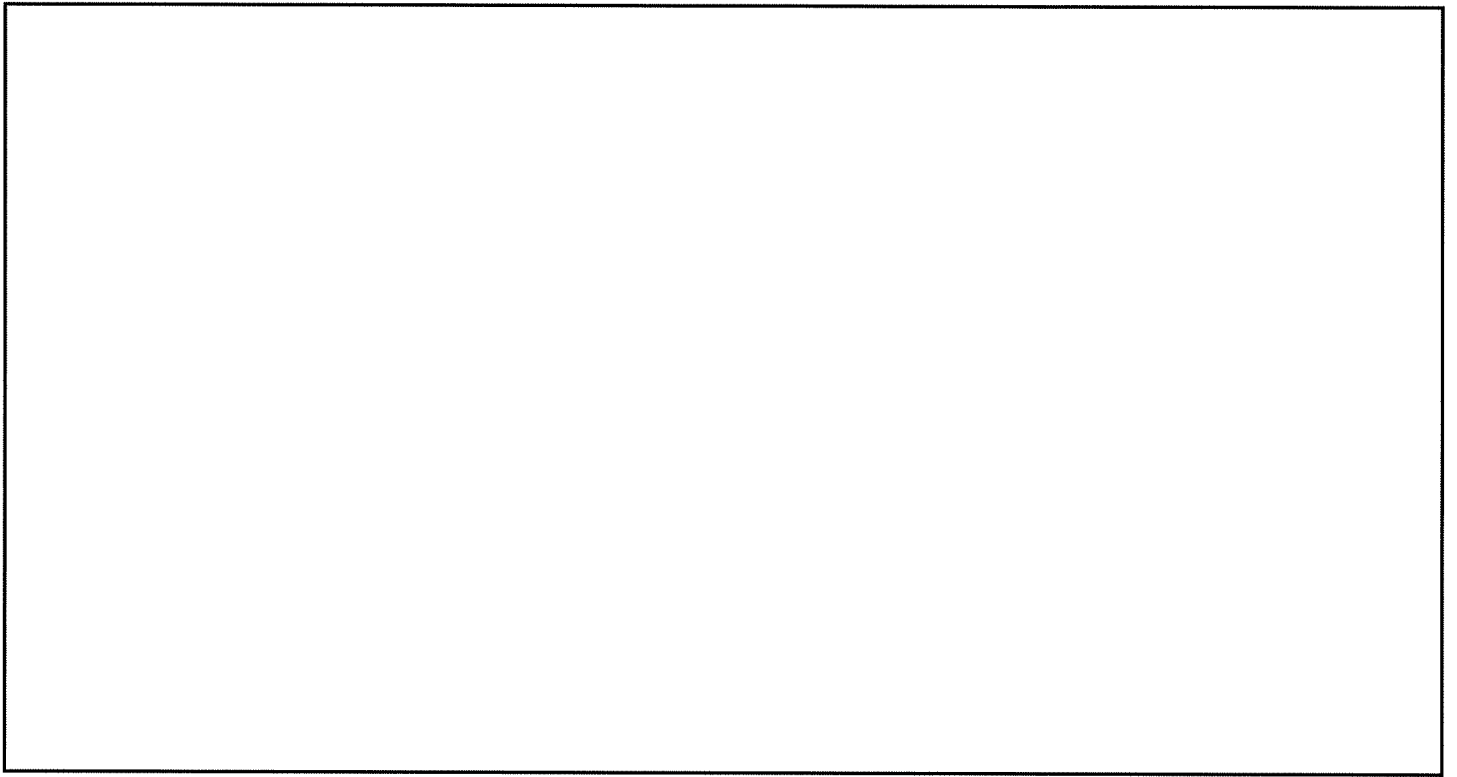


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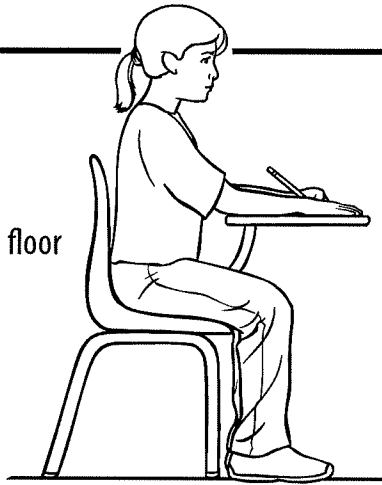




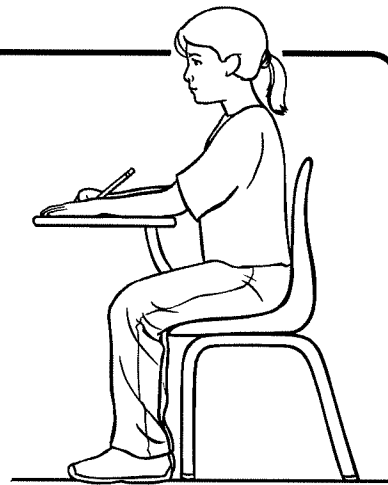
**1**

## Sit right

Seat pulled in, feet on floor



LEFT-HANDED

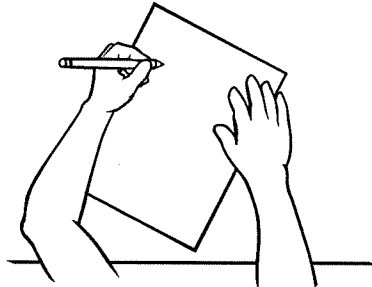


RIGHT-HANDED

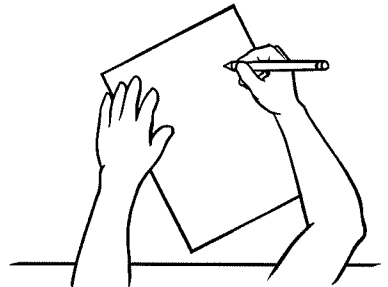
**2**

## Place paper and hands right

Paper slanted, wrist straight, elbow on desk, other hand holding paper



LEFT-HANDED



RIGHT-HANDED

**3**

## Grip pencil right

Pencil held between index finger and thumb, resting on the other fingers



LEFT-HANDED



RIGHT-HANDED



## Let's write!

# Pre-K Summer Packet

# I'm Ready For KINDERGARTEN!

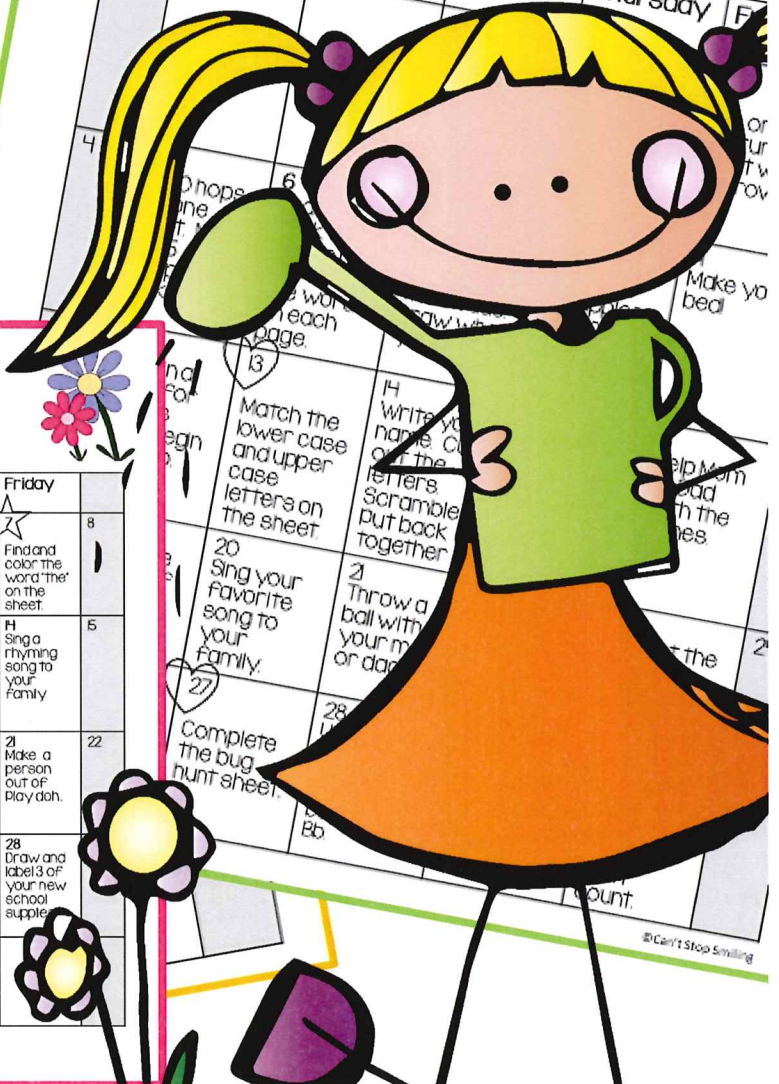
Can't Stop Smiling!

## AUGUST

## JUNE

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Complete the Point, Color, Count sheet.	2 Read a book with a grownup and look for words that rhyme.	3 Complete the Letter Sound Tr sheet.	4 Sing the alphabet song.
6	7 Complete the sequencing sheet.	8 Read a book with grownup and color the words on each page.	9 Draw your favorite summer activity.	10 Complete the...
13	14 Draw a picture of you.	15 Say the sounds on your plate.	16	17
20	21 Sort the spare socks.	22	23	24
27	28 Using an old magazine, cut out things that start with Pp.			

Monday	Tuesday	Wednesday	Thursday	Friday
3 Count your fingers and toes. How many are there altogether?	4 Happy July 4 <sup>th</sup> !	5 Draw what you saw or did on July 4 <sup>th</sup> .	6 Count the spoons in the kitchen drawer.	7 Find and color the word 'the' on the sheet.
9	10 Hunt for things that begin with Cc. Draw and label each thing.	11 Draw a pattern with colors.	12 Draw a picture of your favorite summer activity.	13 Read a book with a grownup and look for words that begin with Ss.
15	16 Find 5 things shaped like a rectangle in your house.	17 Draw a picture of your family.	18 Make a vehicle out of Legos.	19 Complete the patterns on the sheet.
23	24 Find 3 round things in your house.	25 Draw the steps for how to brush your teeth.	26 Say hello to someone you know by using their name.	27 Pick out a funny bedtime story.
30	31 Complete the matching numerals to sets sheet.			



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# HOW TO USE THIS PACKET

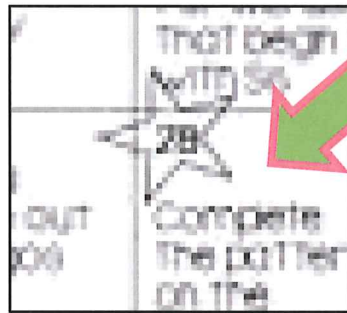
Updated for 2023

## ACTIVITY CALENDARS

Each day has a fun activity/skill to practice. Students can do as many or as few as they like.

	Monday	Tuesday	Wednesday	Thursday	Friday	
	3 Count your Fingers and toes. How many are there altogether?	4 Happy July 4th	5 Draw what you saw or did on July 4th	6 Count the spoons in the kitchen drawer.	7 Find and color the word "me" on the sheet.	8
9	10 Hunt for things that begin with Cc. Draw and label each thing.	11 Draw a pattern with colors.	12 Draw a picture of your favorite summer activity.	13 Read a book with a grown up and look for words that begin with Ss.	14 Sing a rhyming song to your family.	15
16	17 Find 5 things shaped like a rectangle in your house.	18 Draw a picture of your family.	19 Make a vehicle out of Legos.	20 Complete the patterns on the sheet.	21 Make a person out of Play-doh.	22
23	24 Find 3 round things in your house.	25 Draw the steps for how to brush your teeth.	26 Say hello to someone you know by using their name.	27 Pick out a Funny bedtime story.	28 Draw and label 3 of your new school supplies.	29
30	31 Complete the matching numerals to sets sheet.					

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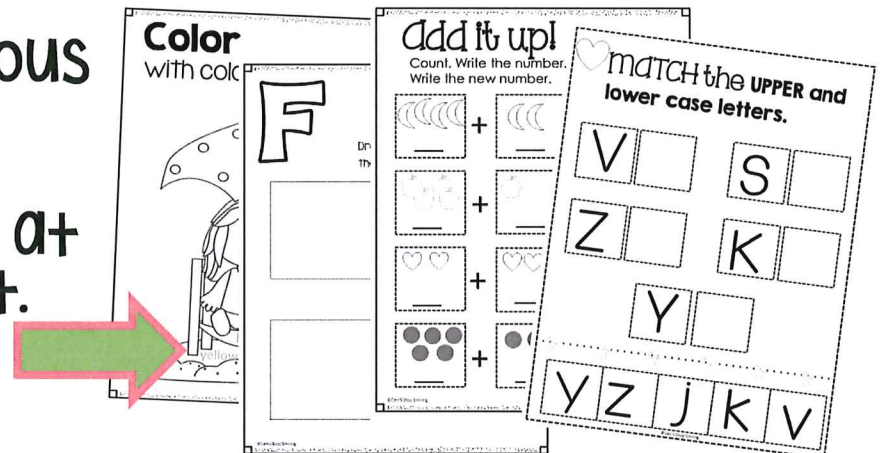
Each month has 5-6 days that are marked with a shape. These days come with specific sheets to complete.

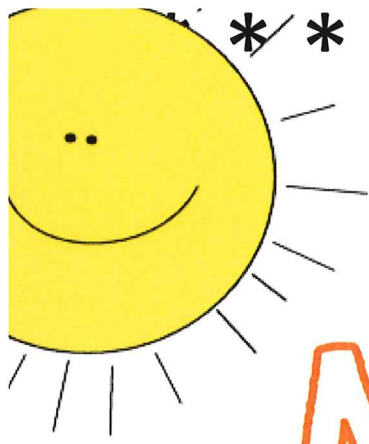
JUNE: ♥

JULY: ☆

AUGUST: ▲

...and for those ambitious pre-kindergartners, I have included several additional worksheets at the end of the packet. ENJOY!!!



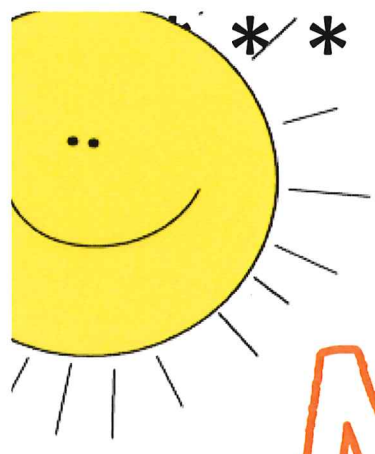


My SUMMER  
Packet

as I  
prepare for  
kindergarten



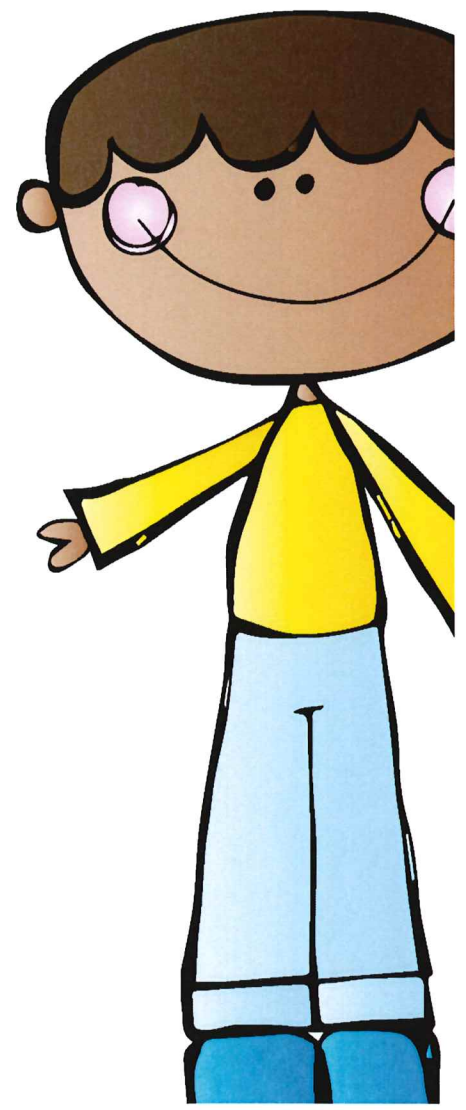




\* \* \* \* \*  
**My SUMMER  
Packet**

as I  
prepare for  
kindergarten

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# My Recording Sheet

Fill in the numbers below and color in the # of shape days that you completed for each month.

**JUNE**

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Complete the missing number sheet	2 Go on a nature hunt with a grown up!
4 5 Do 5 hops on the floor. Next, do 5 jumps. Put the words on each page.	6 Read a book with a grown up and count the words on each page.	7 Lie down outside and look at the clouds. Draw what you see.	8 Complete the apples addition sheet.	9 Make your bed.
11 12 Look in a book for words that begin with 'p'.	13 Match the lower case words and upper case letters on the sheet.	14 Write your name. Cut out the letters. Scramble. Put back together.	15 Complete the letter sound sheet.	16 Help Mom or Dad with the clothes.
18 19 Write the names of your family members.	20 Sing your favorite song to your family.	21 Throw a ball to your mom or dad.	22 Complete the Draw More sheet.	23 Count the stars in your home.
25 26 Draw 3 primary shapes and color in.	27 Complete the bug hunt sheet.	28 Use an old magazine cut out things that begin with 'R'.	29 Read a book with a grown up and look for the word 'the'.	30 Sort the words and count.

I completed \_\_\_\_\_ days total including:



**JULY**

Monday	Tuesday	Wednesday	Thursday	Friday
3 Count your fingers and tell how many are there. (computer?)	4 Happy July! Draw what you saw or did on July 4th.	5 Draw what you saw or did on July 4th.	6 Count the spoons in the kitchen drawer.	7 Find and color the words 'the' on the sheet.
9 Hunt for things that begin with 'C'. Draw and label each thing.	10 Draw a pattern with colors.	11 Draw a picture of someone's favorite summer activity.	12 Read a book with a grown up and look for words that begin with 'S'.	13 Sing a rhyming song to your family.
16 Find things shaped like a rectangle in your house.	17 Draw a picture of your family.	18 Make a vehicle out of LEGOs.	19 Complete the patterns on the sheet.	20 Make a person out of clay or dough.
23 Find 3 round things in your house.	24 Draw the shape row to someone you know by using their name.	25 Say hello to someone you know by using their name.	26 Pick out a funny bedtime story.	27 Draw and label your new school supplies.
30 Complete the matching numbers to sets sheet.				

I completed \_\_\_\_\_ days total including:

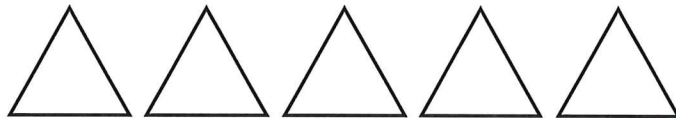


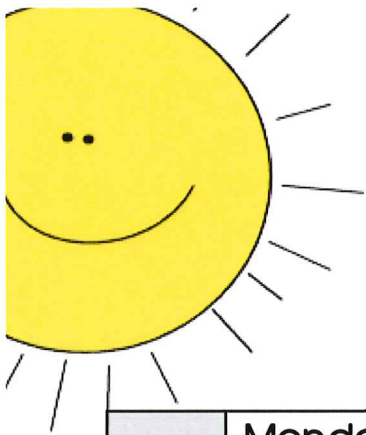
**AUGUST**

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Complete the shirt color counting sheet.	2 Read a book with a grown up and look for words that rhyme.	3 Complete the letter sound sheet.	4 Sing the alphabet song.
6 Complete the sequencing sheet.	7 Read a book with a grown up and count the words on each page.	8 Draw your favorite summer food and cut it out.	9 Complete the snake cutting sheet.	10 Draw a type of truck or train.
13 Draw a picture of you.	14 Say the sounds of the letter on your plate.	15 Count the words in your house.	16 Find things in your house that begin with 'L'.	17 Read a pattern with claps and stomps.
20 Sort the spare socks.	21 Use a picture of a flower. Then draw and color it with details.	22 Draw a rainbow with a pot of gold at the end.	23 Write the alphabet in order.	24 Write a funny bedtime story.
27 Use an old magazine cut out things that start with 'P'.	28	29	30	31

Have a GREAT Year!

I completed \_\_\_\_\_ days total including:

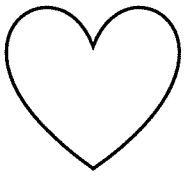




# JUNE

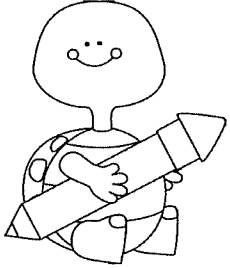


	Monday	Tuesday	Wednesday	Thursday	Friday	
				1 Complete the missing number sheet.	2 Go on a nature hunt with a grown up.	3
4	5 Do 10 hops on one foot. Next, do 15 jumping jacks.	6 Read a book with a grown up and count the words on each page.	7 Lie down outside and look at the clouds. Draw what you see.	8 Complete the apples addition sheet.	9 Make your bed!	10
11	12 Look in a book for words that begin with Pp.	13 Match the lower case and upper case letters on the sheet.	14 Write your name. Cut out the letters. Scramble. Put back together	15 Complete the letter sound Nn sheet.	16 Help Mom or Dad with the dishes.	17
18	19 Write the names of your family members.	20 Sing your favorite song to your family.	21 Throw a ball with your mom or dad.	22 Complete the Draw More sheet.	23 Count the stairs in your home.	24
25	26 Draw all primary shapes and color in.	27 Complete the bug hunt sheet.	28 Using an old magazine, cut out things that begin with Bb.	29 Read a book with a grown up and look for the word "the."	30 Sort the forks and spoons. Then count.	

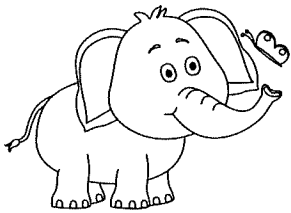


# What's the Missing Number?

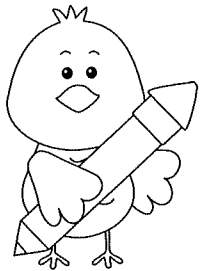
Help the animals by writing the missing numbers in the empty boxes below.



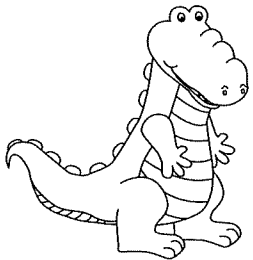
1	2	3		5	6
---	---	---	--	---	---



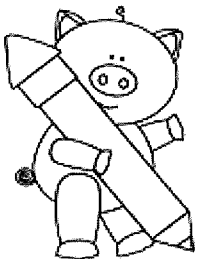
2	3	4	5		7
---	---	---	---	--	---



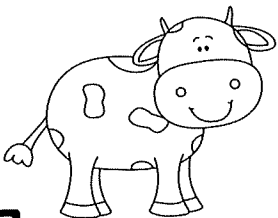
5	6		8	9	10
---	---	--	---	---	----



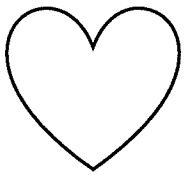
4	5	6	7		9
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2		4	5	6	7
---	--	---	---	---	---

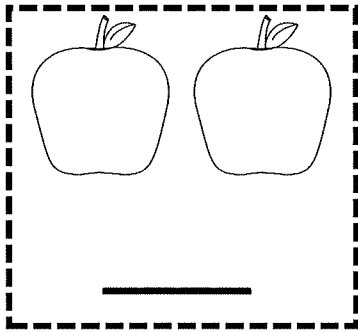


	5	6	7	8	9
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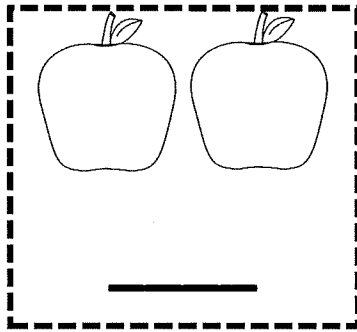


# Apples Addition

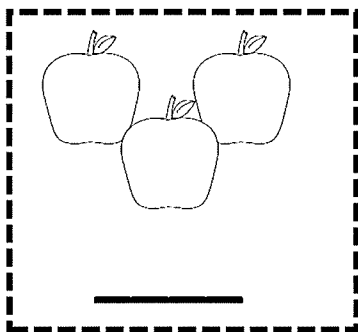
Count. Add. Write the new number.



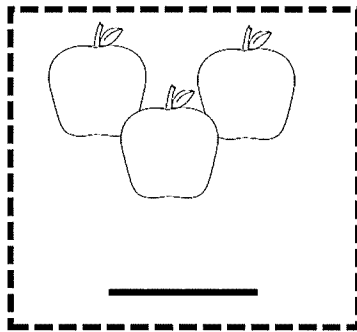
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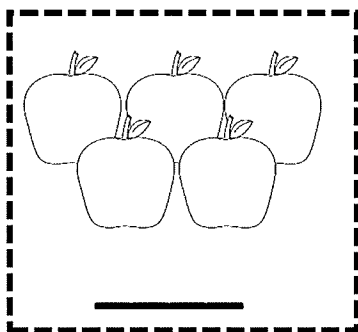
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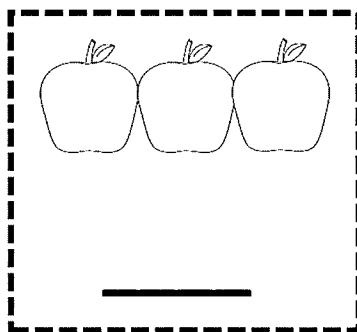
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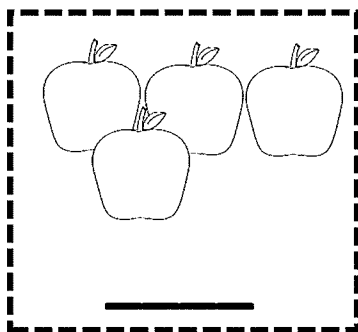
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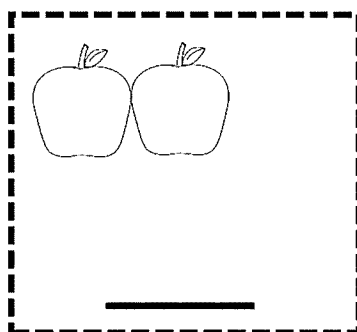
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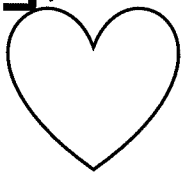


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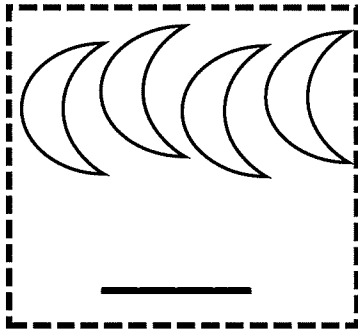
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# Draw MORE to make 5!

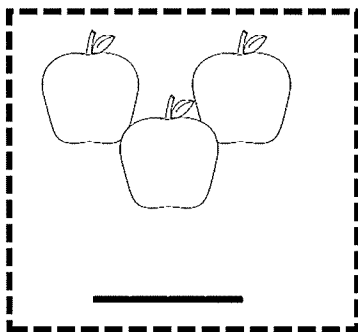
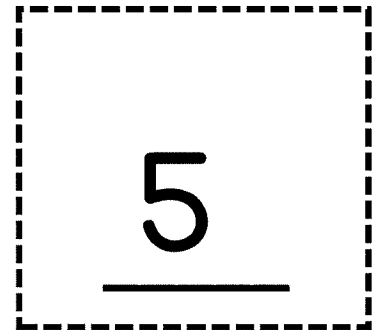
Count. Write the number. Draw more.



+



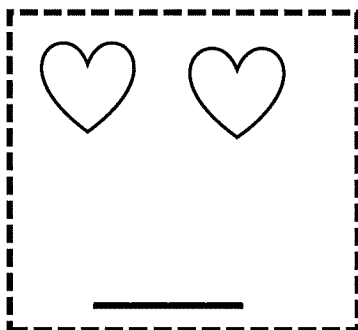
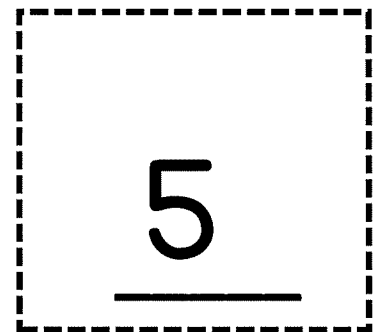
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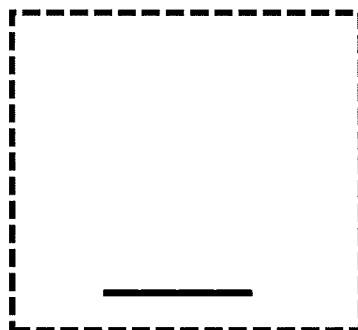
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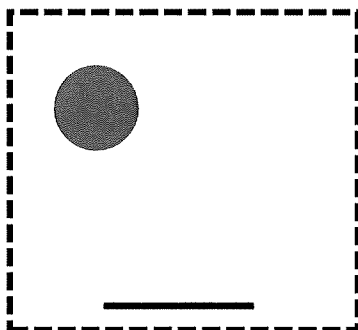
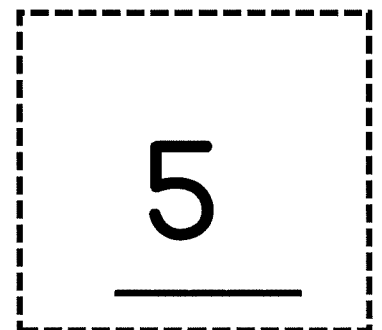
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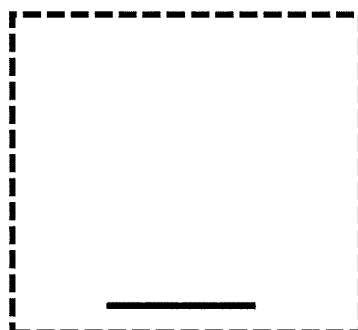
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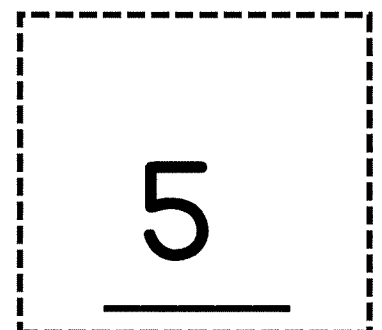
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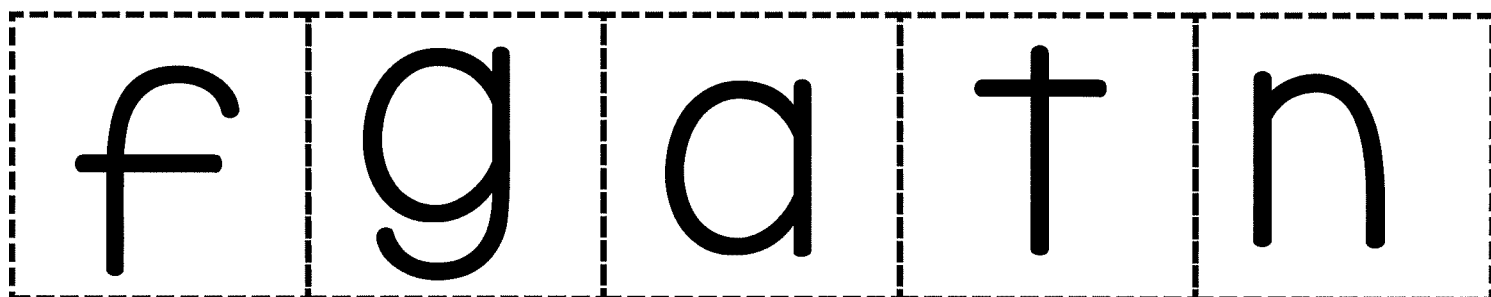
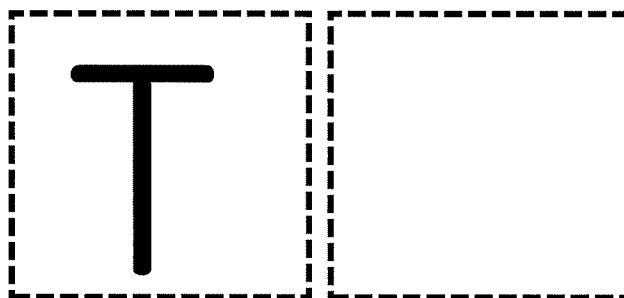
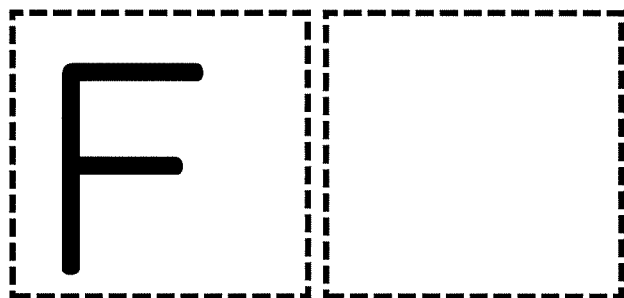


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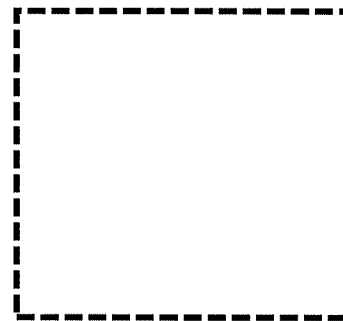
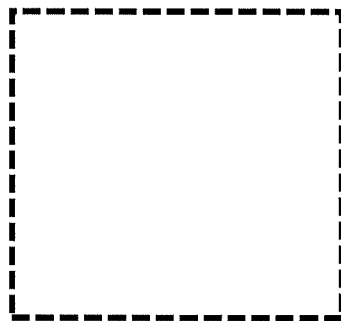
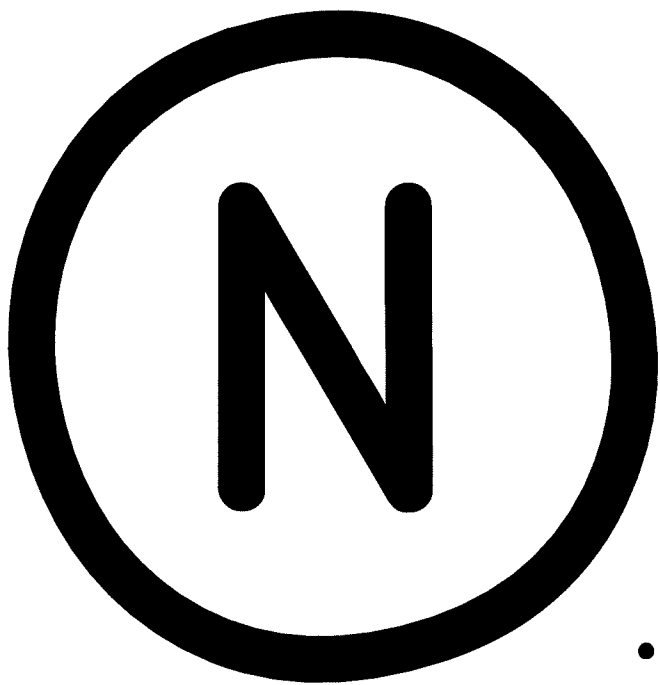




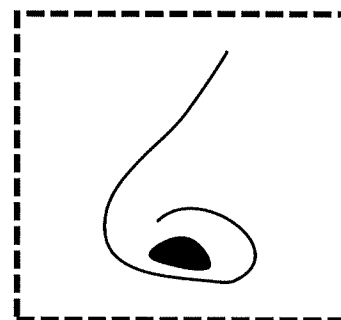
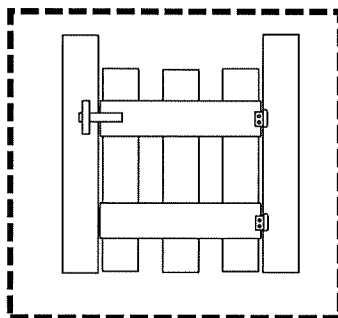
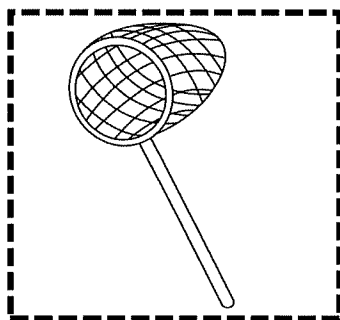
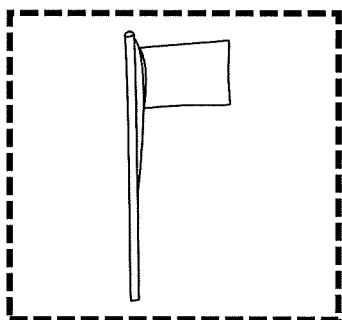
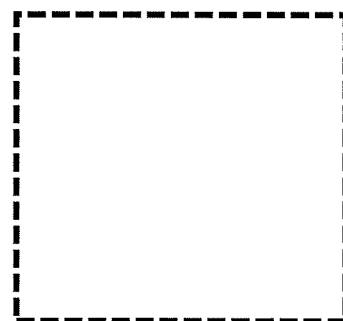
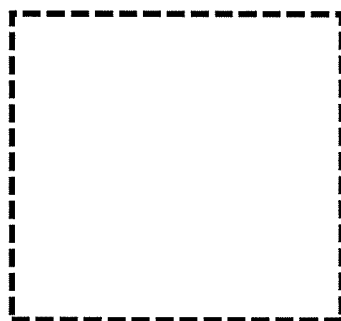
**MATCH the UPPER and lower case letters.**



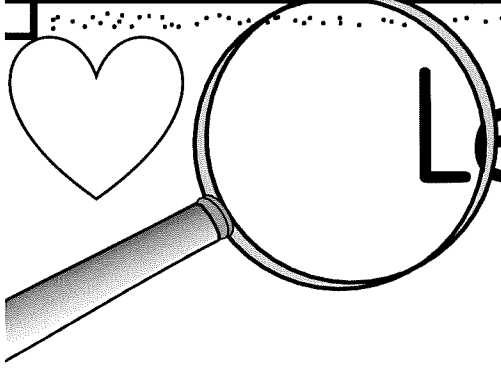
is for



...but **NOT** for

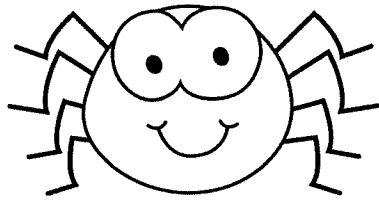




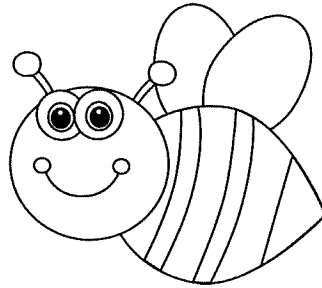


# Let's Go on a BUG HUNT!

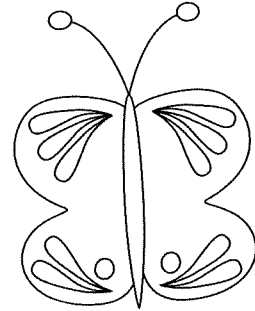
Color the bugs you find.



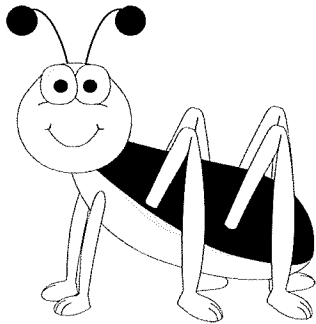
spider



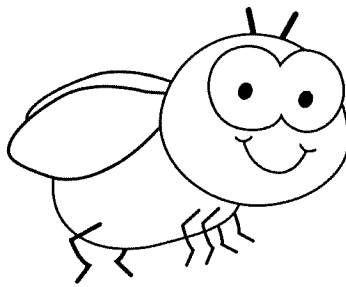
bumblebee



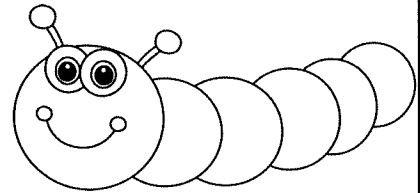
butterfly



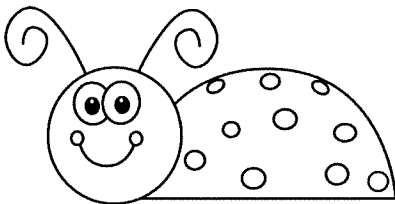
grasshopper



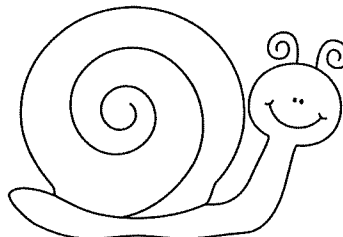
fly



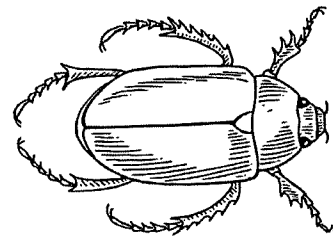
caterpillar



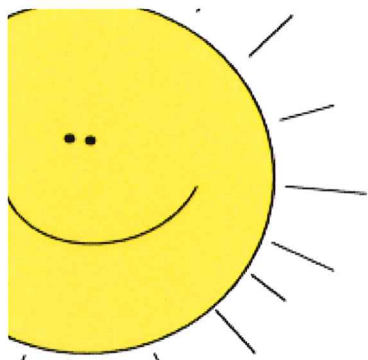
ladybug



snail



beetle



# JULY



	Monday	Tuesday	Wednesday	Thursday	Friday	
2	<b>3</b> Count your fingers and toes. How many are there altogether?	<b>4</b> Happy July 4 <sup>th</sup> !!!! 	<b>5</b> Draw what you saw or did on July 4 <sup>th</sup> .	<b>6</b> Count the spoons in the kitchen drawer.	 <b>7</b> Find and color the word "the" on the sheet.	8
9	 <b>10</b> Hunt for things that begin with Cc. Draw and label each thing.	<b>11</b> Draw a pattern with colors.	<b>12</b> Draw a picture of your favorite summer activity.	<b>13</b> Read a book with a grown up and look for words that begin with Ss.	<b>14</b> Sing a rhyming song to your family.	15
16	<b>17</b> Find 5 things shaped like a rectangle in your house	<b>18</b> Draw a picture of your family.	<b>19</b> Make a vehicle out of Legos.	 <b>20</b> Complete the patterns on the sheet.	<b>21</b> Make a person out of Play doh..	22
23	<b>24</b> Find 3 round things in your house..	 <b>25</b> Draw the steps for how to brush your teeth	<b>26</b> Say hello to someone you know by using their name.	<b>27</b> Pick out a funny bedtime story.	<b>28</b> Draw and label 3 of your new school supplies.	29
30	 <b>31</b> Complete the matching numerals to sets sheet.					

Color in every box that has "the."

we	the	you	me
it	the	to	it
to	the	for	my
we	the	it	he
at	the	the	the
me	the	is	the
you	the	and	the
we	the	we	the

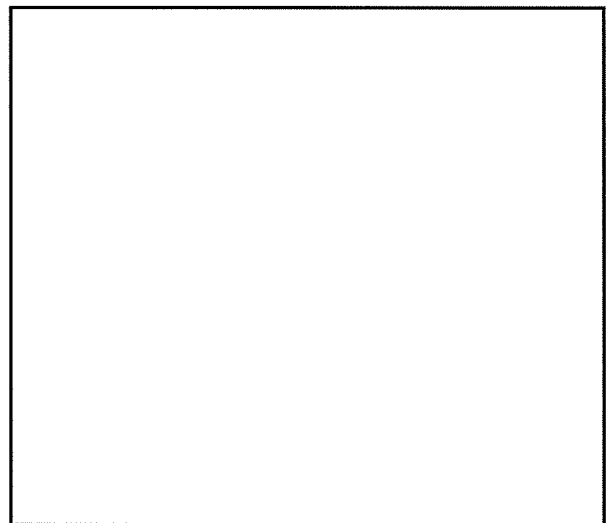
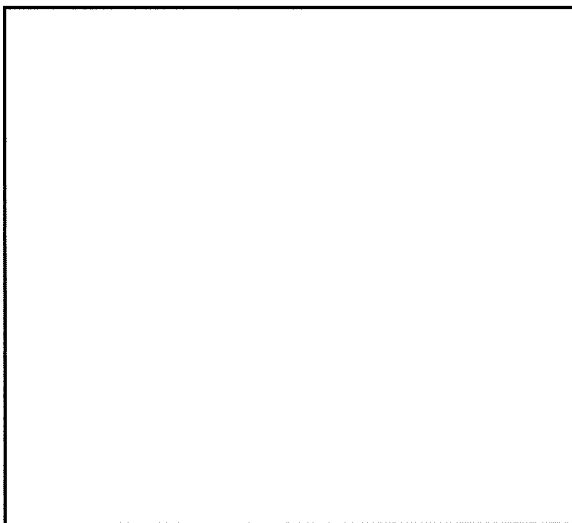
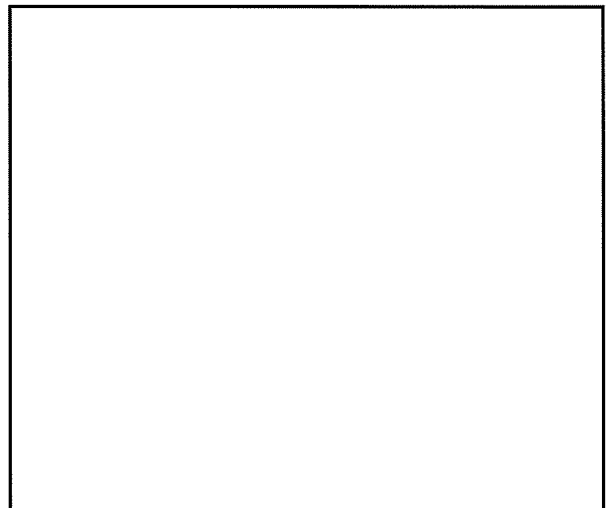
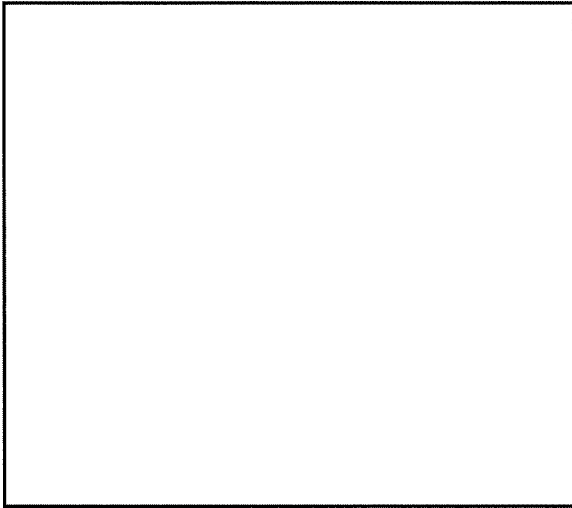
I made the letter: \_\_\_\_\_

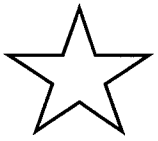


# C

## What begins with Cc?

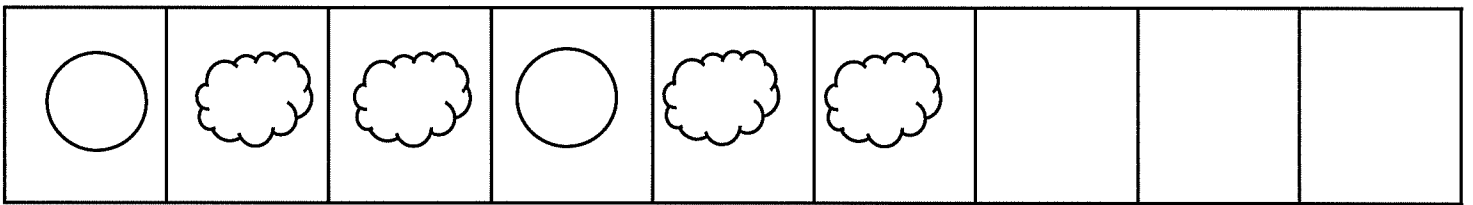
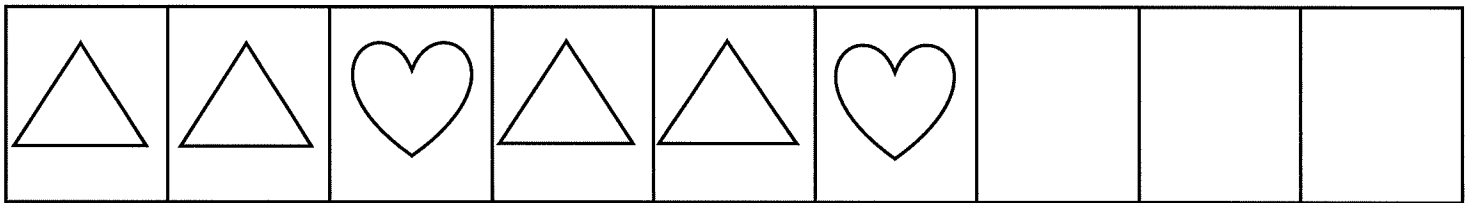
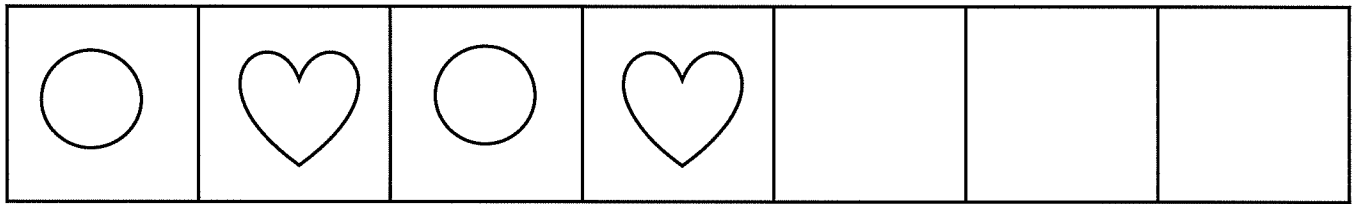
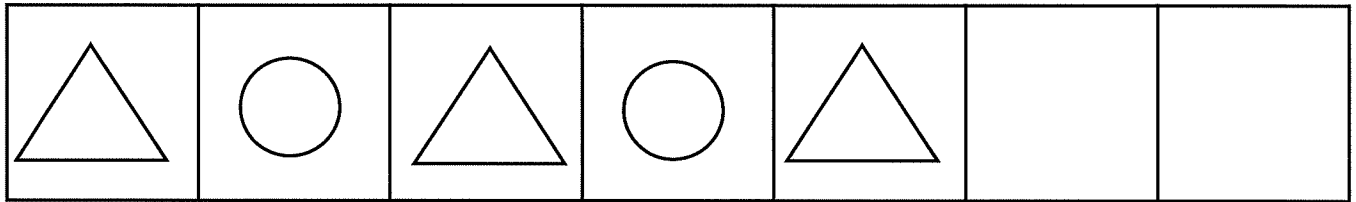
Draw 4 things that begin with  
the letter Cc.



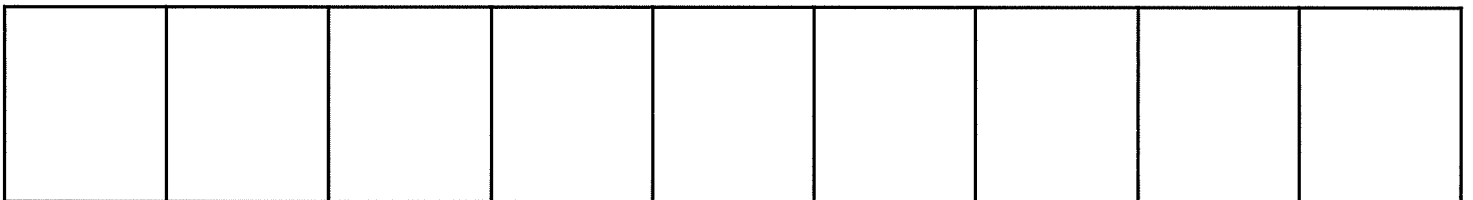


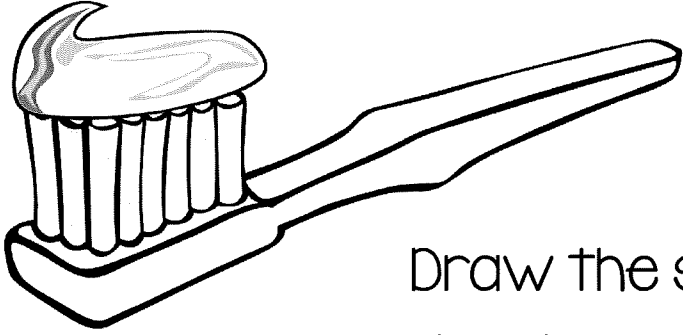
# Complete the Pattern!

Complete the patterns below by drawing what comes next.



Now, can you make your own pattern?





Here is how I  
brush my teeth!

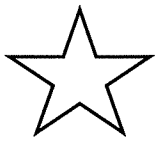
Draw the steps that show what you  
do when you brush your teeth.

1

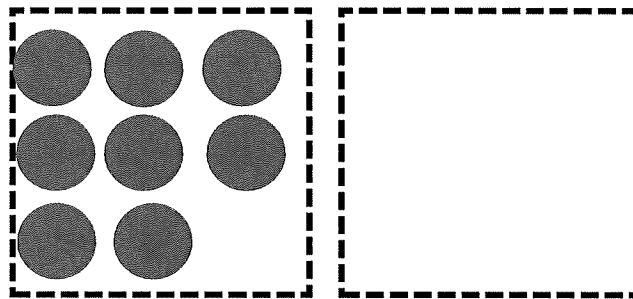
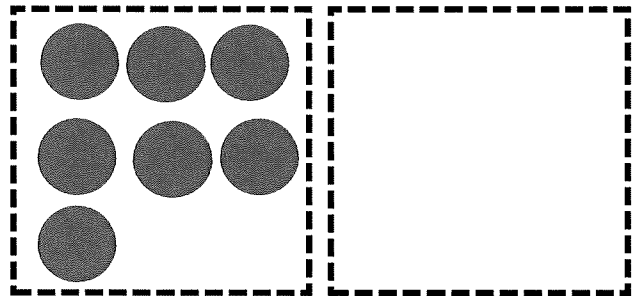
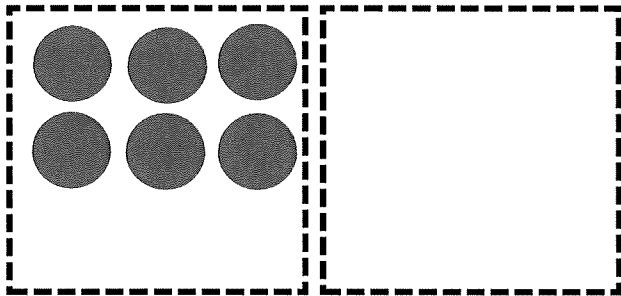
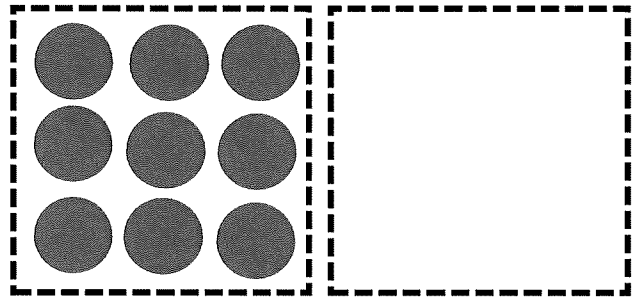
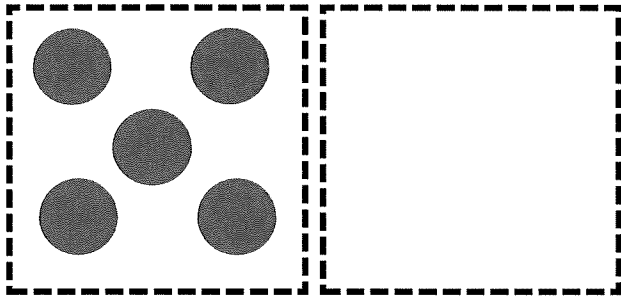
2

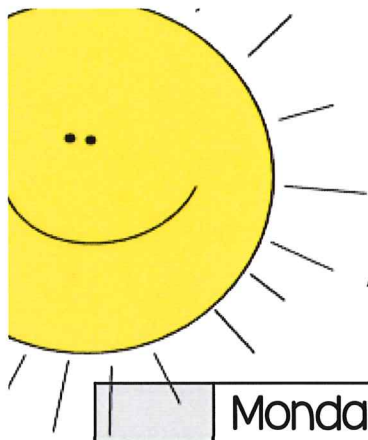
3

4



# MATCH the numbers to the sets.





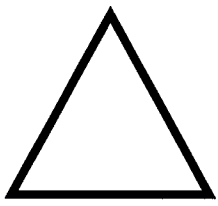
# AUGUST



	Monday	Tuesday	Wednesday	Thursday	Friday	
		1 Complete the Point, Color, Count sheet.	2 Read a book with a grown up and look for words that rhyme.	3 Complete the Letter Sound Tt sheet.	4 Sing the alphabet song.	5
6	7 Complete the sequencing sheet.	8 Read a book with a grown up and count the words on each page.	9 Draw your favorite summer food and cut it out.	10 Complete the shape cutting sheet.	11 Draw a type of truck or train.	12
13	14 Draw a picture of YOU!	15 Say the sounds of the dinner on your plate.	16 Count the lamps in your house.	17 Find 5 things in your house that begin with Ll.	18 Do a pattern with claps and stomps.	19
20	21 Sort the spare socks.	22 Take a picture of a flower. Then, draw and color it with details.	23 Draw a rainbow with a pot of gold at the end.	24 Write the alphabet in order.	25 Enjoy a funny bedtime story.	26
27	28 Using an old magazine, cut out things that start with Pp.	29	30	31		

Have a GREAT Year!!





# Point, Color and Count

Point to the words. Color in the dot under each word.  
Count the words and write the number in the box.

1. I see a pig.

2. The girl sits.

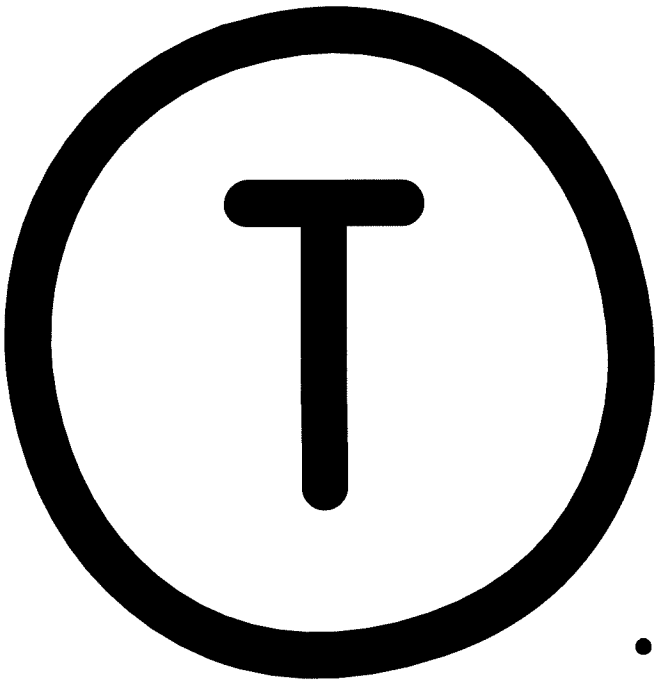
3. My pet is sick.

4. She is here.

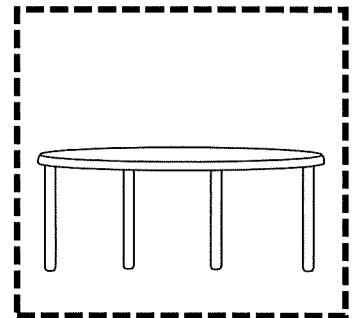
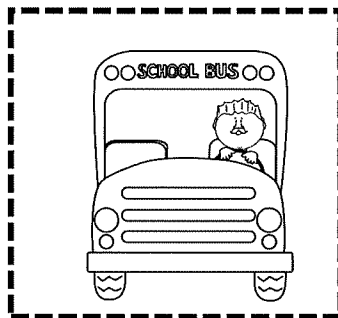
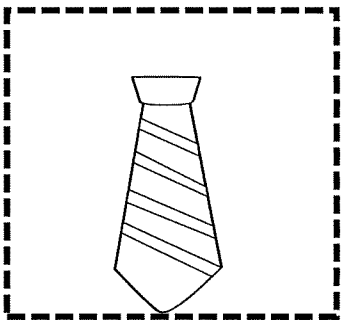
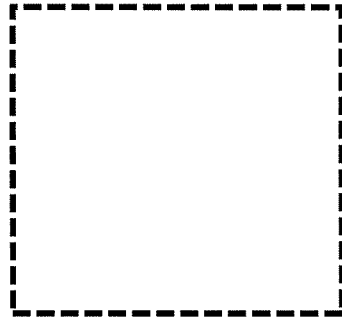
5. Mom likes that.

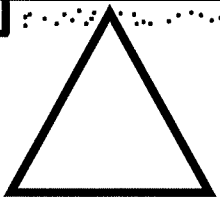
6. We will go.

is for



...but **NOT** for

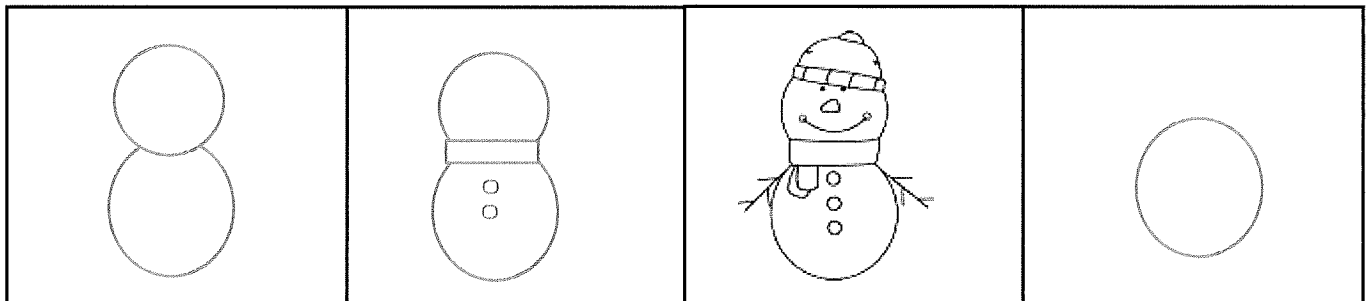
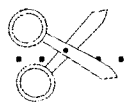
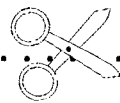
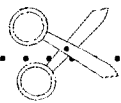
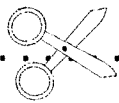
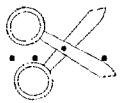
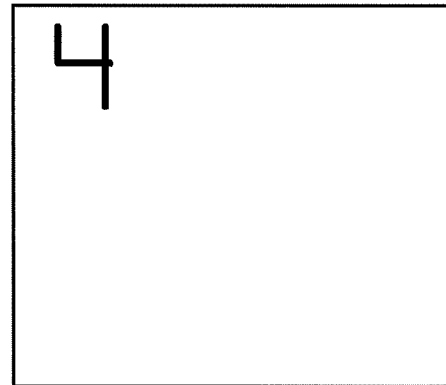
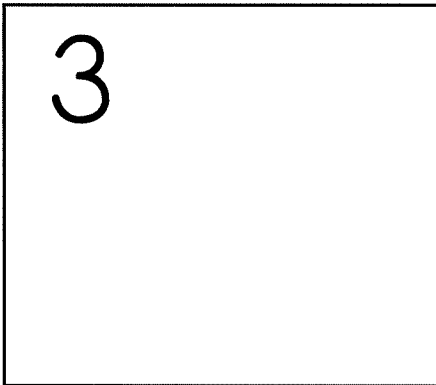
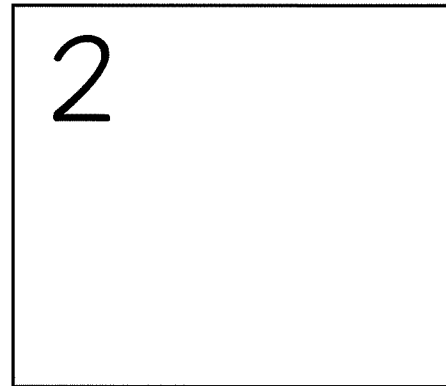
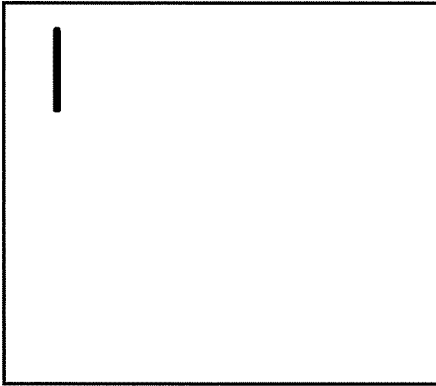


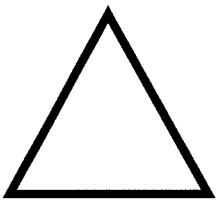


# Sequencing!

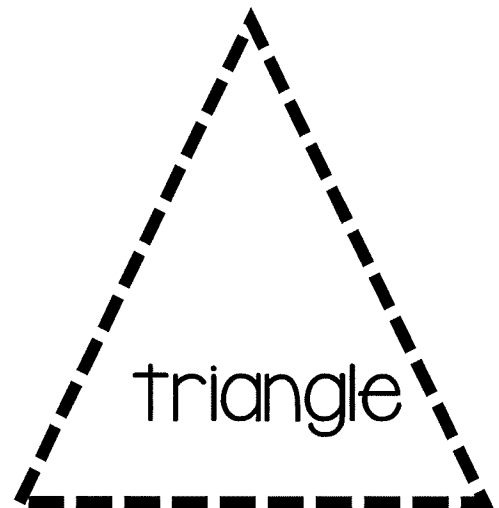
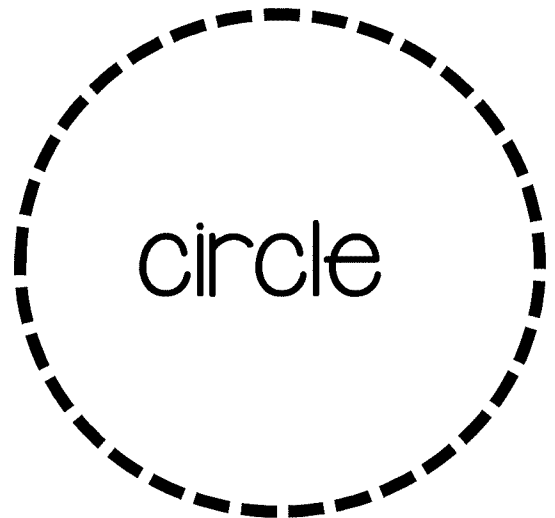
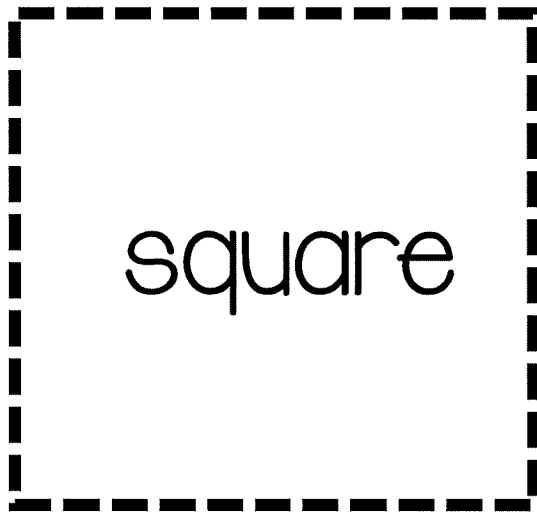
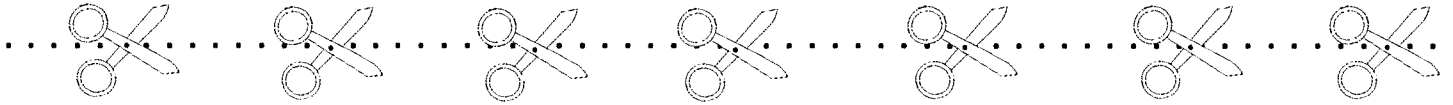
Put the Pictures in Order.

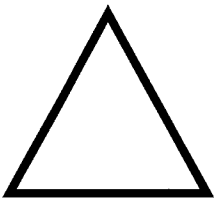
Draw the steps that show what you do when you make a snowman.





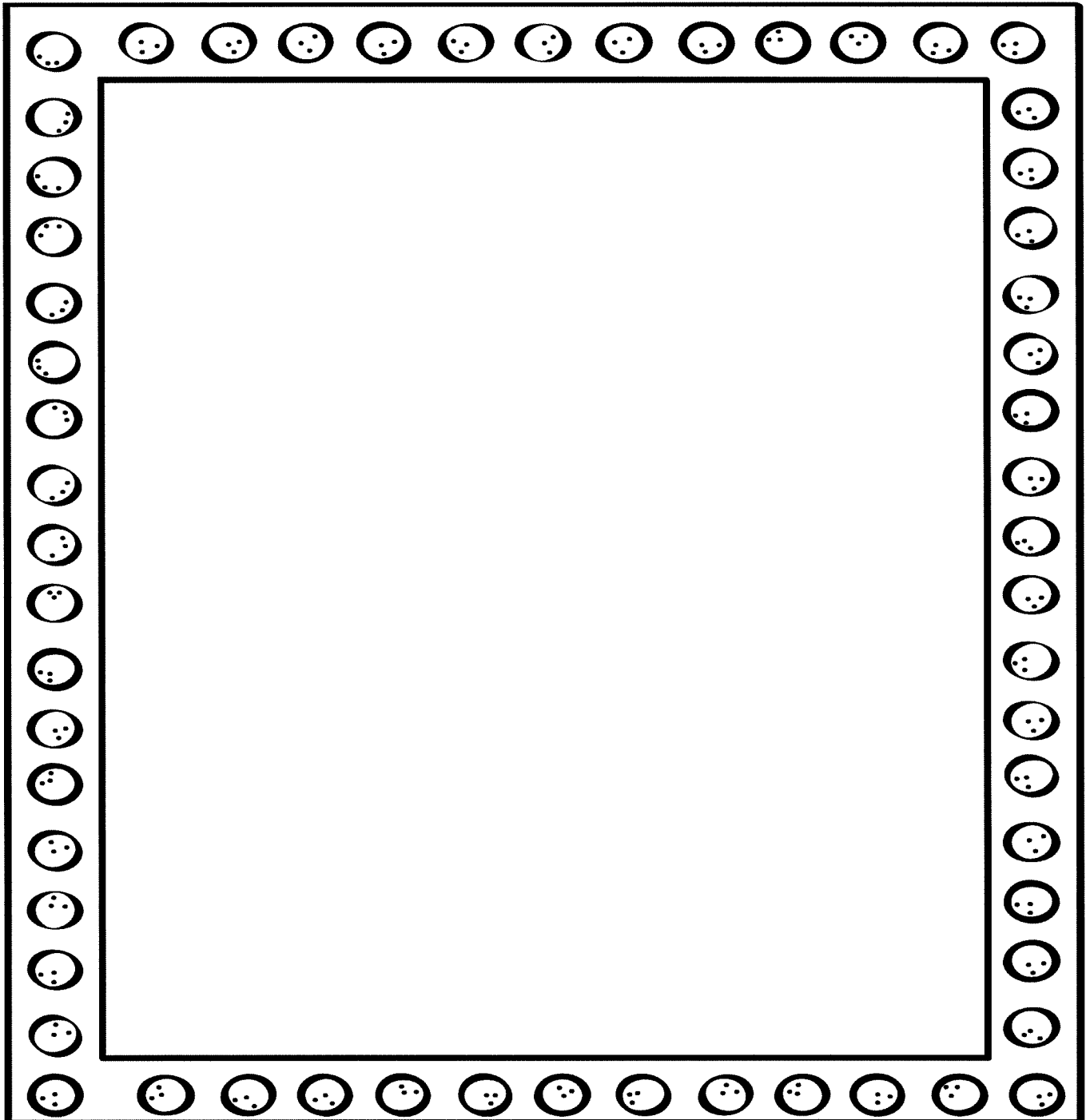
# CUT THE SHAPES OUT!



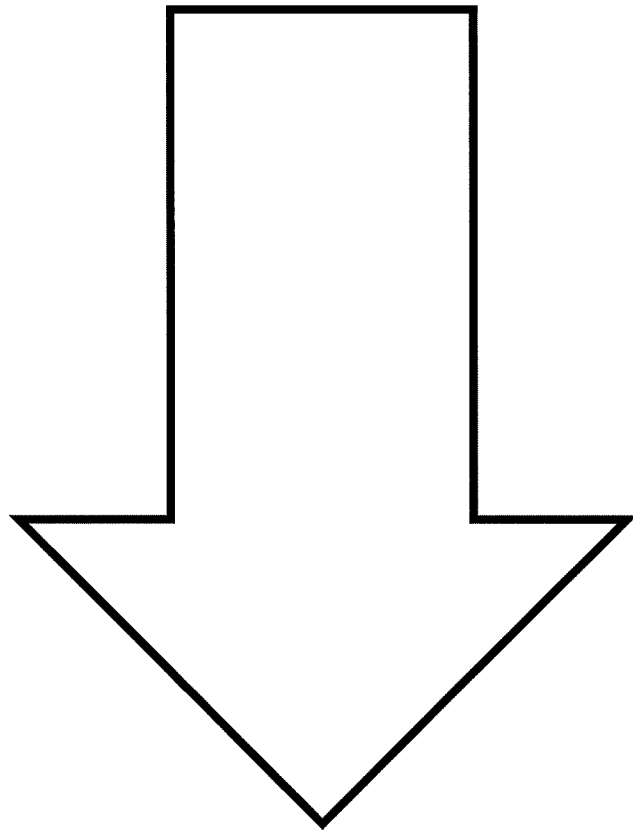


Draw a picture of **YOU!**

MY SELF PORTRAIT



# Additional ACTiViTies



You are a superstar!!

# MATCH the UPPER and lower case letters.

M

S

E

R

L

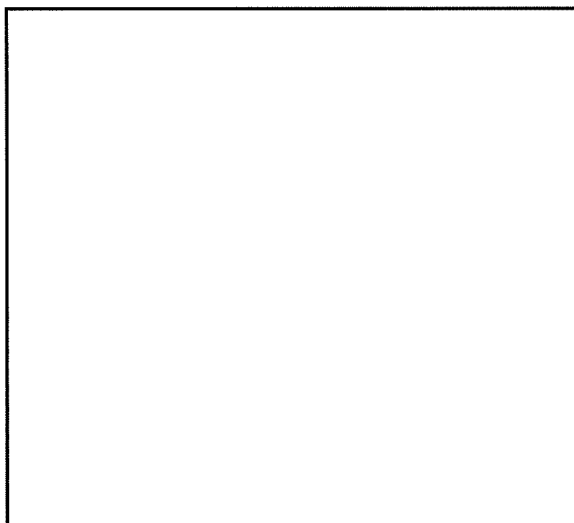
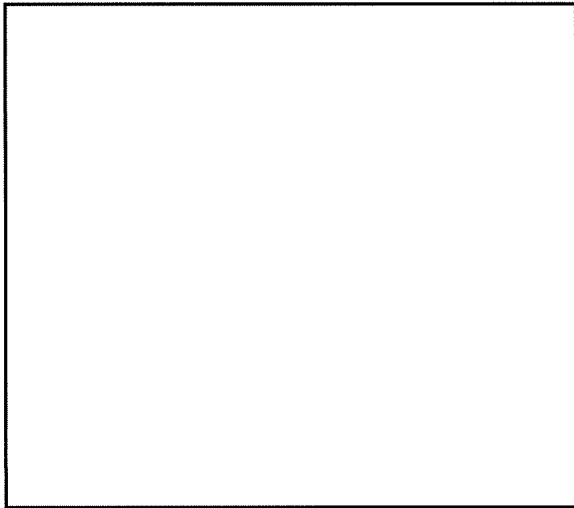


r m e s l

H

What begins with Hh?

Draw 4 things that begin with the letter Hh.

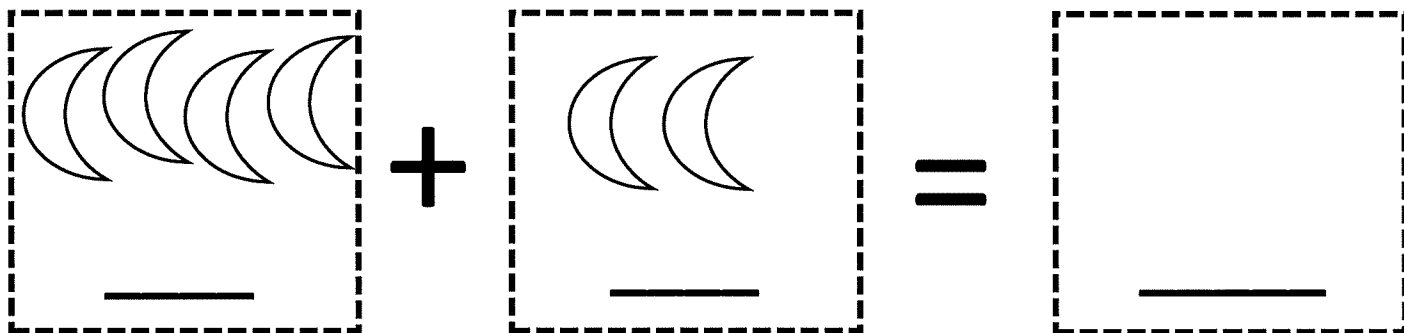




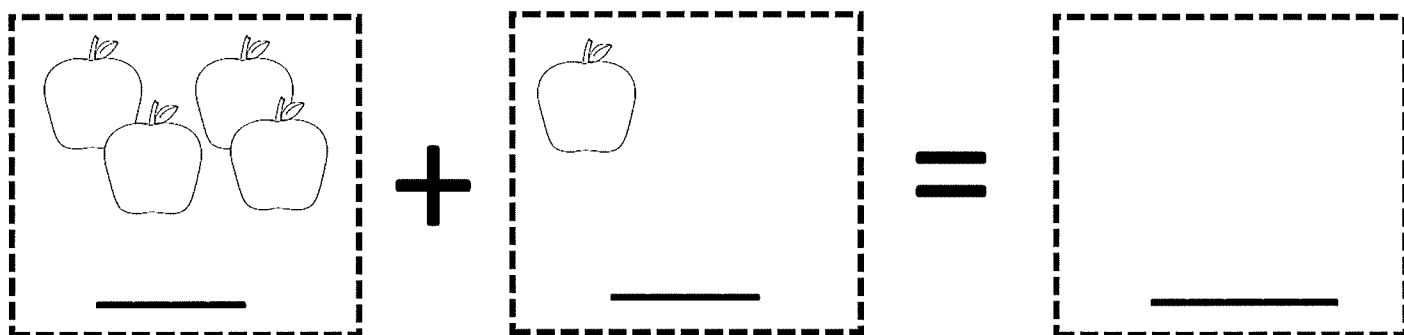
# Add it up!

Count. Write the number. Add together.

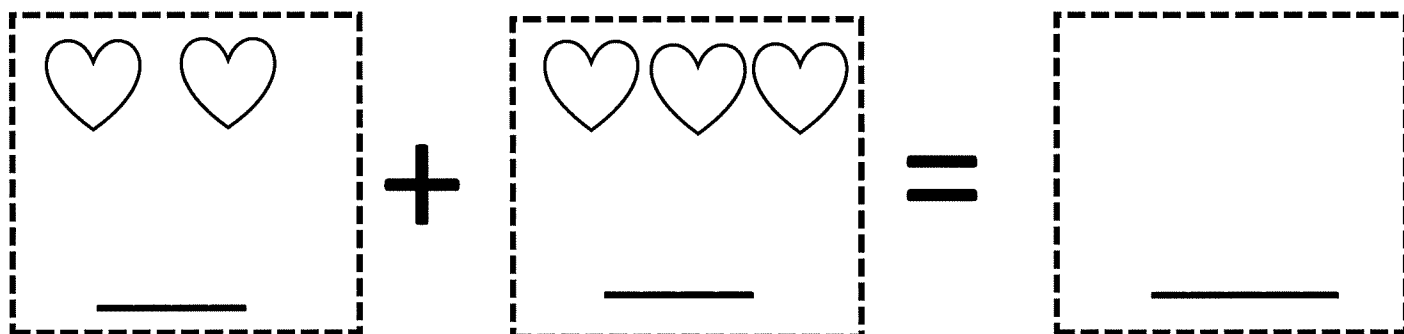
Write the new number.



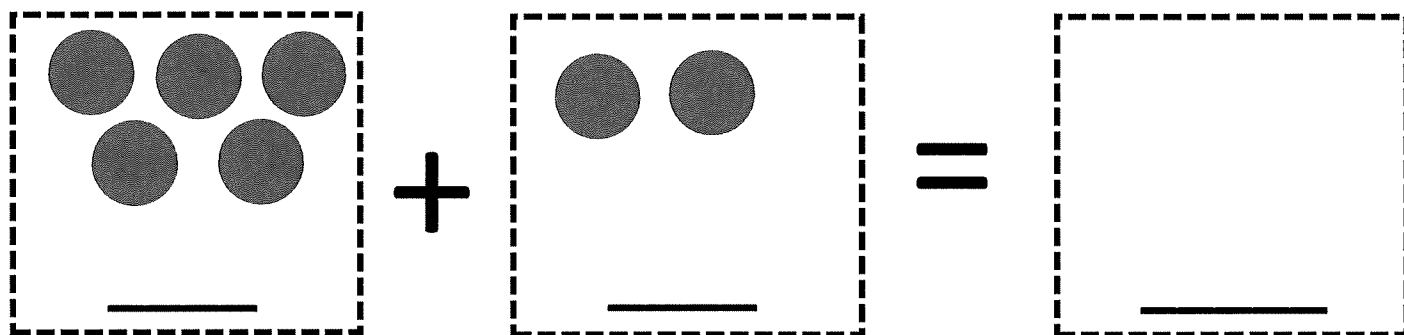
A dashed square box containing 6 crescent moons. To its right is a plus sign. To the right of the plus sign is another dashed square box containing 2 crescent moons. To the right of that is an equals sign. To the right of the equals sign is a third dashed square box. Each of the three boxes has a horizontal line at the bottom for writing the number.



A dashed square box containing 4 apples. To its right is a plus sign. To the right of the plus sign is another dashed square box containing 1 apple. To the right of that is an equals sign. To the right of the equals sign is a third dashed square box. Each of the three boxes has a horizontal line at the bottom for writing the number.

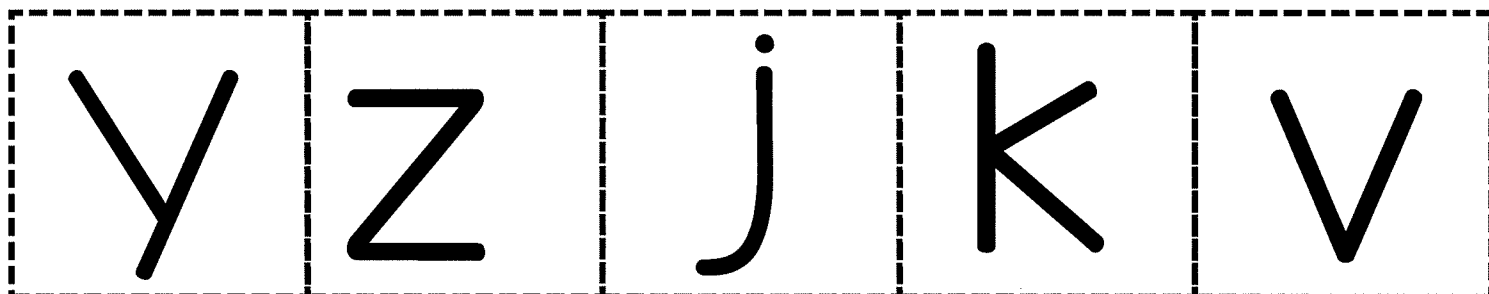
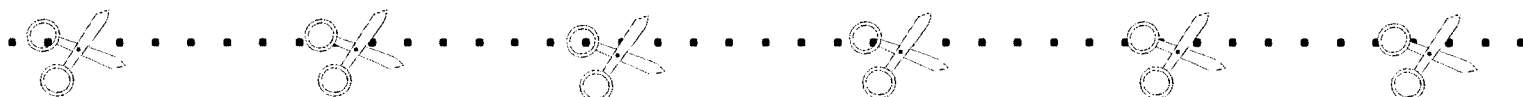
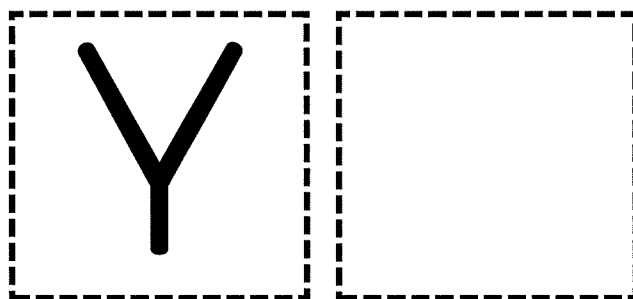
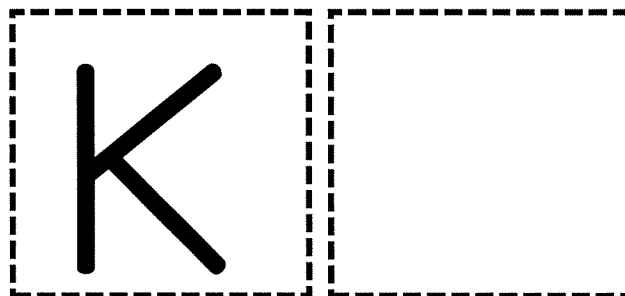
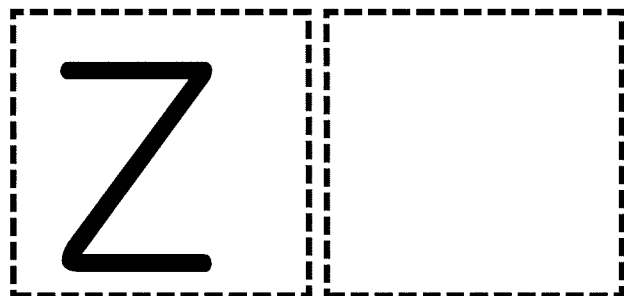
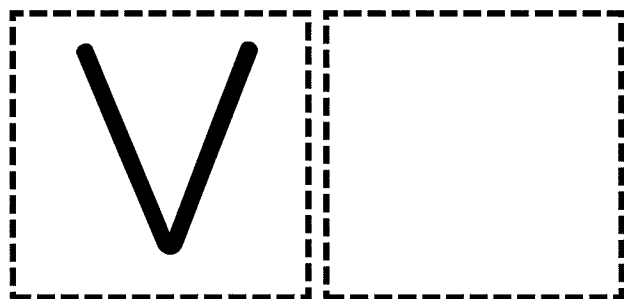


A dashed square box containing 2 hearts. To its right is a plus sign. To the right of the plus sign is another dashed square box containing 3 hearts. To the right of that is an equals sign. To the right of the equals sign is a third dashed square box. Each of the three boxes has a horizontal line at the bottom for writing the number.



A dashed square box containing 5 solid circles. To its right is a plus sign. To the right of the plus sign is another dashed square box containing 2 solid circles. To the right of that is an equals sign. To the right of the equals sign is a third dashed square box. Each of the three boxes has a horizontal line at the bottom for writing the number.

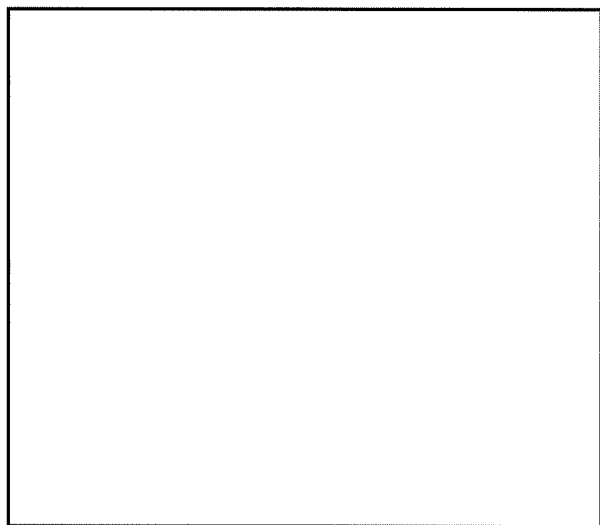
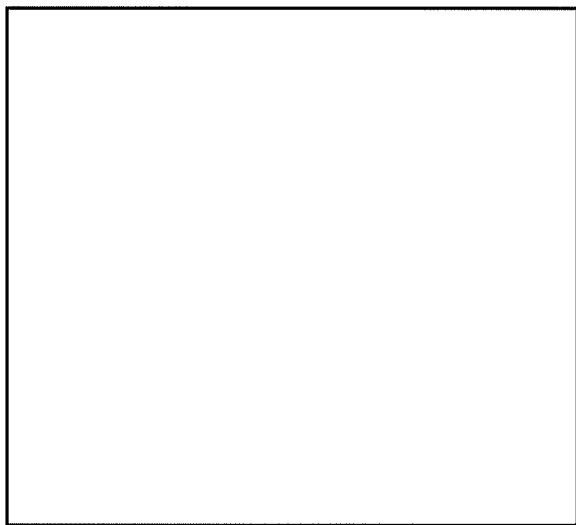
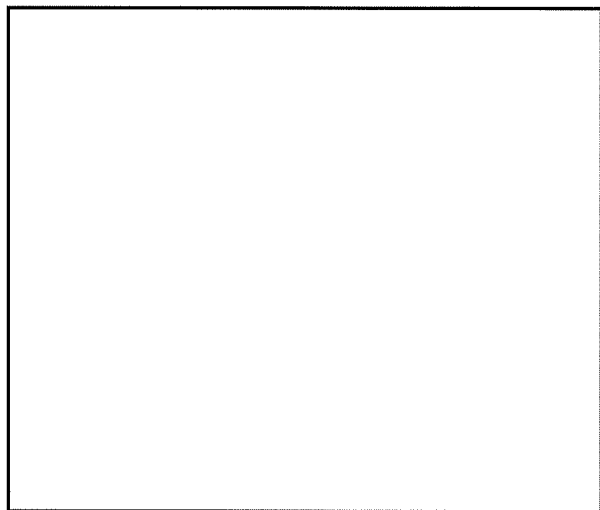
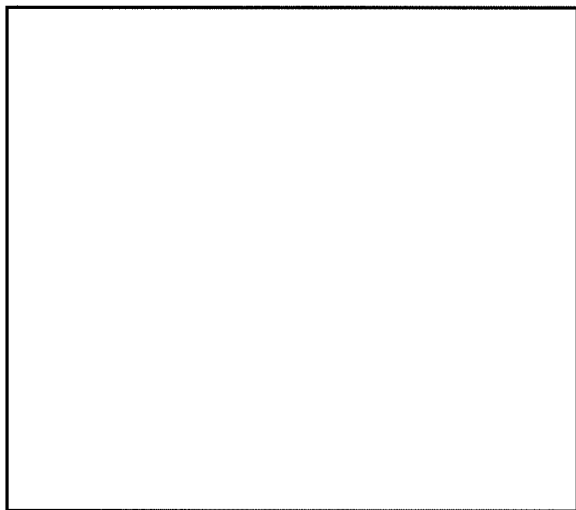
# MATCH the UPPER and lower case letters.



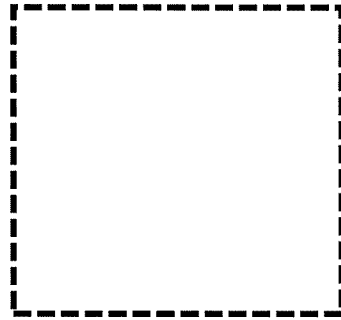
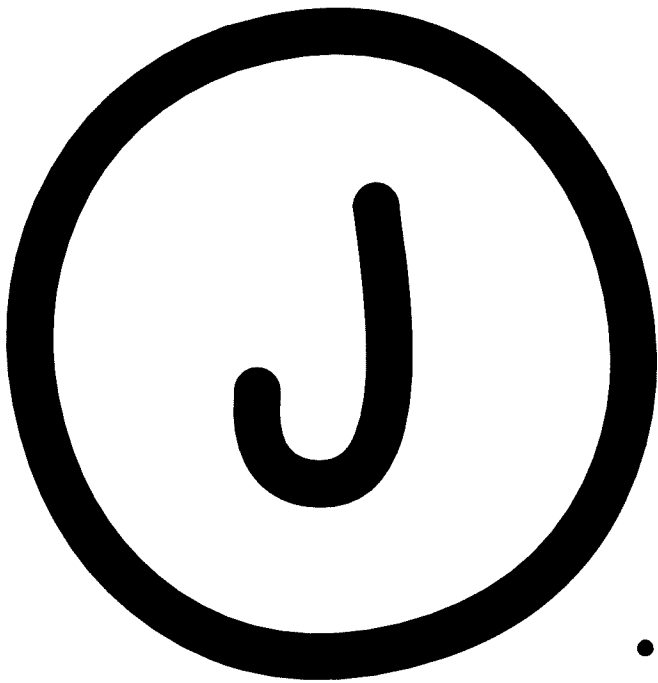
# F

## What begins with Ff?

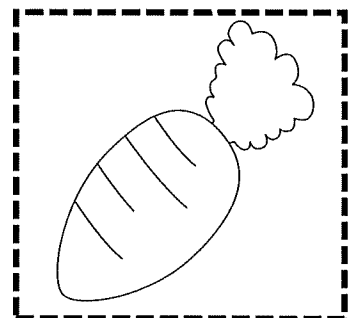
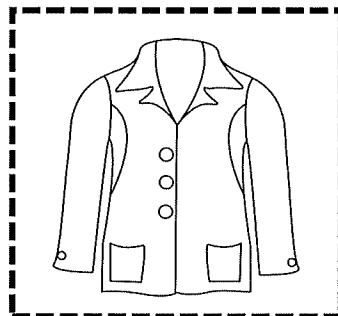
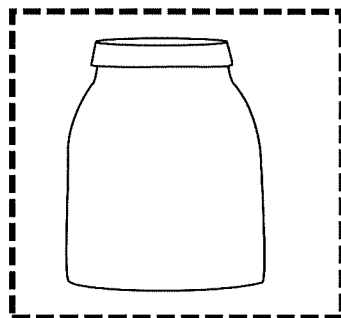
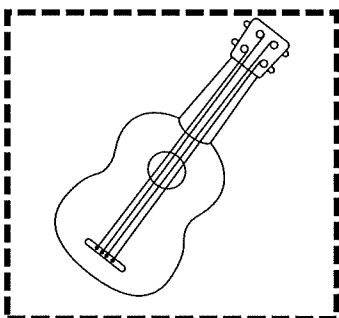
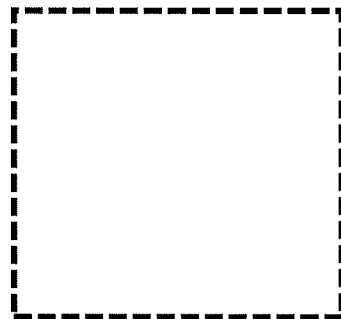
Draw 4 things that begin with the letter Ff.



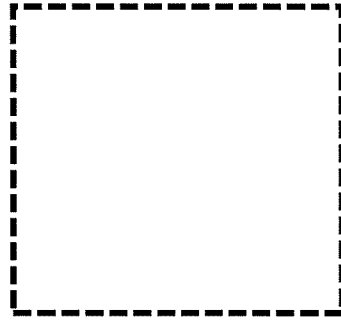
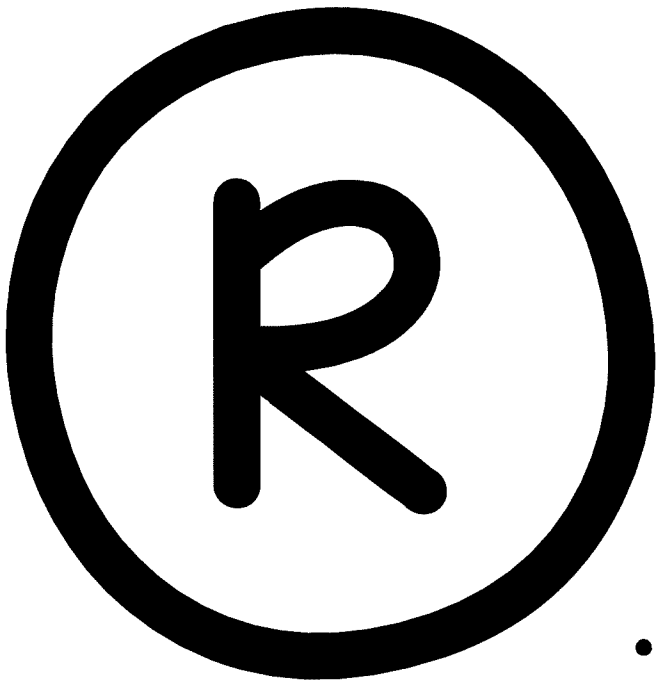
is for



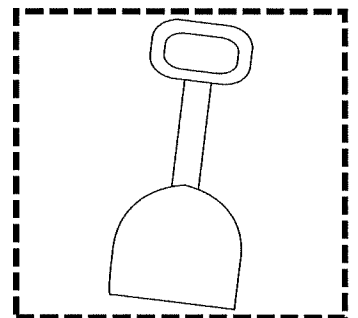
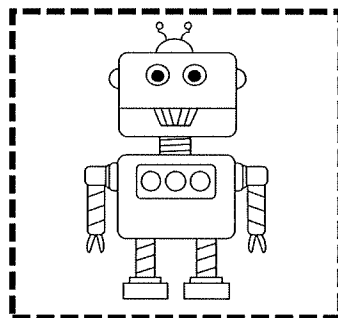
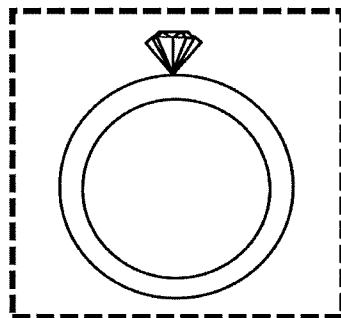
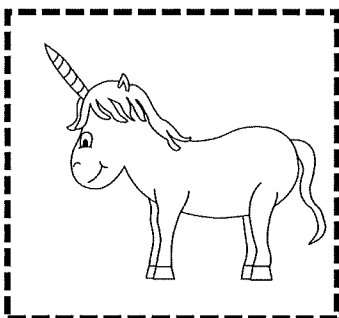
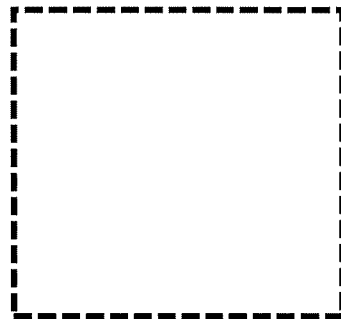
...but **NOT** for



is for

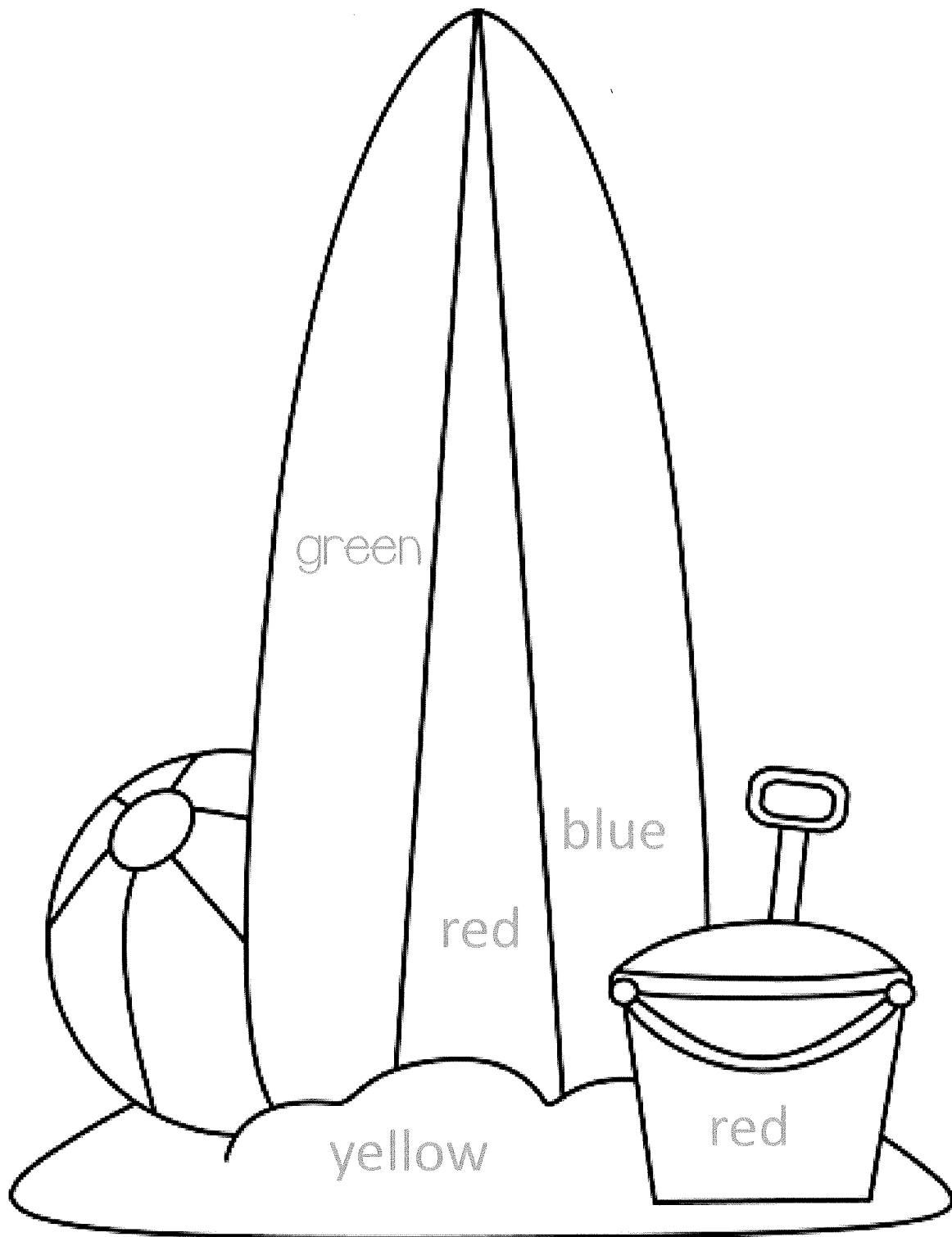


...but **NOT** for



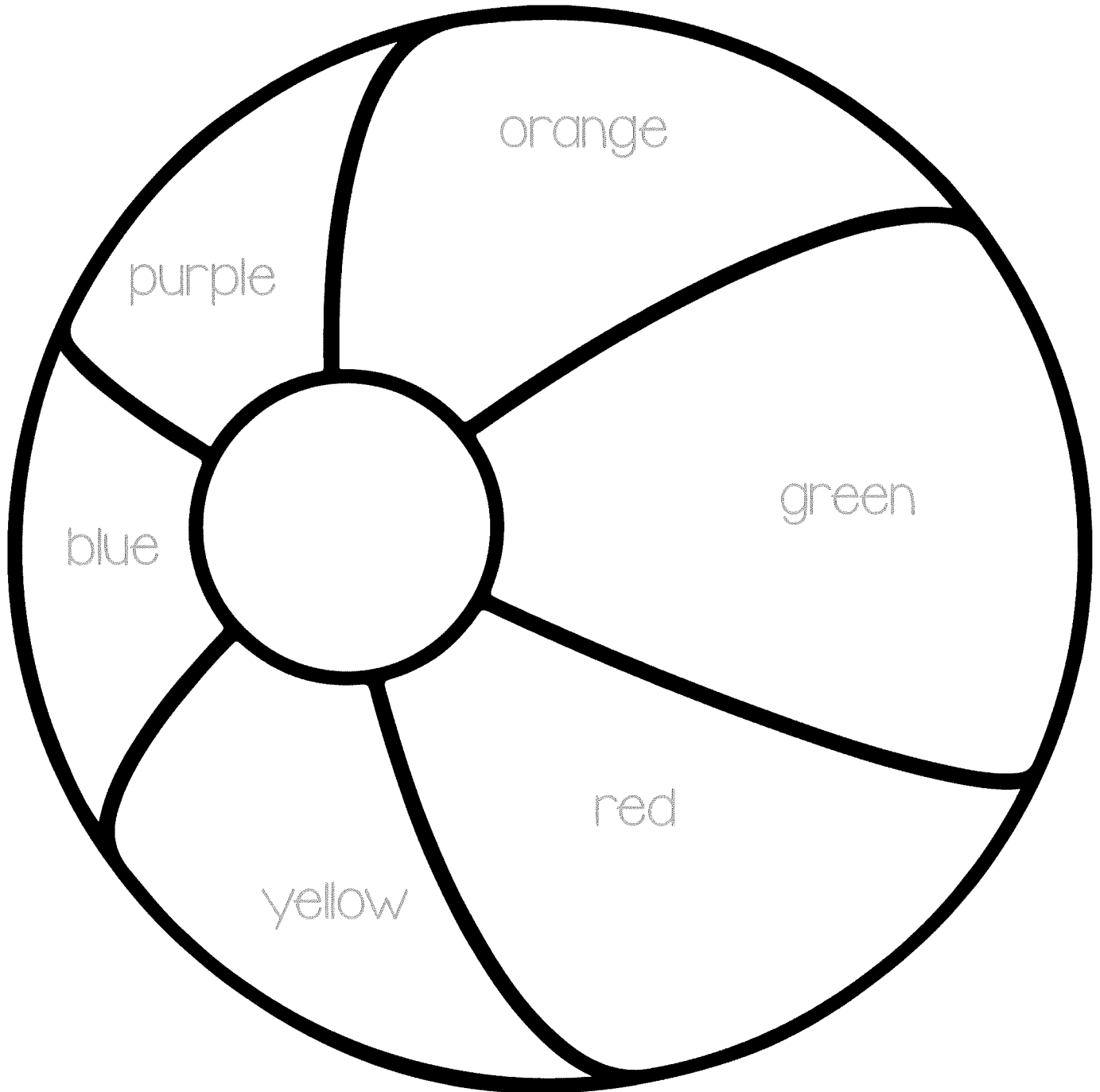
# Color

with color words.



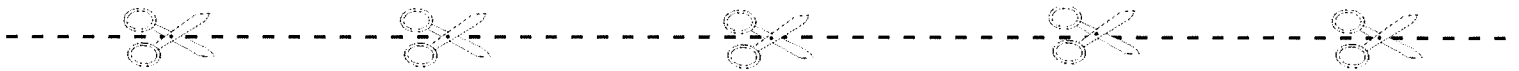
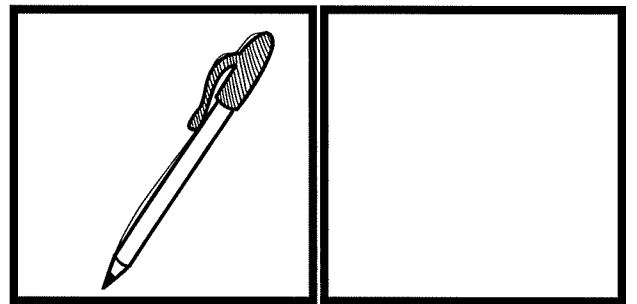
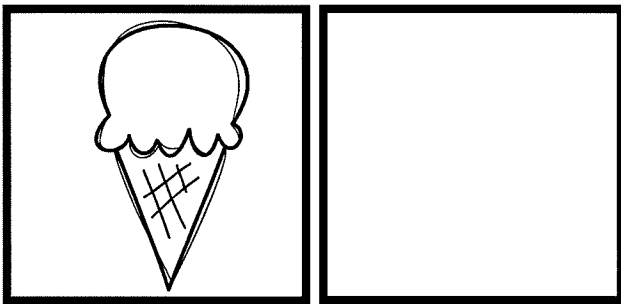
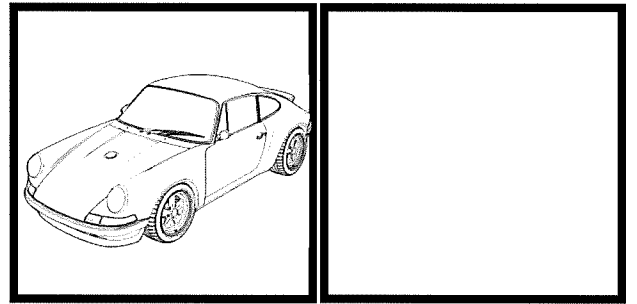
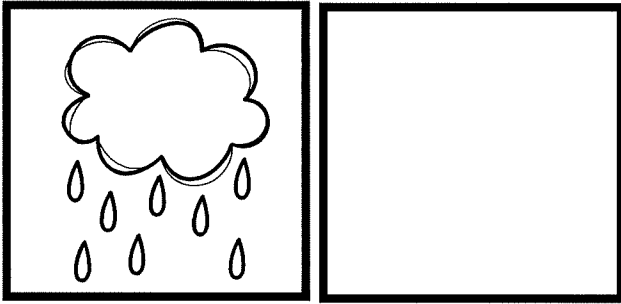
# Color

with color words.

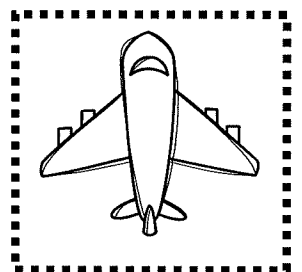
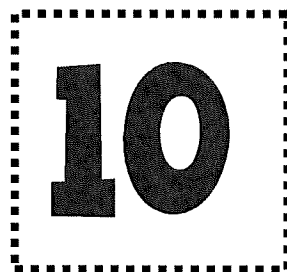
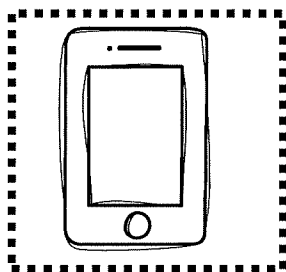
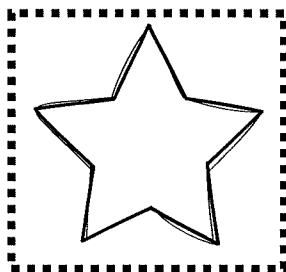


# Let's Rhyme

Match the pictures at the bottom to the rhymes at the top.



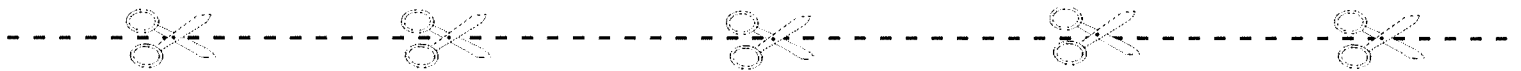
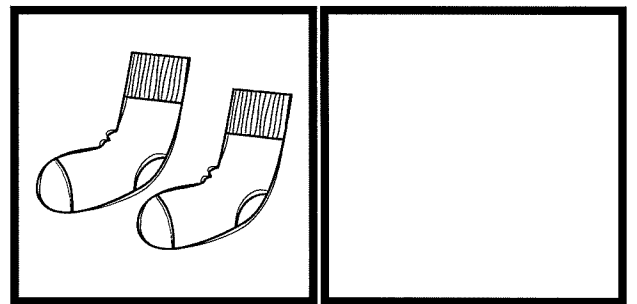
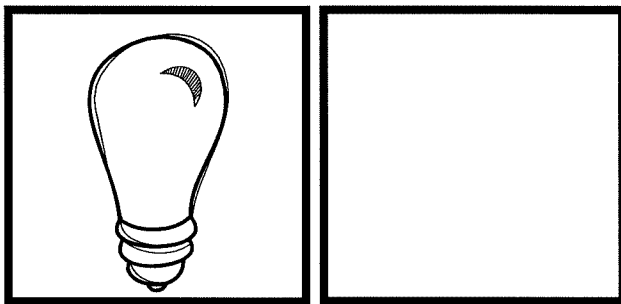
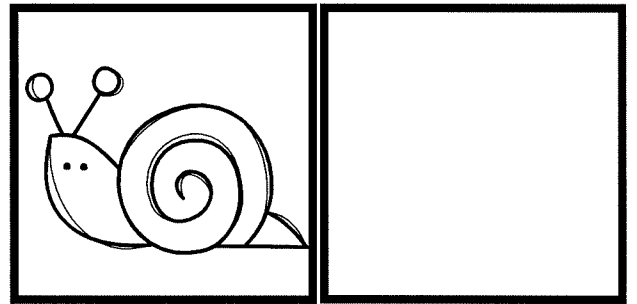
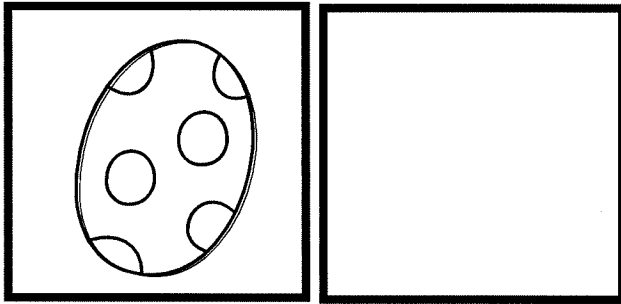
Cut each picture. Glue it next to its rhyming match.



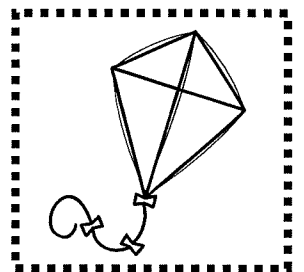
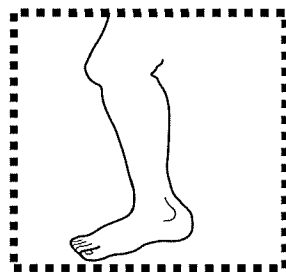
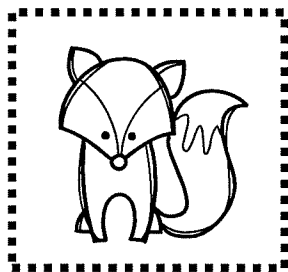
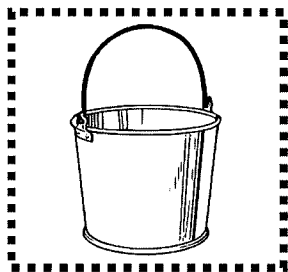


# Let's Rhyme

Match the pictures at the bottom to the rhymes at the top.

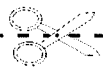
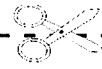
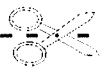
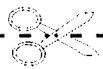
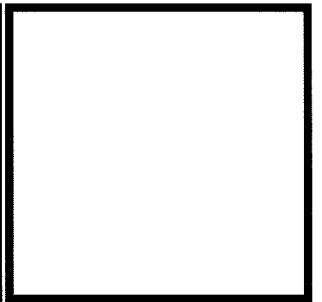
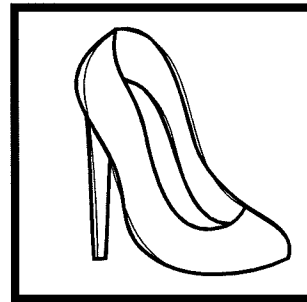
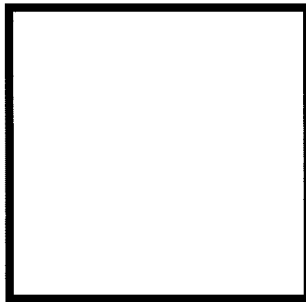
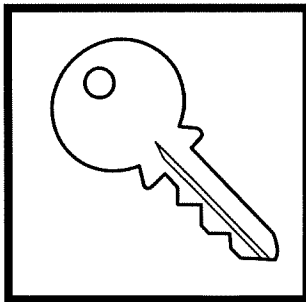
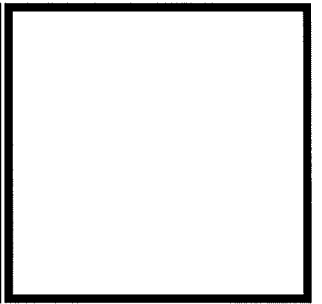
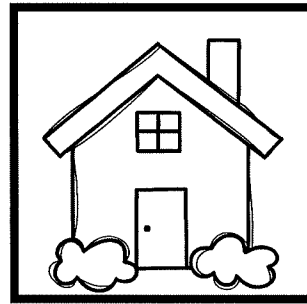
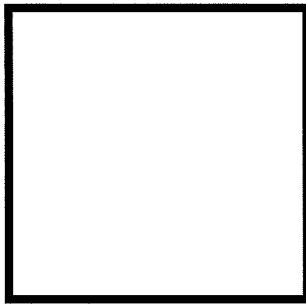
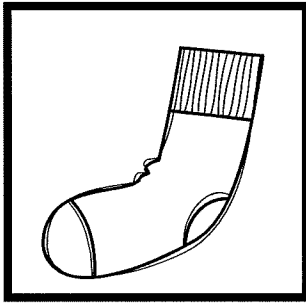


Cut each picture. Glue it next to its rhyming match.



# Let's Rhyme

Match the pictures at the bottom to the rhymes at the top.



Cut each picture. Glue it next to its rhyming match.

