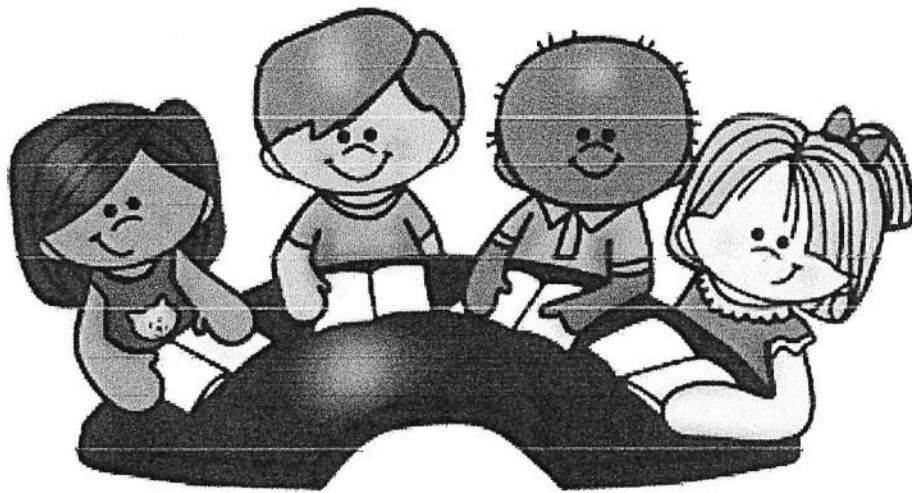


1



# Keeping Fit For First Grade



# Keeping Fit for First Grade

Dear Kindergarten (soon to be First Grade) Families,

Congratulations to your child, and to you, on completing a successful year in Kindergarten! The first of many years of learning and exploring has passed and it is time to prepare for first grade. With summer break approaching it is important to be thinking about how you can prevent “summer slide” and help your child retain the important skills that he/she gained in Kindergarten. In an effort to help you with this, we have put together a summer packet. It is packed with activities to help your child prepare for first grade. **This packet does not need to be returned to school.** This packet will also be available on our school website.

One of the most important things you can encourage your child to do this summer is to read, read, read! In addition to reading, there are other skills that need to be revisited over the summer. Activities for practice are included in this packet as well.

It is also important for you and your child to relax and have fun this summer. Children need time for recreation and fun. A lot of learning takes place during play.

We are very excited for your child to jump into first grade. Have a safe and fun summer break!

Sincerely,

The First Grade Teachers

Here are some important things that children entering first grade should be able to do.

- Write his/her first and last name correctly, with a capital at the beginning and the rest lowercase.
- Know his/her parent's first and last names.
- Recite his/her address, phone number and birthday.
- Tie his/her own shoes.

### Activities to Prevent "Summer Slide"

#### Religion

Set aside time for daily prayer. Make a list of people to pray for over the summer. Encourage your child to talk about how God is present in everything we see. Look for information about your child's patron Saint. Volunteer to help neighbors, work at a food pantry or collect items to donate to a local pregnancy center.

#### Reading

READ, READ, READ, and READ some more. Children learn so much by reading and being read to. Reading exercises your brain. It actually strengthens brain connections and builds more and more connections. Reading teaches children about the world around them, increases vocabulary and leads to more highly developed language skills. Talk about the stories by asking your child about the characters, settings, problems and solutions. Make sure your child knows the meaning of any unknown vocabulary words. The public library is a wonderful resource for free reading materials. Many public libraries offer a summer reading program.

#### Writing

Practice story writing and handwriting. In first grade, we write in complete sentences, we use capital letters at the beginning of every sentence, we capitalize names or people, places and things (proper nouns), and we always use proper ending punctuation. Make sure your child forms his/her letters correctly and leaves a finger-space between words. Have your child keep a journal of activities he/she did over the summer. Encourage your child to stretch out the sounds when writing words. Talk about words that are spelled differently than they sound.

#### Math

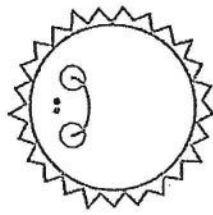
Practice math facts. Your child should know his/her doubles facts (2+2, 3+3, etc.), adding 0, adding 1 and adding 2 facts. Some practice sheets are in the packet. Practice telling time to the hour.

#### Small Motor Skills

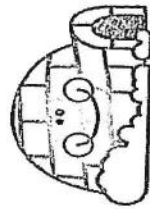
Make sure your child can tie his/her own shoes. Practice cutting with scissors and coloring in the lines. Play with playdough and use a hole-punch to strengthen hand muscles.

# Alphabet Review

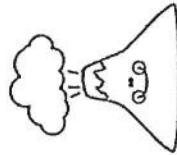
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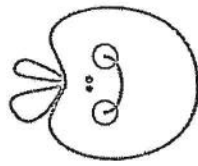
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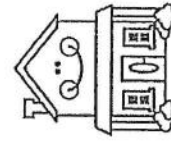
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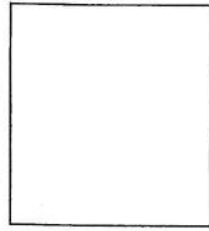
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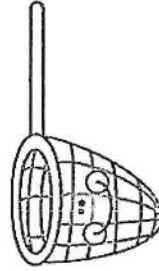
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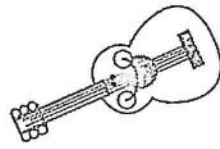
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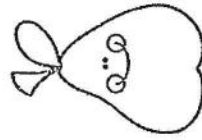
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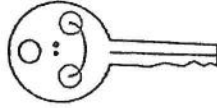
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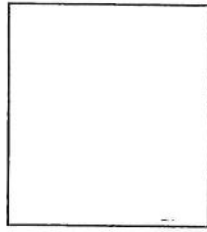
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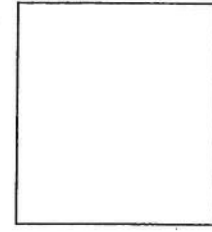
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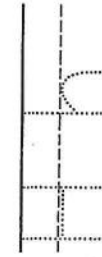
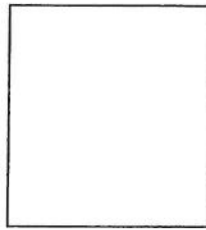
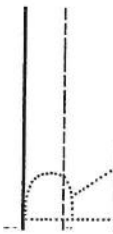
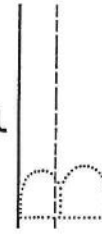
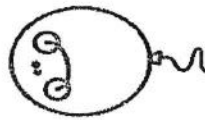
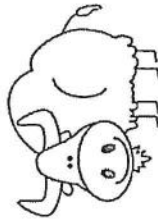
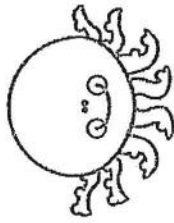
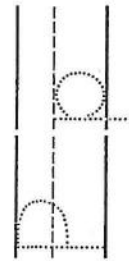
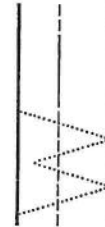
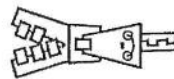
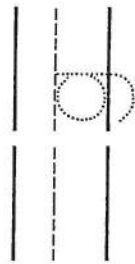
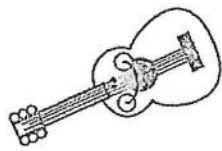
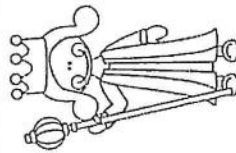
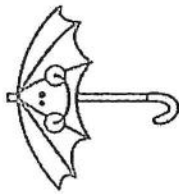
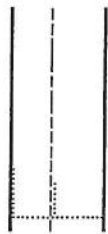
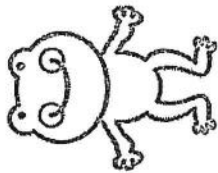


C



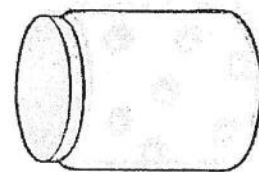
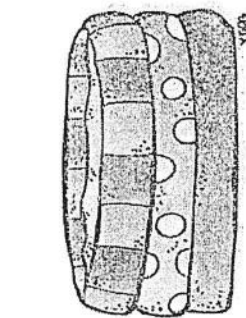
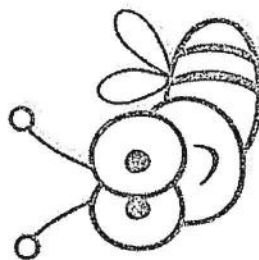
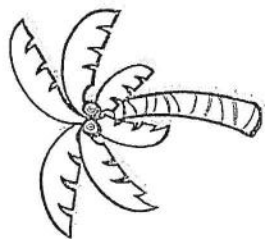
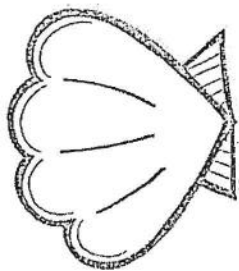
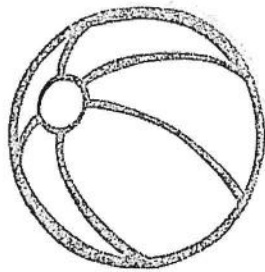
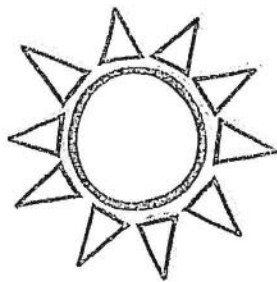
# Alphabet Review

Directions: Draw the missing picture or write the missing capital or lowercase letter below.



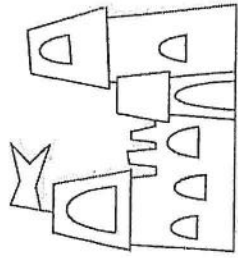
# Write a Rhyme

Directions: Write a word that rhymes with the picture.

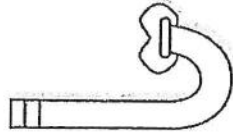
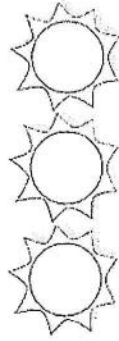


# SUMMERTIME SYLLABLES

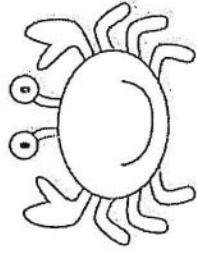
Directions: Say the word and clap the syllables. Color in a sun for each syllable.



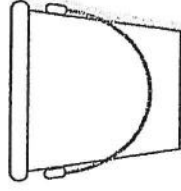
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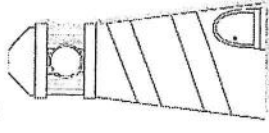
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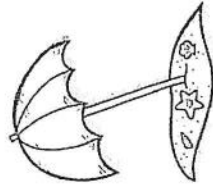
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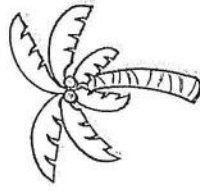
bucket



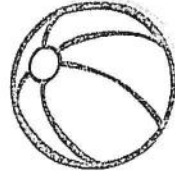
lighthouse



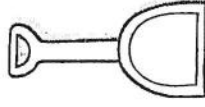
umbrella



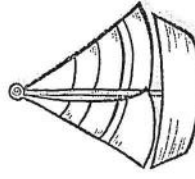
tree



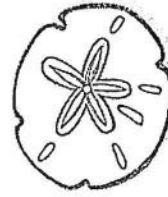
ball



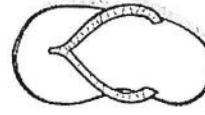
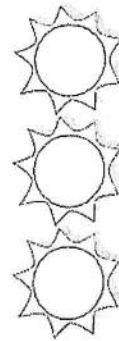
shovel



sailboat



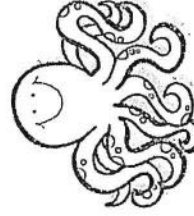
sand dollar



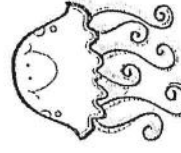
flip flop



waves



octopus

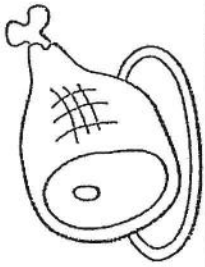


jellyfish

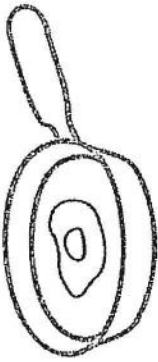


# Summery Sounds

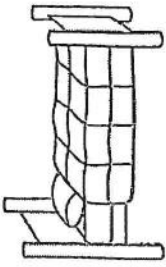
Directions: Say the word slowly and write the sounds you hear in each box.



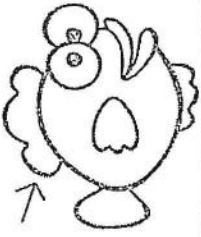
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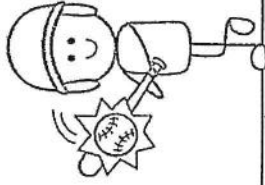
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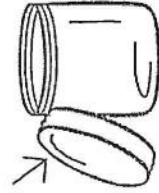
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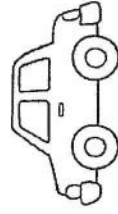
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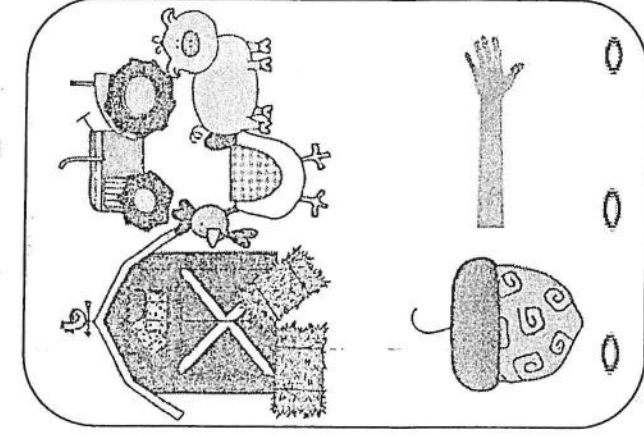
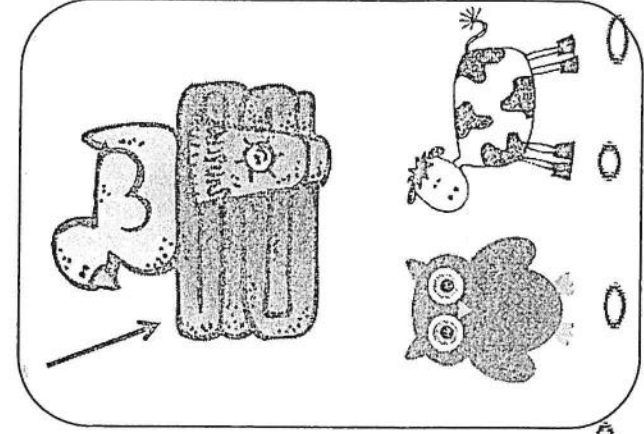
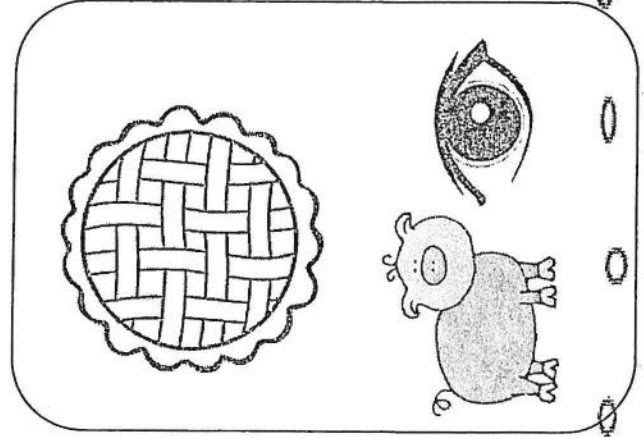
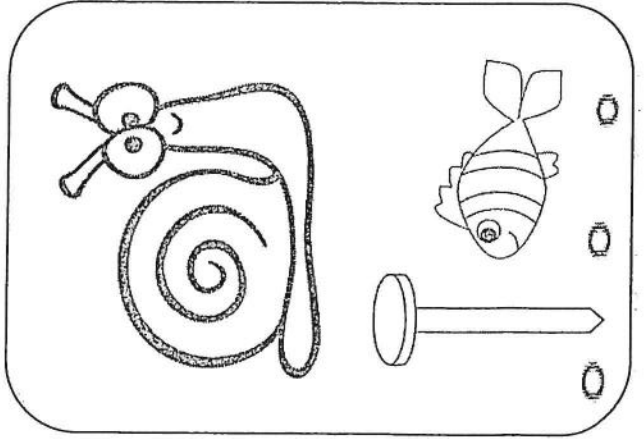
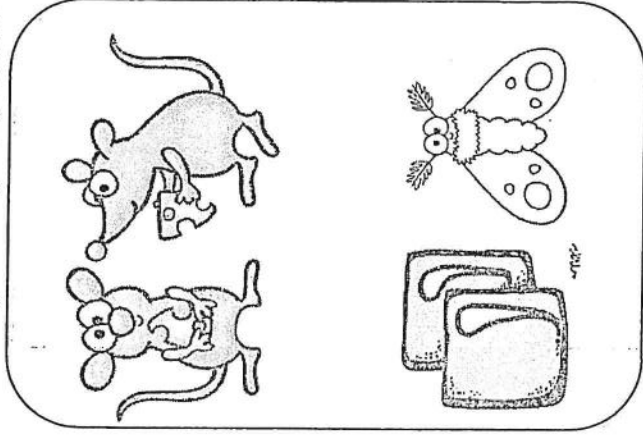
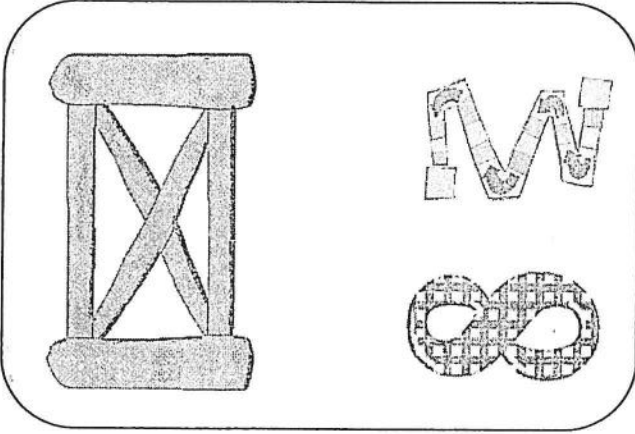
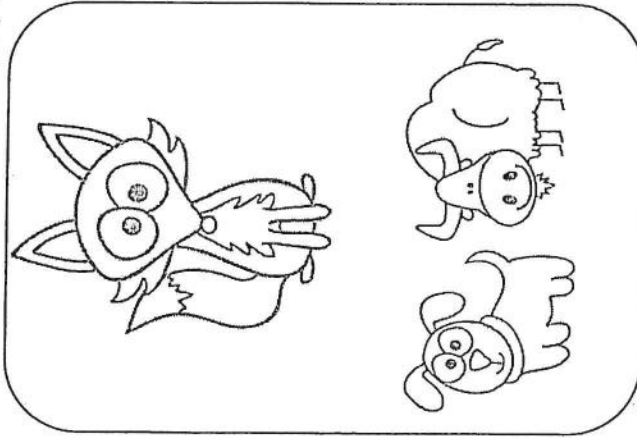
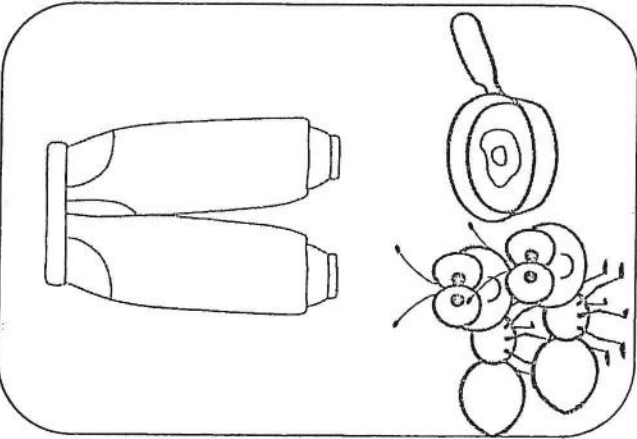
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# Lost Letters

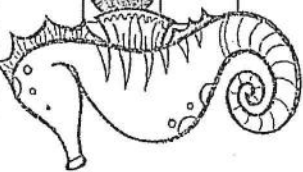
Look at the picture. Remove the beginning sound. Circle the picture of the word you'll have after removing the beginning sound.

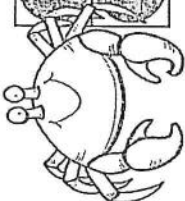


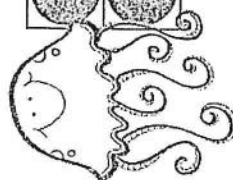


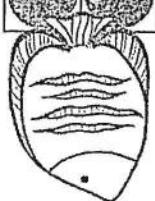
# Commotion in the Ocean Counting

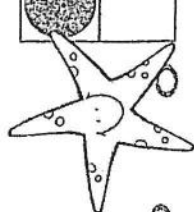
Count and write the number. Compare the numbers with the same ocean animal. Circle the number that is greater.

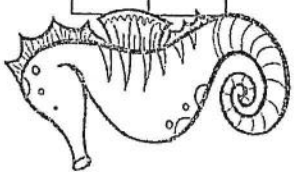


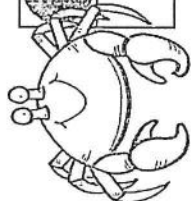



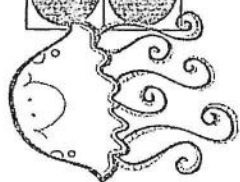



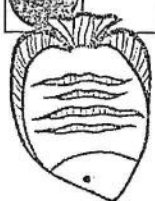



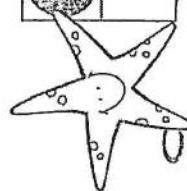




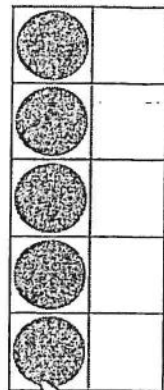
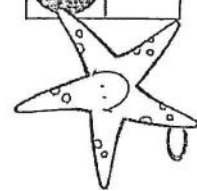
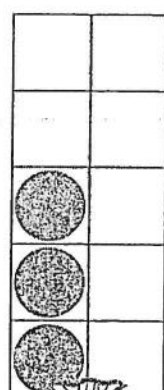
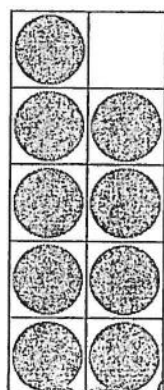
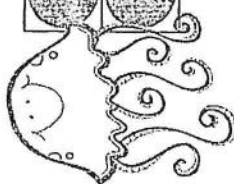

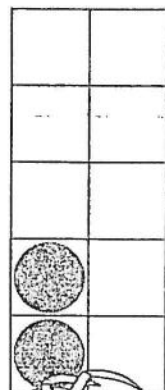
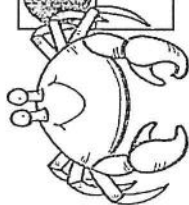

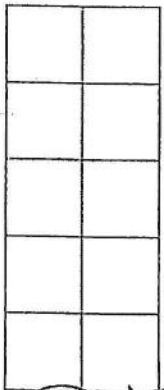
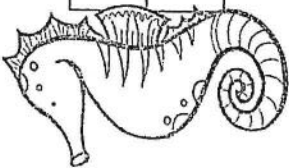

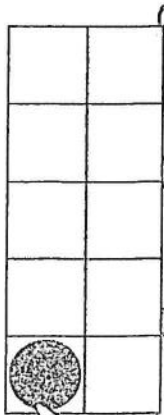
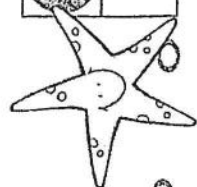
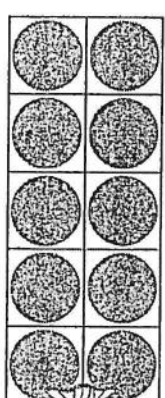
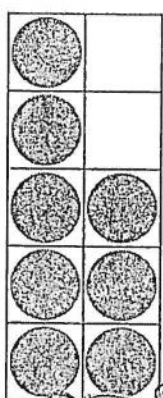
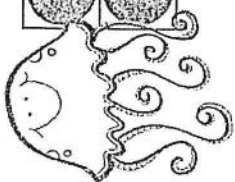
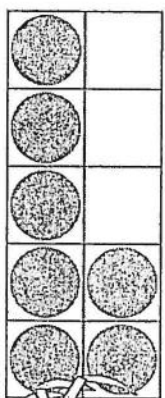
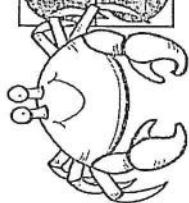
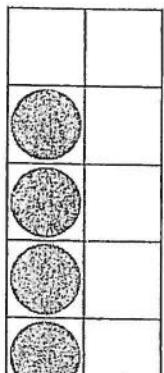
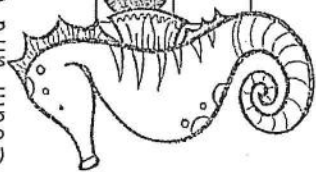



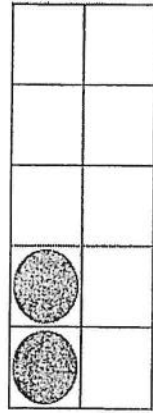



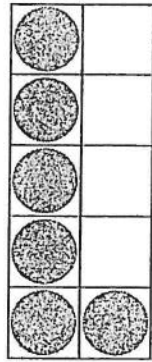
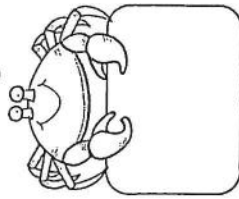

Count and write the number. Compare the numbers with the same ocean animal. Circle the number that is greater.



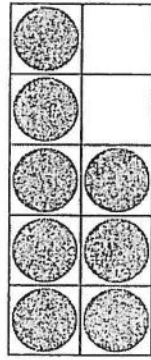
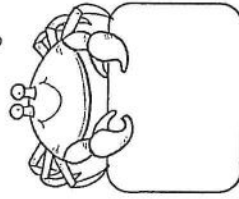
# How many more?



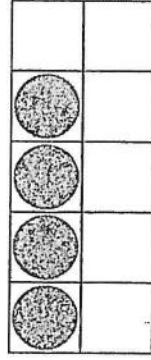
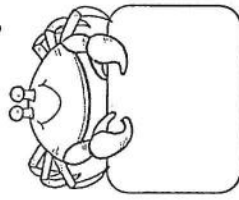
Add 5 more counters  
How many now?



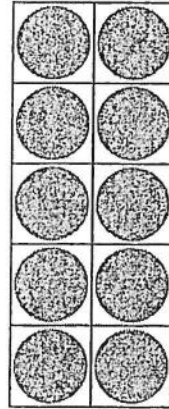
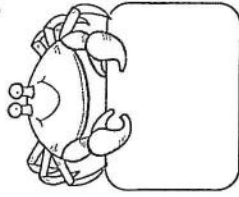
Add 3 more counters  
How many now?



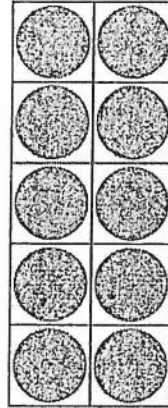
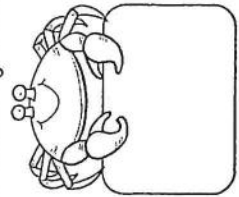
Add 2 more counters  
How many now?



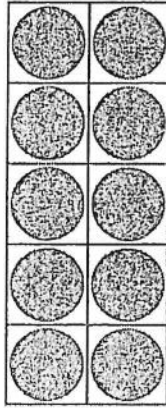
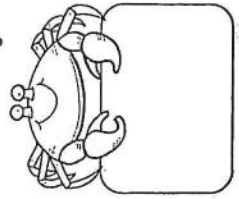
Add 4 more counters  
How many now?



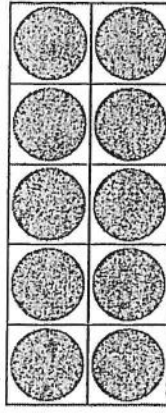
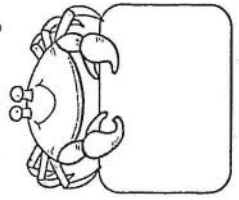
Add 6 more counters  
How many now?



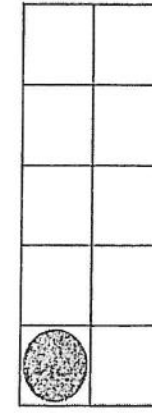
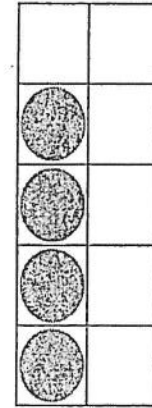
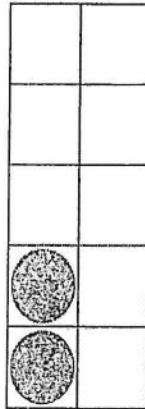
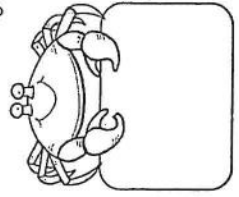
Add 4 more counters  
How many now?



Add 3 more counters  
How many now?



Add 5 more counters  
How many now?





Name: \_\_\_\_\_

Directions: Count forward to fill in the missing numbers.

# Counting Forward

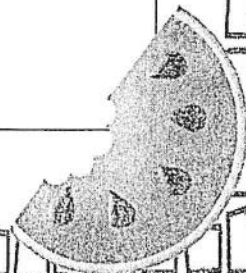
12						
13						

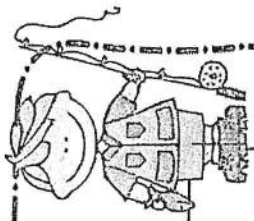
27						
28						

36						
37						

47						
48						

58						
59						





# 100 chart

Name: \_\_\_\_\_

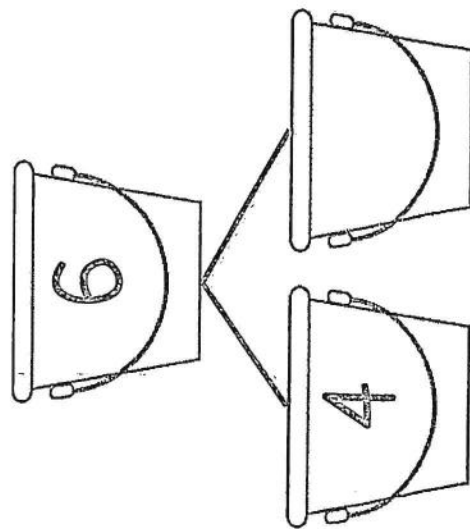
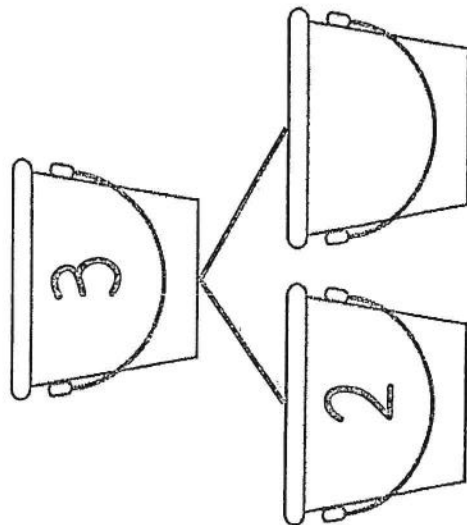
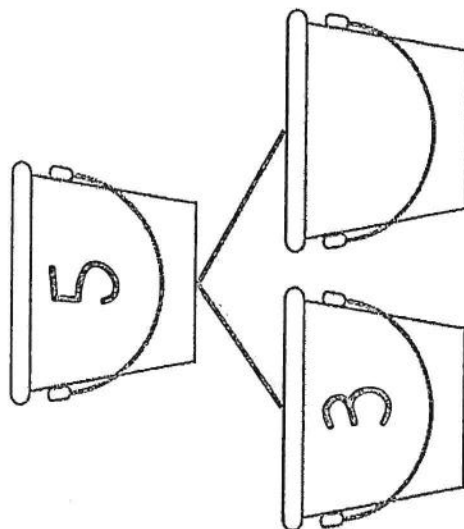
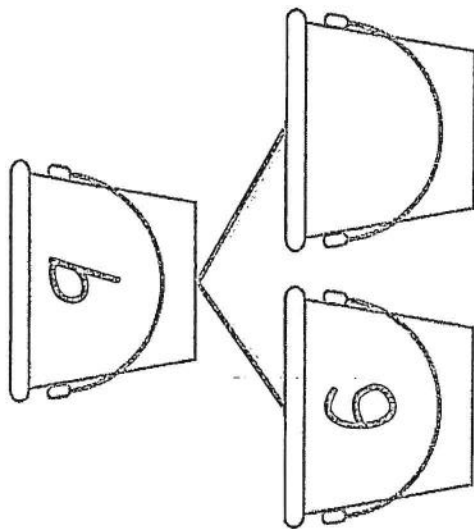
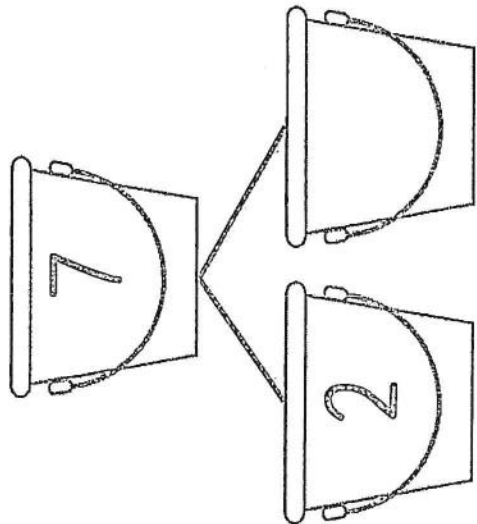
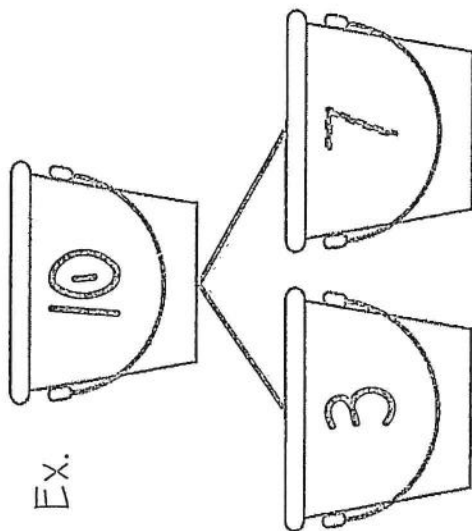
Directions: Fill in the missing numbers. Count by and color all of the 10's.

1	2	3	4	5	6	7	8	9
	12	13	14	15	16	17	18	19
	22	23	24	25	26	27	28	29
	32	33	34	35	36	37	38	39
	42	43	44	45	46	47	48	49
	52	53	54	55	56	57	58	59
	62	63	64	65	66	67	68	69
	72	73	74	75	76	77	78	79
	82	83	84	85	86	87	88	89
	92	93	94	95	96	97	98	99

# Number Bond Buckets!

Directions: Write the missing addend to complete the number bond.

Ex.

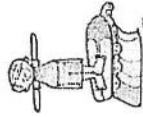


# Summer story Problems

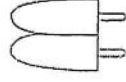
There were three girls surfing. Then two boys came. How many kids are surfing? Solve the problem and show your work.

$$○○○ + ○○$$

$$3 + 2 = 5$$



Ben had 6 popsicles. He ate 3 popsicles. How many popsicles does Ben have now? Solve the problem and show your work.



4 Dolphins jumped out of the ocean. Then 5 more jumped. How many dolphins jumped in all? Solve the problem and show your work.



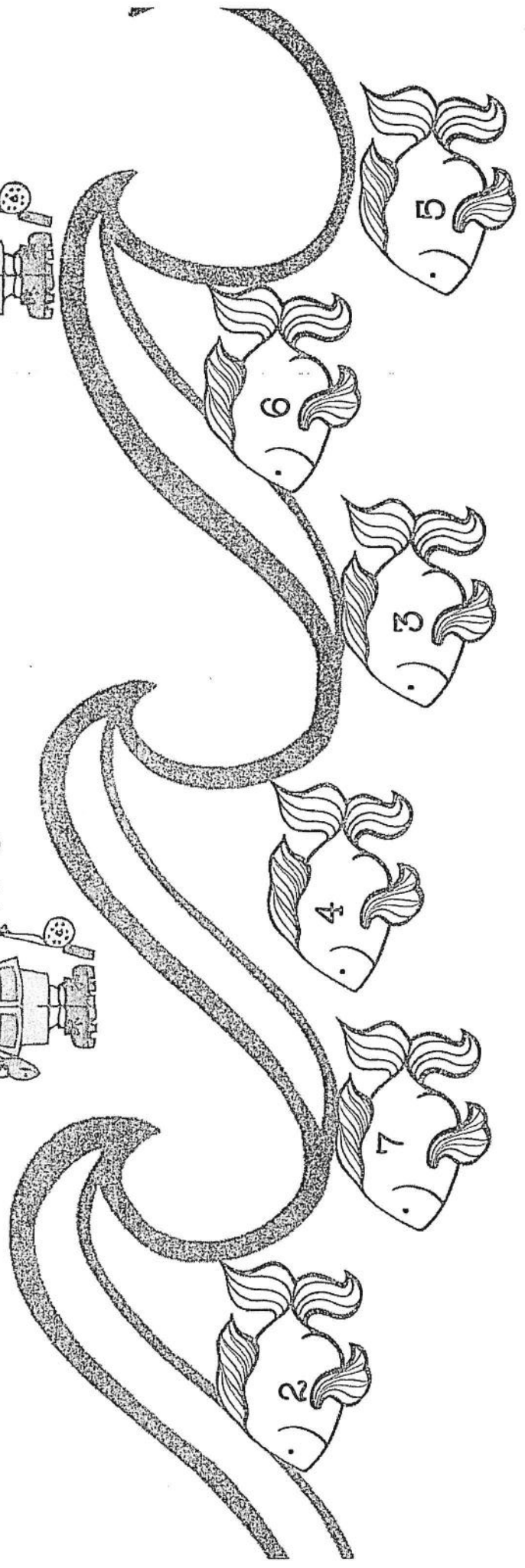
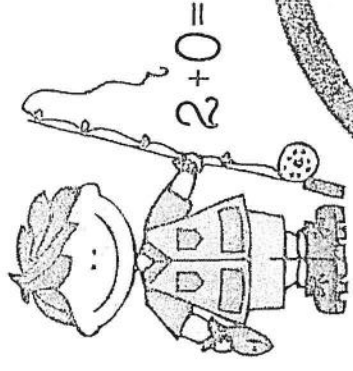
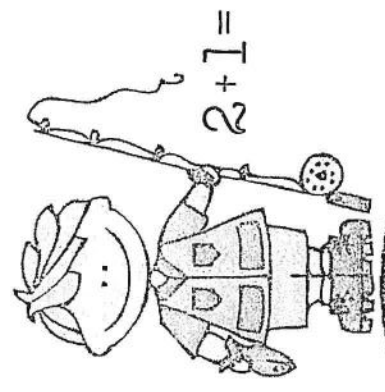
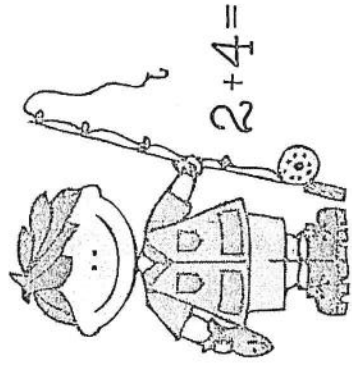
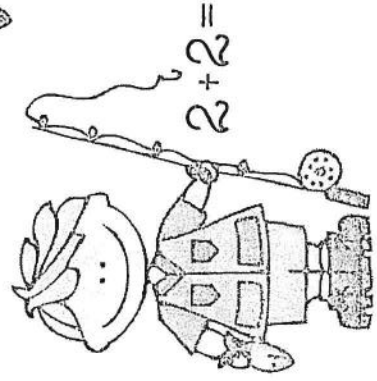
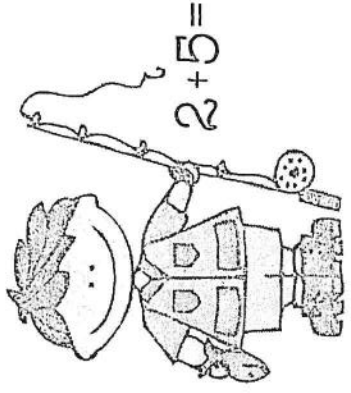
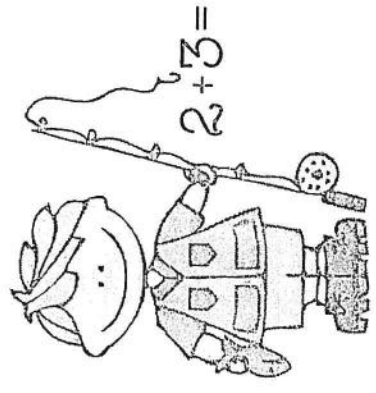
Tim picked 6 flowers. Sara picked 4 flowers. How many flowers did they pick? Solve the problem and show your work.



# +2 Fishing for Facts Fluency practice

Match the fisherman with his fish. See how quickly you can match the addition problem with the answer. Record your time.

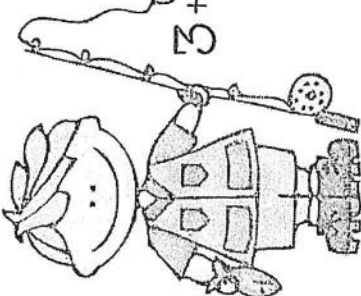
Time



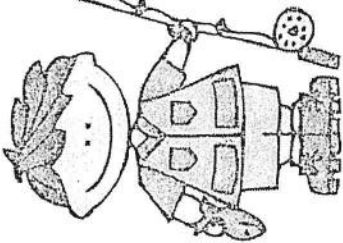
# +3 Fishing for Facts Fluency practice

Match the fisherman with his fish. See how quickly you can match the addition problem with the answer. Record your time.

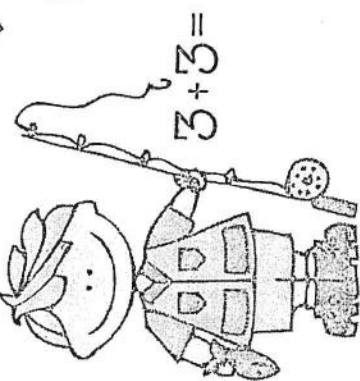
Time



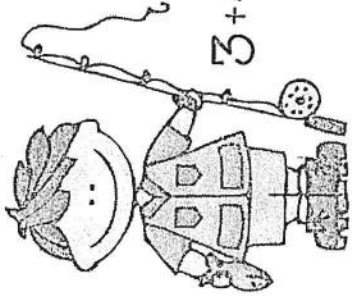
$3+0=$



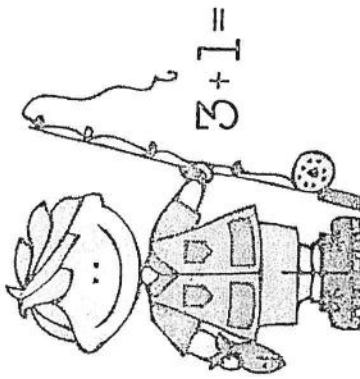
$3+5=$



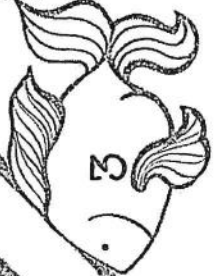
$3+3=$




$3+4=$



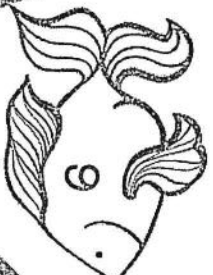
$3+1=$




3




5




6



8



7

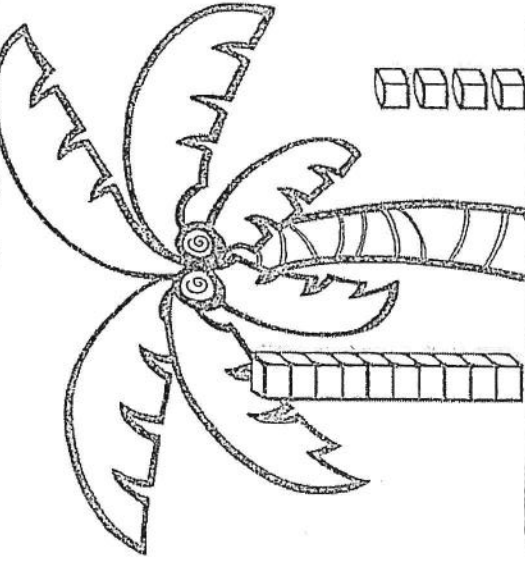


4

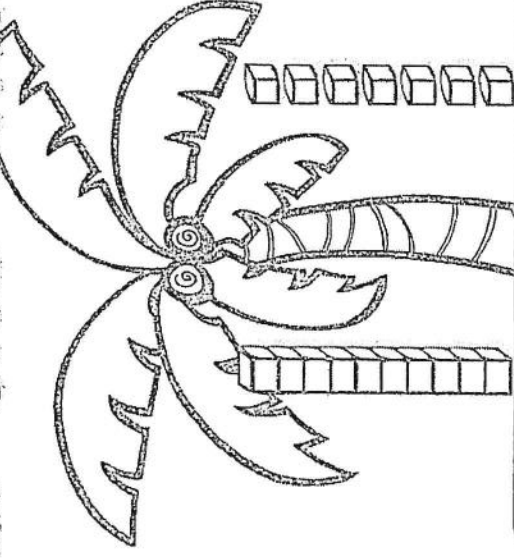


Made

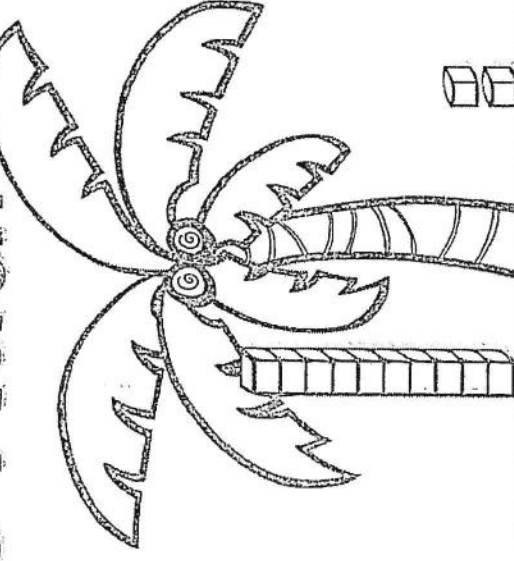
in the shade Math



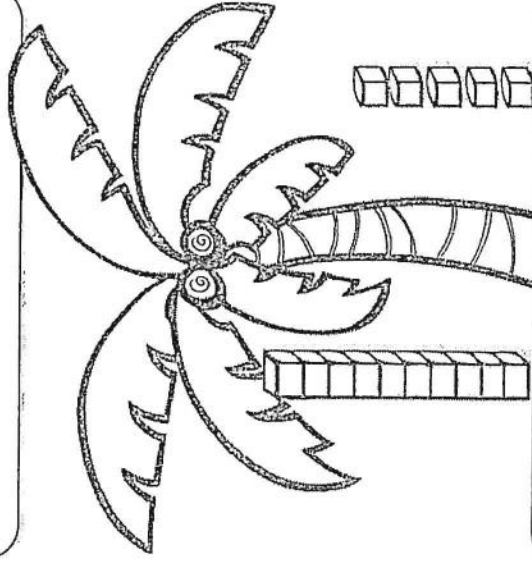
$$10 + 4 = \underline{\quad}$$



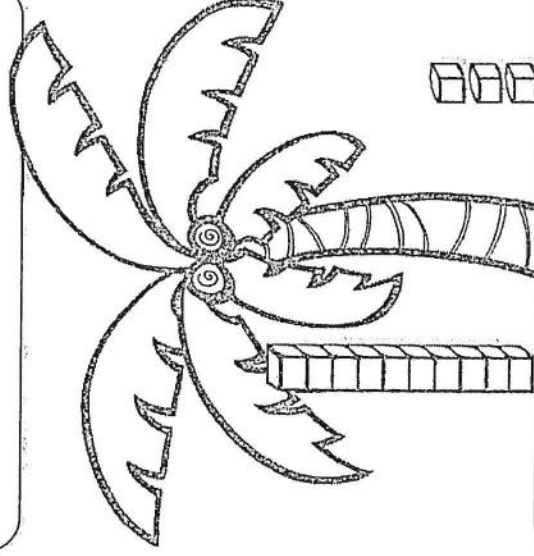
$$17 = 10 + \underline{\quad}$$



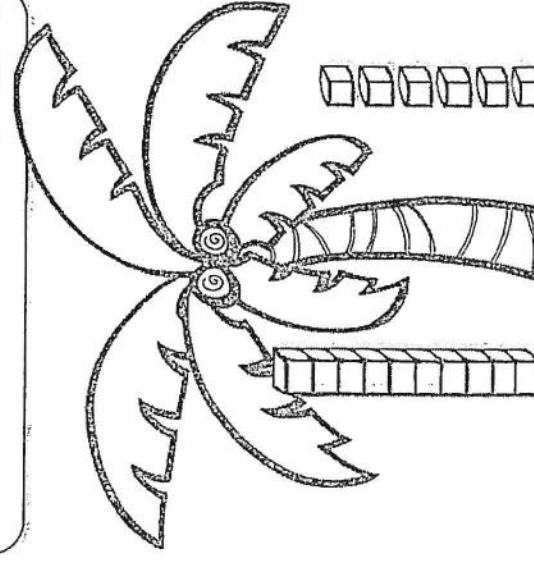
$$10 + 2 = \underline{\quad}$$



$$15 = 10 + \underline{\quad}$$



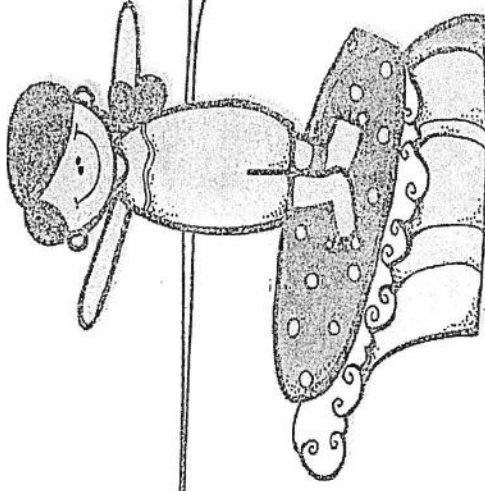
$$13 = 10 + \underline{\quad}$$



$$10 + 6 = \underline{\quad}$$

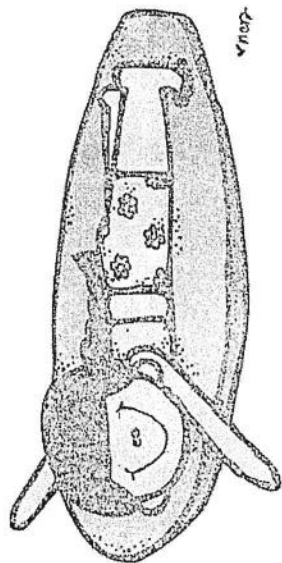


# Surf's Up!

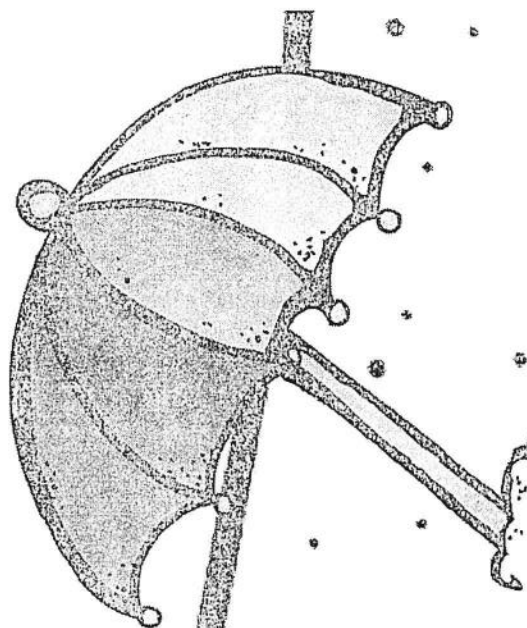


Follow the directions and draw on the beach scene on the next page.

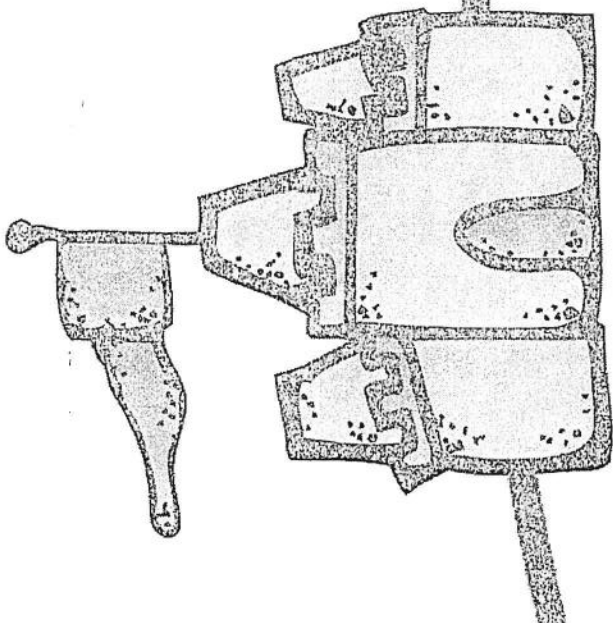
1. Draw a sun ABOVE the sandcastle.
2. Draw a bucket UNDER the umbrella.
3. Draw a fish NEXT TO the surfer.
4. Draw a crab IN FRONT of the sandcastle.
5. Draw a shell below the surfboard.



boat



umbrella



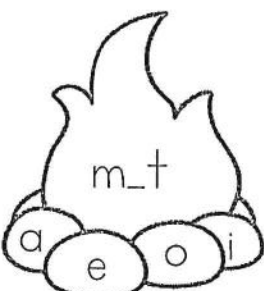
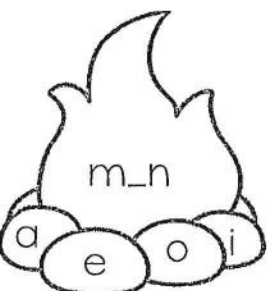
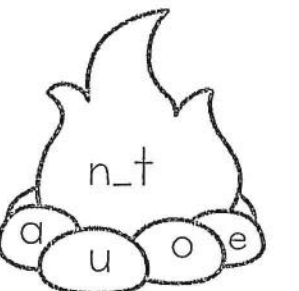
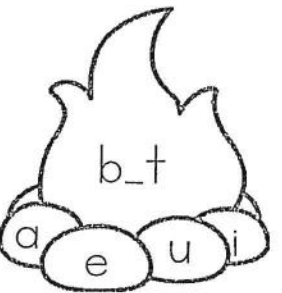
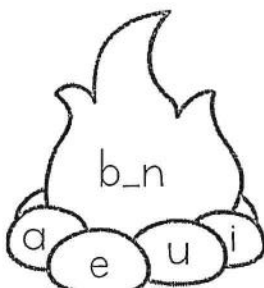
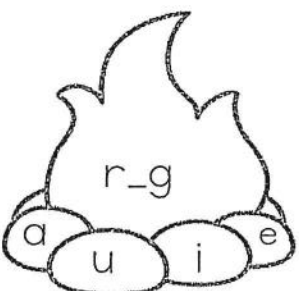
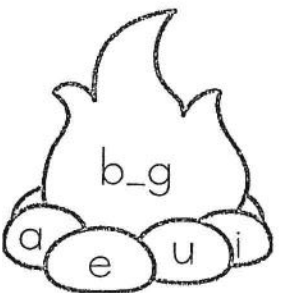
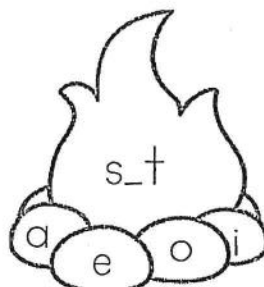
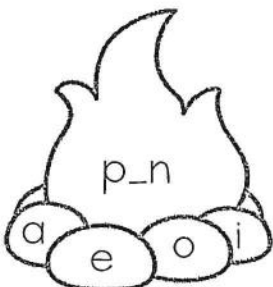
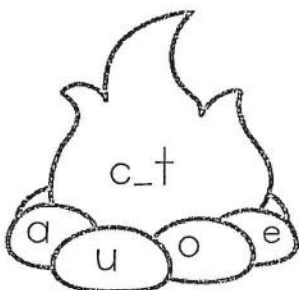
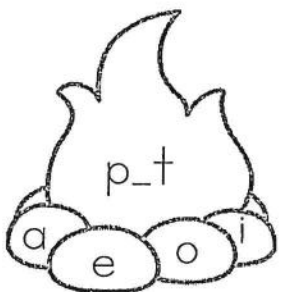
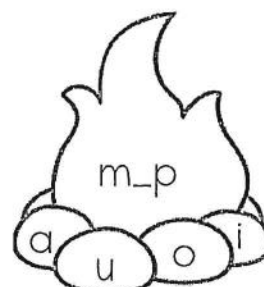
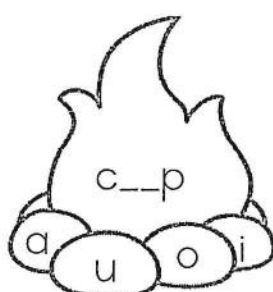
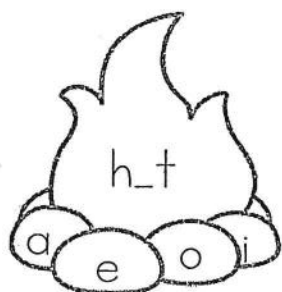
house

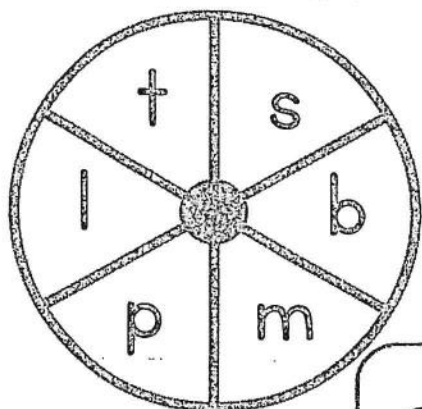
Name \_\_\_\_\_



# Reading Around the Campfire

Read the words on the campfire. Fill in the word with a vowel from each rock. Color the rocks that make real words when added to the campfire. Instruct your child to point to the first letter in the fire and say the sound. Then point to the first rock and say the sound of that letter. Point to the last letter in the fire and make the sound. Repeat. Blend the sounds together to read the word. If it makes a real word, color that rock. Continue to the next rock.





# Spin to Win

Use a paper clip and pencil to make a spinner. Say the sound of the letter that your spinner lands on. Blend that sound with the word ending on the board. If it makes a real word, stay on that space. If it does not, try the next word ending. Continue until you find a real word.



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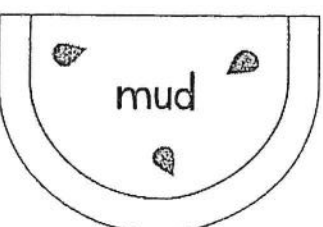
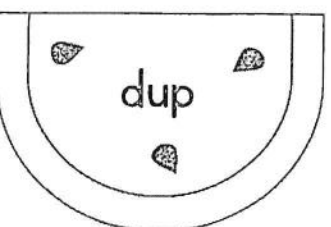
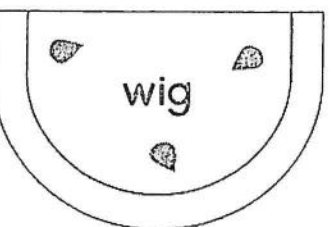
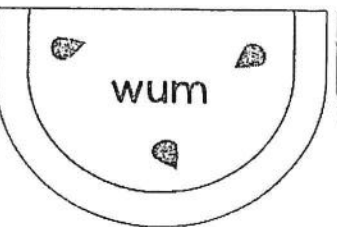
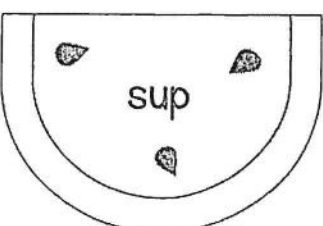
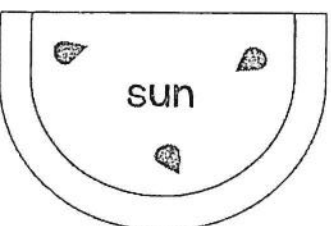
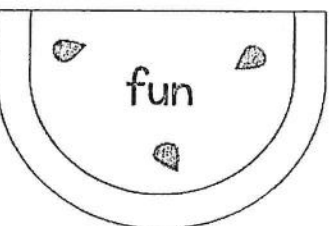
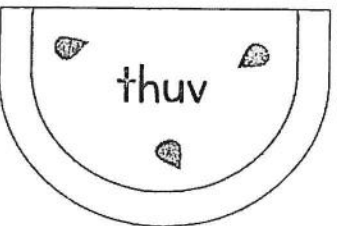
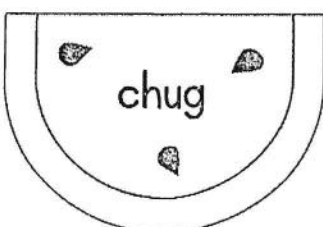
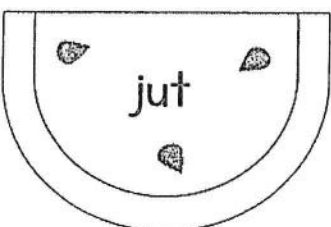
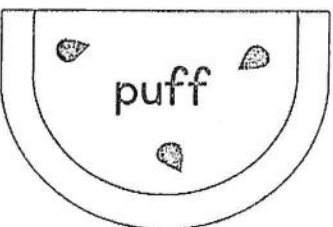
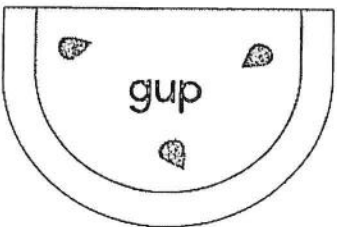
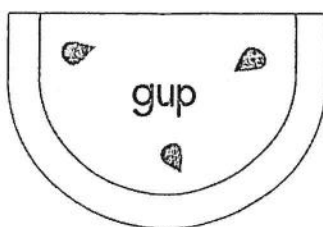
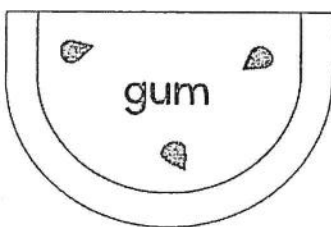
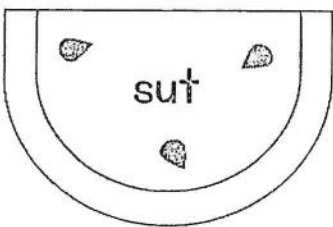
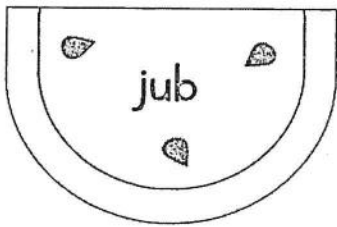
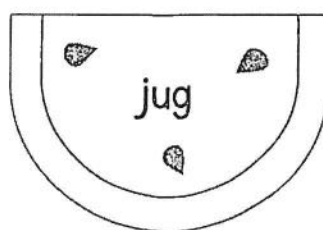
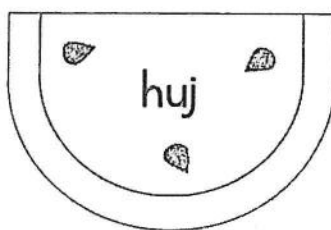
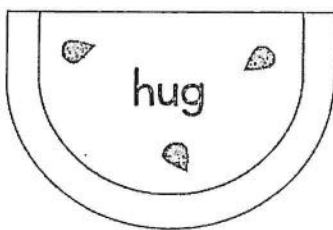
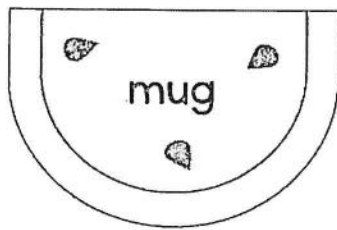
un



Name

# Watermelon Words

Directions: Read the words on the watermelons. Color the real words.



# Summer Syllable Race

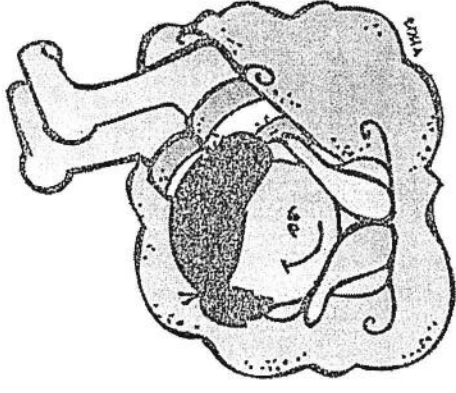
This is a quick game you can play with your child.

Materials: Pennies or small object as a game piece.

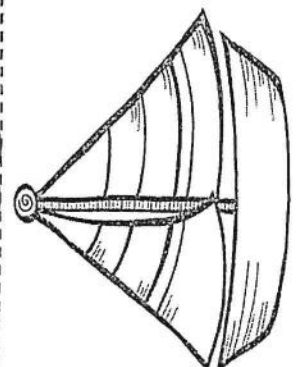
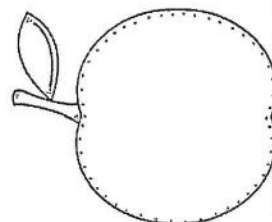
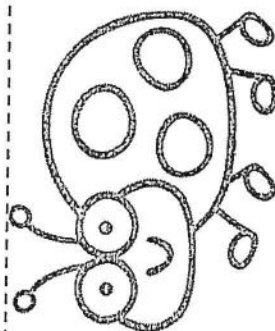
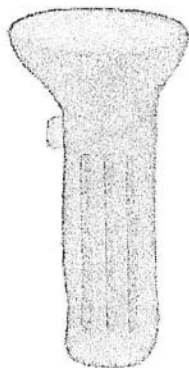
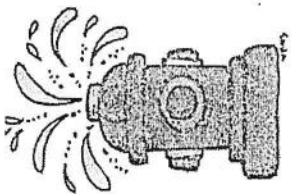
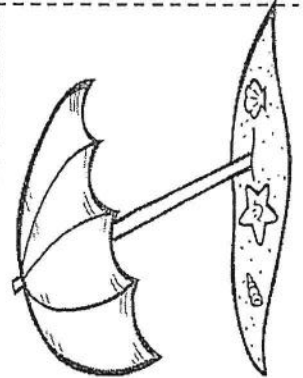
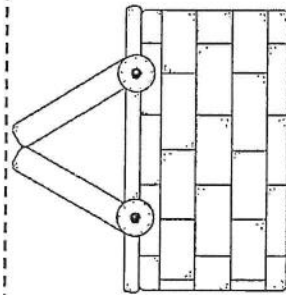
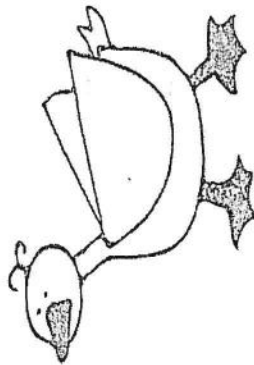
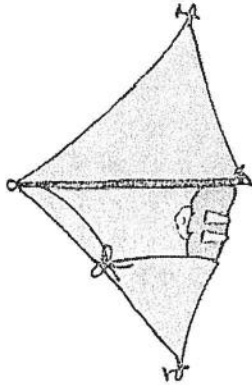
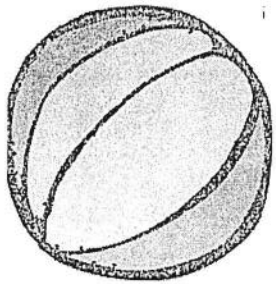
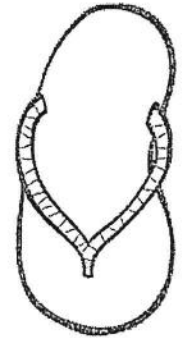
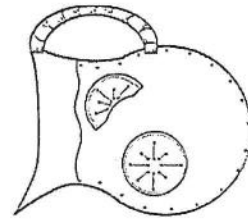
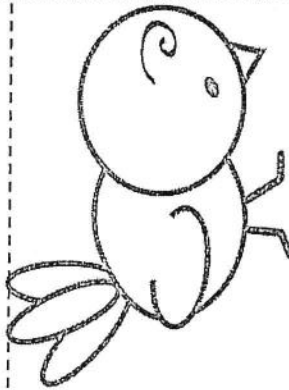
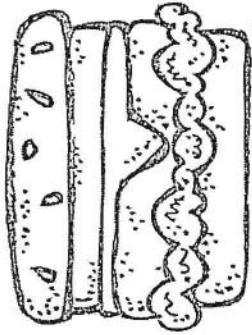
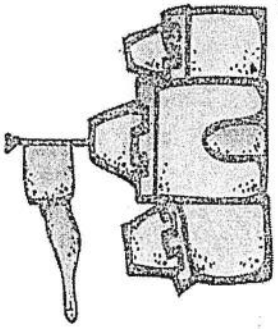
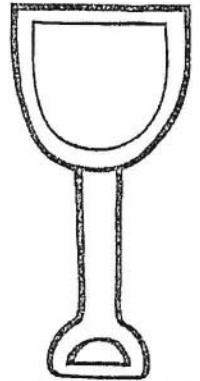
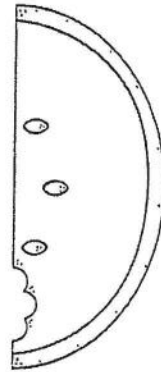
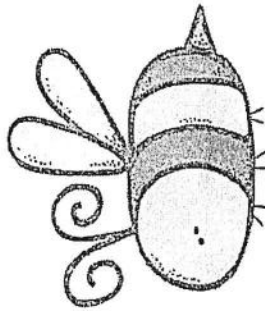
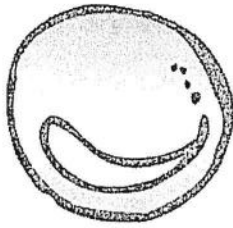
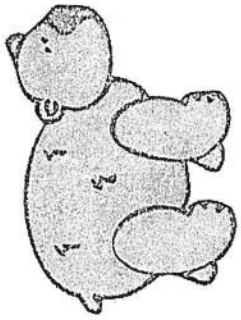
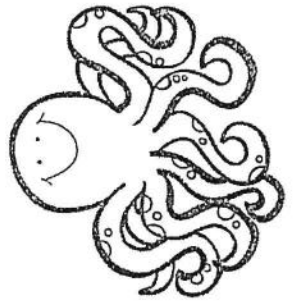
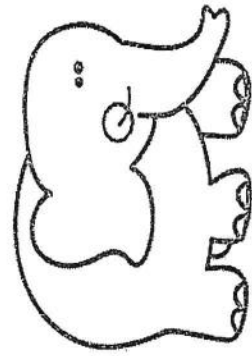
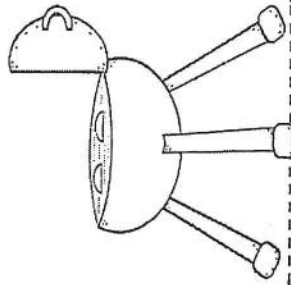
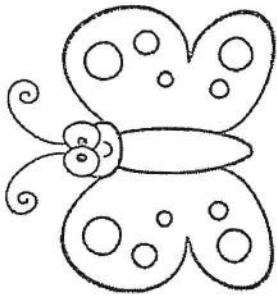
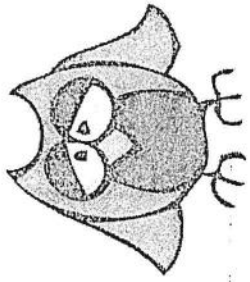
Game board

Syllable Cards

Directions: Cut apart the syllable sound cards and place them in a stack. Both players will put their game piece on START. Player one chooses a picture card, says the word and counts the number of syllables. The player will move the same number of spaces as syllables. The first player to make it to the end wins!

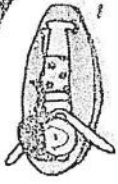
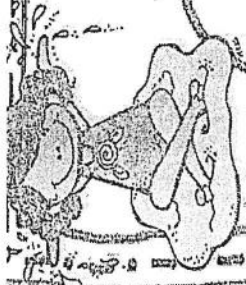








# Summer Syllable Race



Surf ahead two  
spaces.



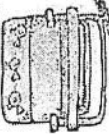
Stay Cool  
Choose another  
card.



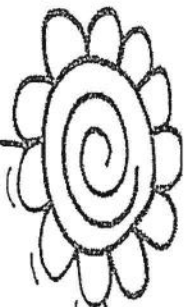
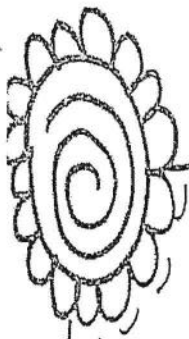
Oops  
Slip back 1  
space

**YOU  
WIN**

Sit a bit  
Lose a turn



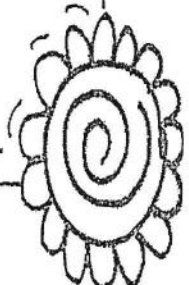

**START**

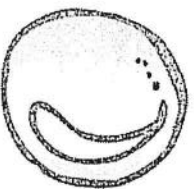
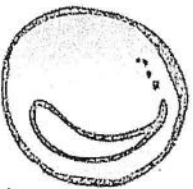
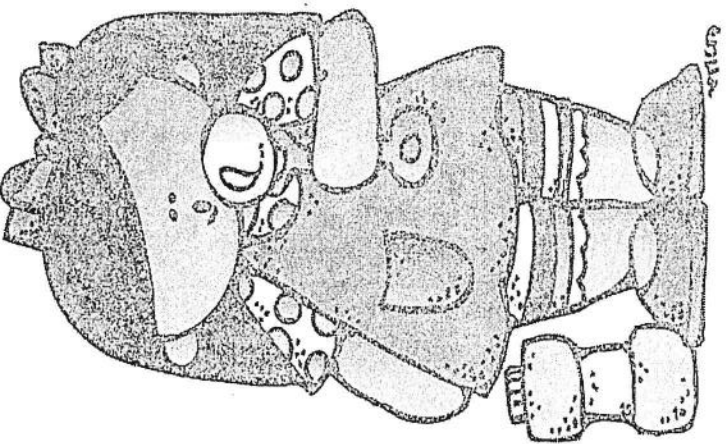


# Picture Prompts

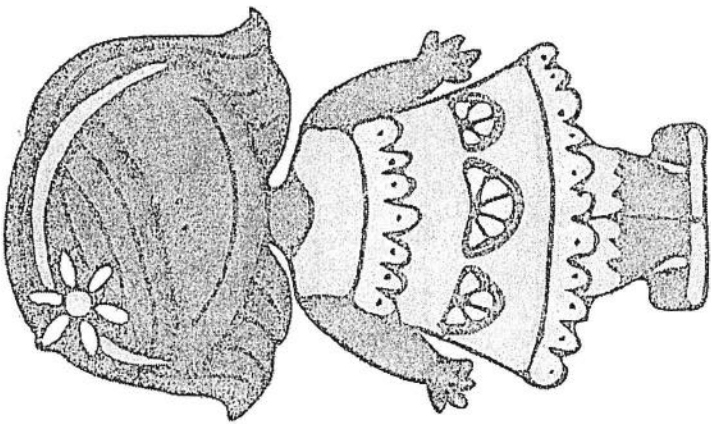
The following are picture prompts.

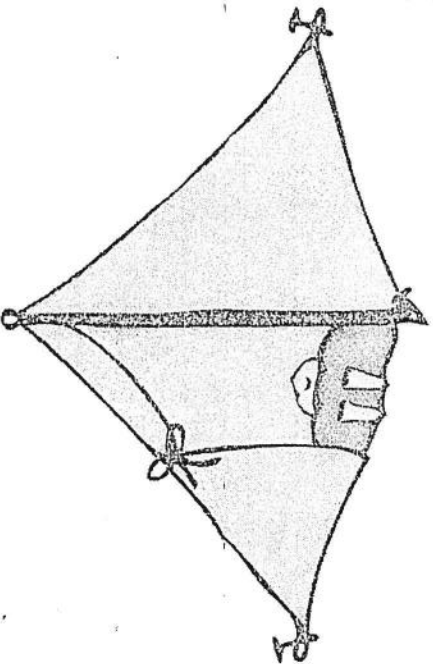
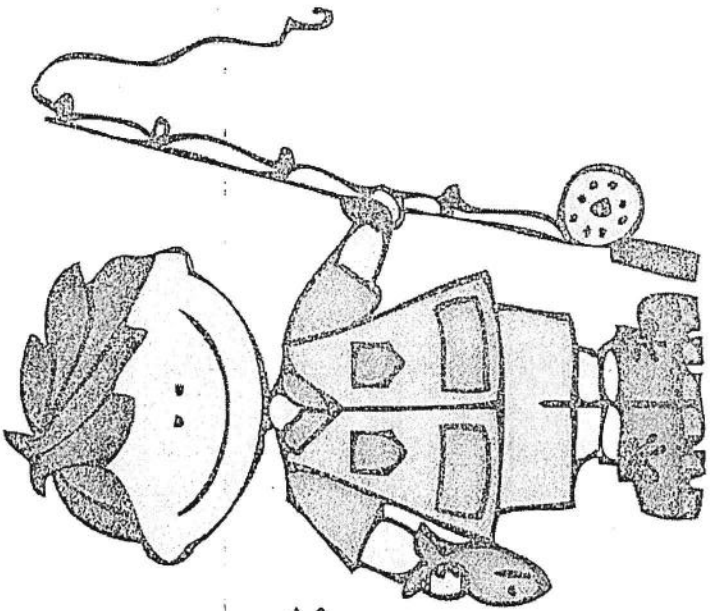
Have your child write a few sentences about the picture. They can make up a story or describe the picture. They need to use correct punctuation, capitalization, spacing and proper letter formation in their sentences.



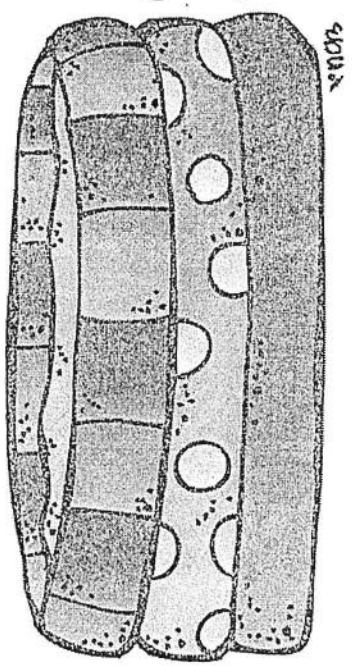
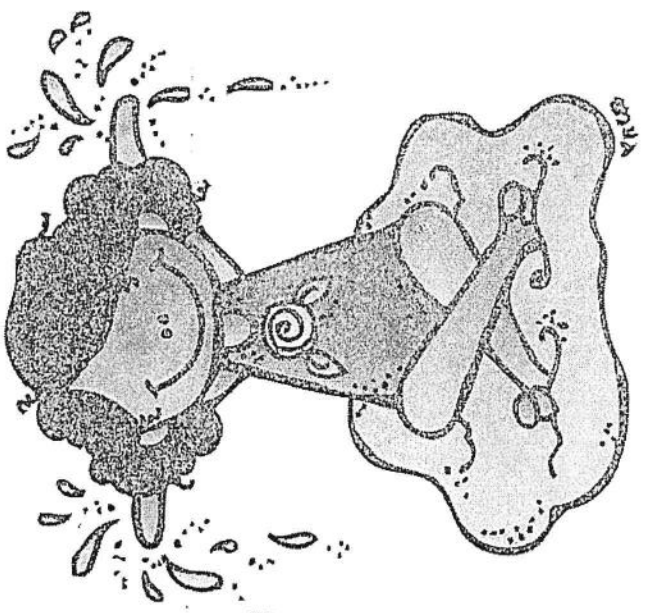
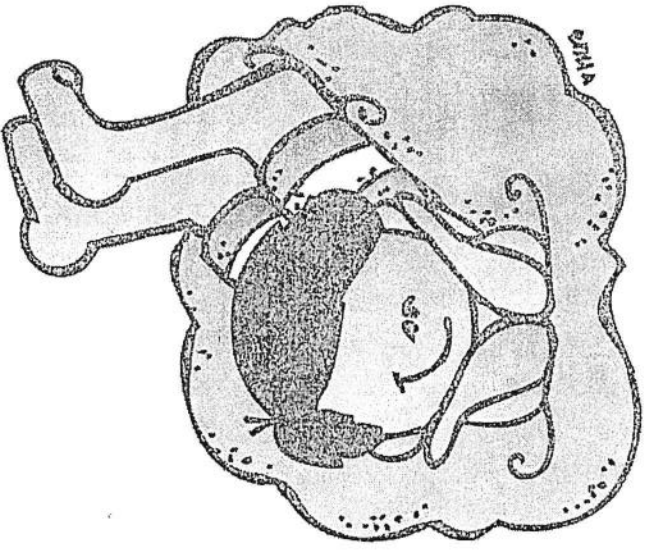


A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.





A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.



A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

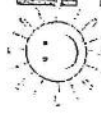


The following cards are sight words your child should be able to read within a matter of seconds. Practicing these words will help your child read even more fluently in 1st grade.

the



of



and



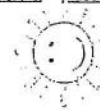
a



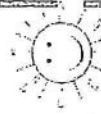
to



in



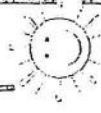
is



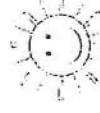
you



that



it



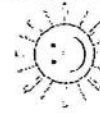
he



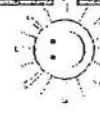
was



for



on



are



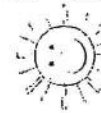
as



with



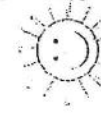
his



they



I



at



be



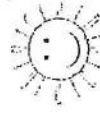
this



have



from





The following cards are sight words your child should be able to read within a matter of seconds. Practicing these words will help your child read even more fluently in 1st grade.

or

by

one

had

word

but

what

all

not

were

we

when

your

can

said

there

use

an

each

which

she

do

how

their

if

The following cards are color words and number words that will be helpful for your child to practice for first grade.

red



orange



yellow



green



blue



purple



pink



black



brown



gray



white



one



two



three



four



five



six



seven



eight



nine



ten



eleven

twelve

twenty

thirty

---

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

---

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

---

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

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

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

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

---

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$



---

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

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

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$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

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

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$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

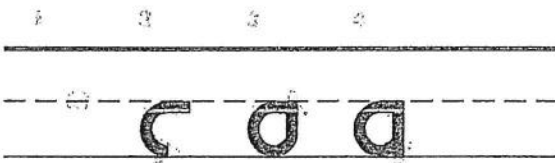
# Foundations® Letter Formation Guide

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

## Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

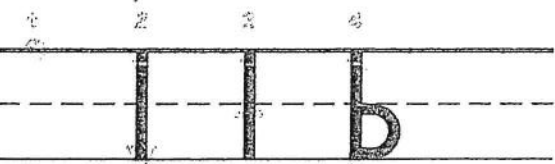


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ă/, have students repeat.

## Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

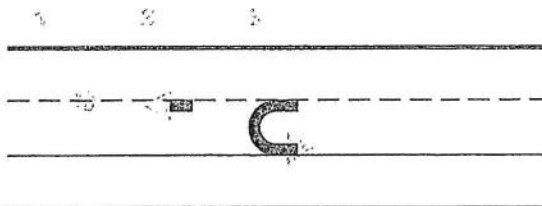


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/, have students repeat.

## Letter Formation for C

c is a plane line round letter.

It starts on the (plane line).

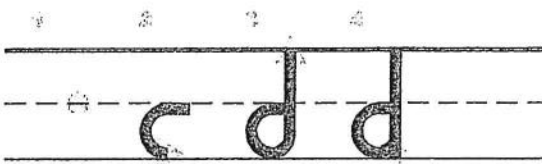


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/, have students repeat.

## 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.

# **Foundations® Letter Formation Guide**

*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.

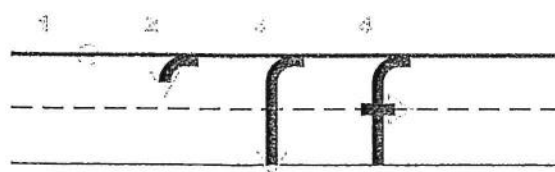


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e - Ed - /ě/, have students repeat.

## **Letter Formation for f**

f is a sky line letter.

It starts on the (sky line).

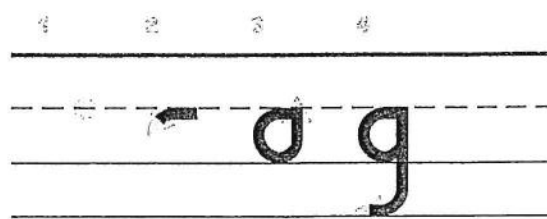


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line.
5. Say f - fun - /f/, have students repeat.

## **Letter Formation for g**

g is a plane line round letter.

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

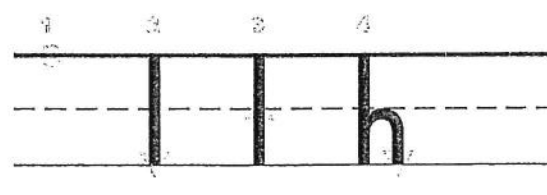


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g - game - /g/, have students repeat.

## **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.



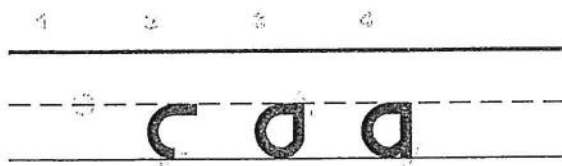
# Fundations® Letter Formation Guide

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

## Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

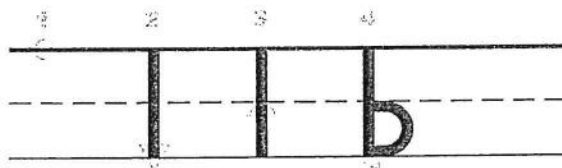


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ä/, have students repeat.

## Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

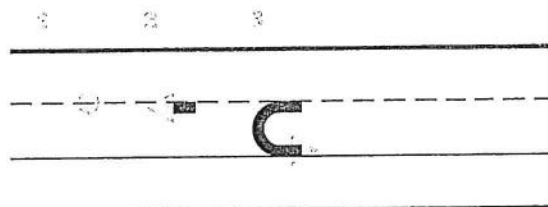


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/, have students repeat.

## Letter Formation for C

c is a plane line round letter.

It starts on the (plane line).

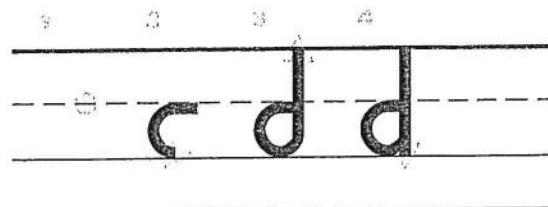


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/, have students repeat.

## 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.

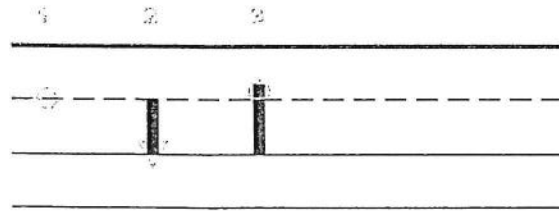
# Foundations® Letter Formation Guide

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).

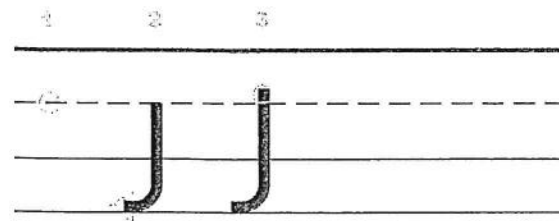


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say i - itch - /i/, have students repeat.

## Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

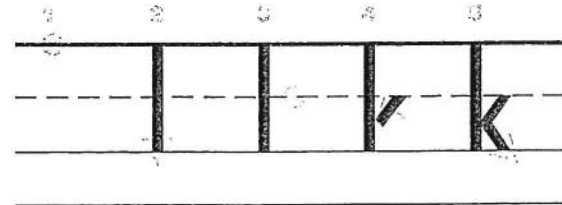


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say j - jug - /j/, have students repeat.

## Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

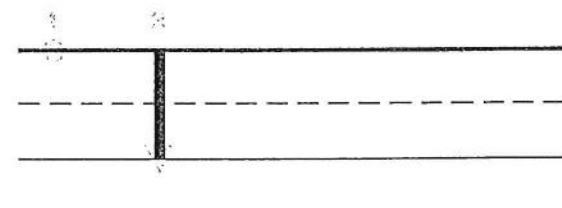


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say k - kite - /k/, have students repeat.

## 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.

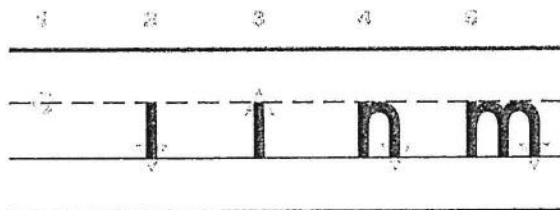
# Fundations® Letter Formation Guide

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).

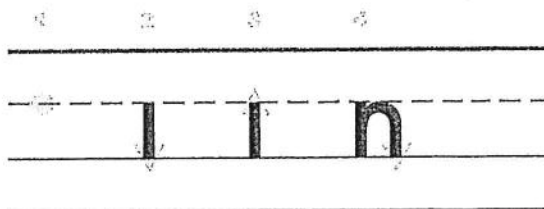


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m - man - /m/, have students repeat.

## Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

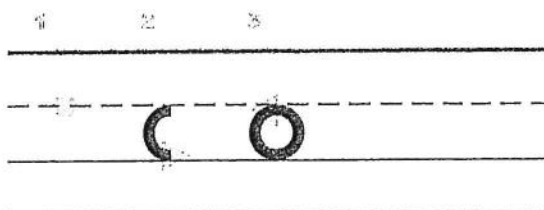


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n - nut - /n/, have students repeat.

## 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.

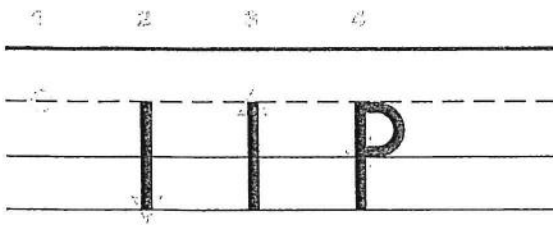
# Fundations® Letter Formation Guide

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

## Letter Formation for p

p is a plane line letter.

It starts on the (plane line).



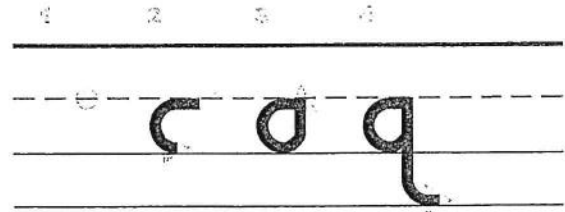
1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
5. Say p - pan - /p/, have students repeat.

## 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.

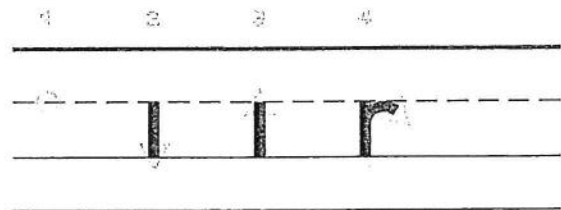


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy," u.
5. Say qu - queen - /kw/, have students repeat.

## 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.

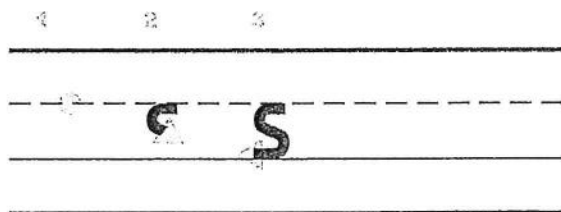
# Fundations® Letter Formation Guide

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

## Letter Formation for S

s is a plane line round letter.

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

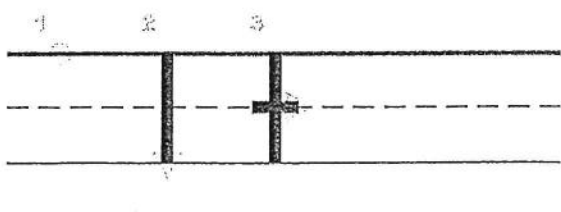


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s - snake - /s/, have students repeat.

## Letter Formation for t

t is a sky line letter.

It starts on the (sky line).

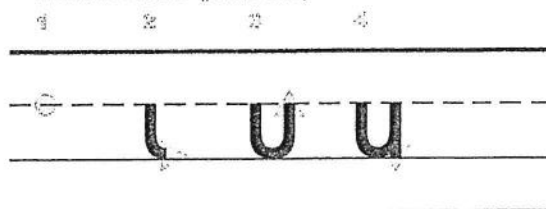


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t - top - /t/, have students repeat.

## Letter Formation for U

u is a plane line letter.

It starts on the (plane line).

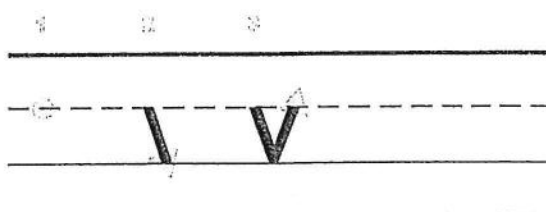


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u - up - /ü/, have students repeat.

## 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.

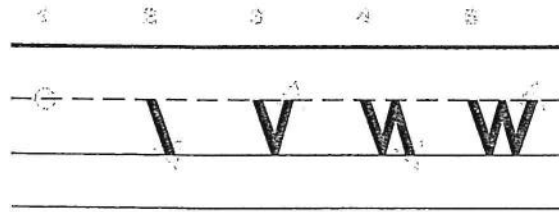
# Foundations® Letter Formation Guide

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

## Letter Formation for W

w is a plane line slide letter.

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

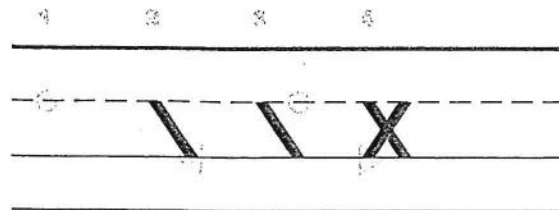


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w - wind - /w/, have students repeat.

## Letter Formation for X

x is a plane line slide letter.

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

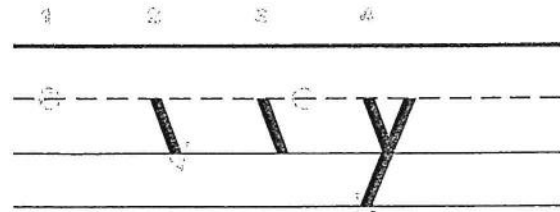


1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say x - fox - /ks/, have students repeat.

## Letter Formation for y

y is a plane line slide letter.

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



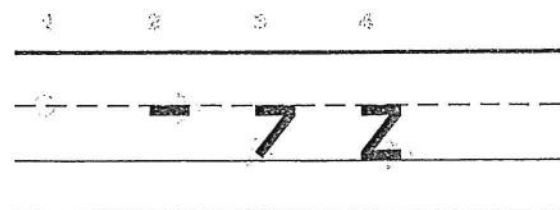
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say y - yellow - /y/, have students repeat.

## 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.

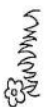
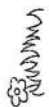
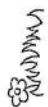


1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z - zebra - /z/, have students repeat.



Name: \_\_\_\_\_

Date: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_



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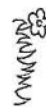
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\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_



Name \_\_\_\_\_



# Summer Sort

Word

Sentence



I dig in the sand.

sand

She plays in the sun.

He can swim.

sun

We are in a tent.

run

pool

He has a fish.








Name \_\_\_\_\_

Read the story. Then put the  
events in order below.

# At the Pool

It is hot. Jan will go to the pool . Jan gets to  
the pool . She will get her swimsuit  on. She  
will jump in. It is cool. She will do laps in the pool.


1

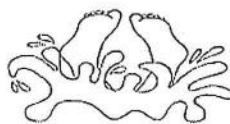
2


3

4



Jan puts on her  
swimsuit. 




Jan jumps in the  
pool. 



Jan gets to the  
pool.

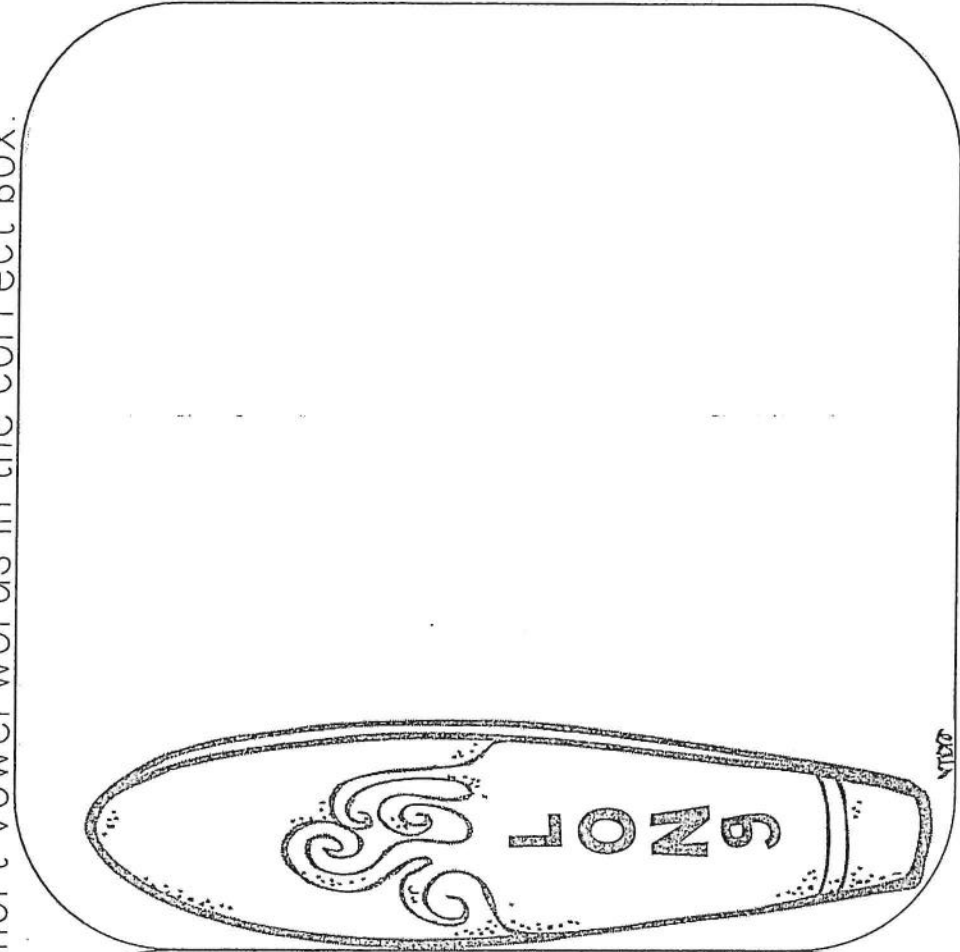
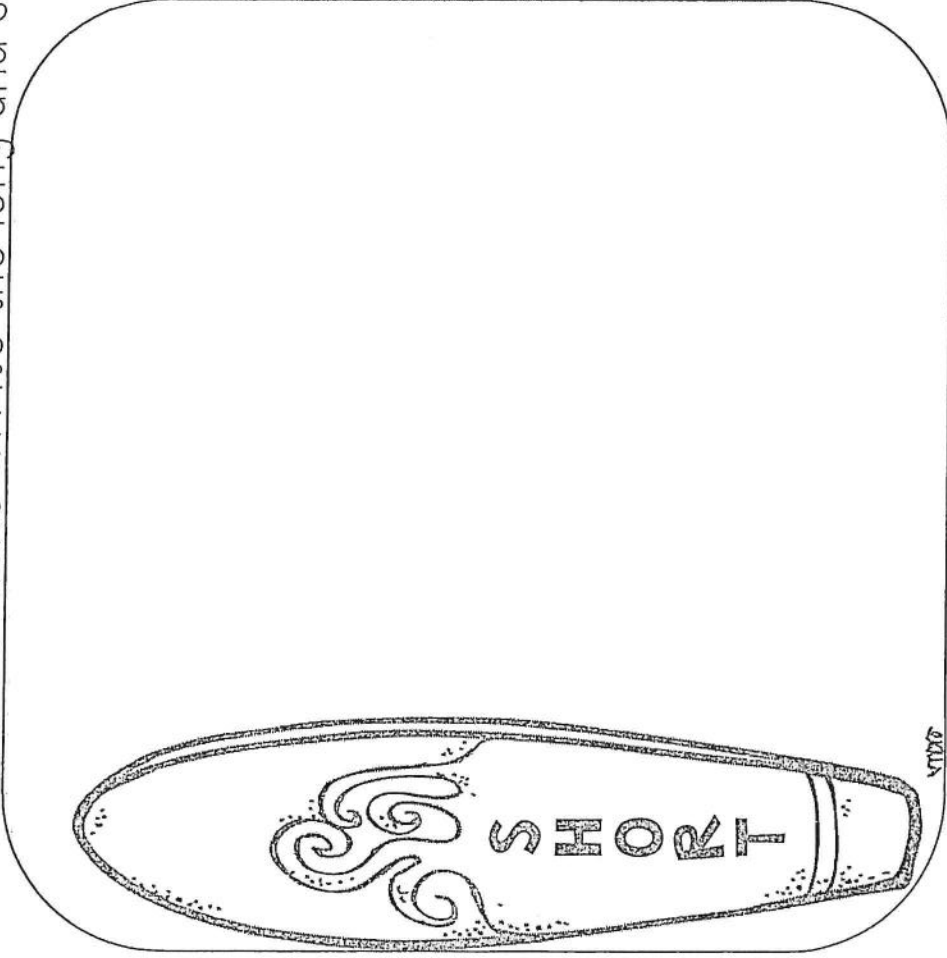


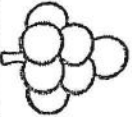


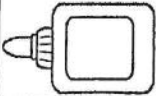



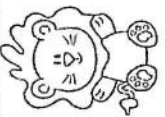

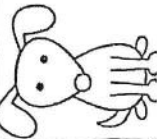
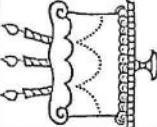
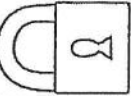


She swims in the  
pool. 



# Sunny Short and Long Vowel Sort

Directions: Write the long and short vowel words in the correct box.





# Syllables BY THE seashore

Directions: Look at each picture and clap the syllables. Put a shell underneath the picture for each syllable.  
Ex: A word with two syllables would have two shells.

