

Summer Activity Packet

Dear Parents,

Thank you for sending your child to VPK. Attached are some activities that you can do with your child this summer. These activities will help your child retain the skills we have worked on during the school year. Keeping skills fresh will prevent the "summer slide," where students can lose some of the academic gains that they made during the school year.

You can use the attached picture cards to practice the following:

- Match rhyming words
- Count syllable
- Segment words: - tel-e-phone = telephone
- Sort beginning or ending sounds
- Sort living/nonliving

Reading bingo and a math game that you can copy and use multiple times are also attached.







Other ideas to keep skills fresh:

- Give your child the opportunity to use crayons, pencils, markers, scissors and glue.
- Have them follow two- and three-step directions. For example - put your toys away, turn off the light, and put on your shoes.
- Read books to them to increase their vocabulary.
- Have them use correct grammar - no more "baby talk".
- Practice opposites.
- Practice counting up to 31.
- Discuss more than/less than.
- Review letters and sounds A-Z.
- Write letters A-Z.
- Write numbers 1-10.
- Review shapes and patterns.
- Review positional words - above, below, next to, beside.

Mount Dora Christian Academy Preschool

Ocean Animal Race

Use this math game to practice counting and numeral identification. You can make copies of this game if you like. You will need a dotted game die.
To play: Child rolls the die and counts the amount of dots. If they roll a 5, they will circle one 5 on the paper; if they roll a 3, they will circle a 3; etc. The child will continue to roll and circle numbers until one of the rows has all of the numbers circled. That animal is the winner!

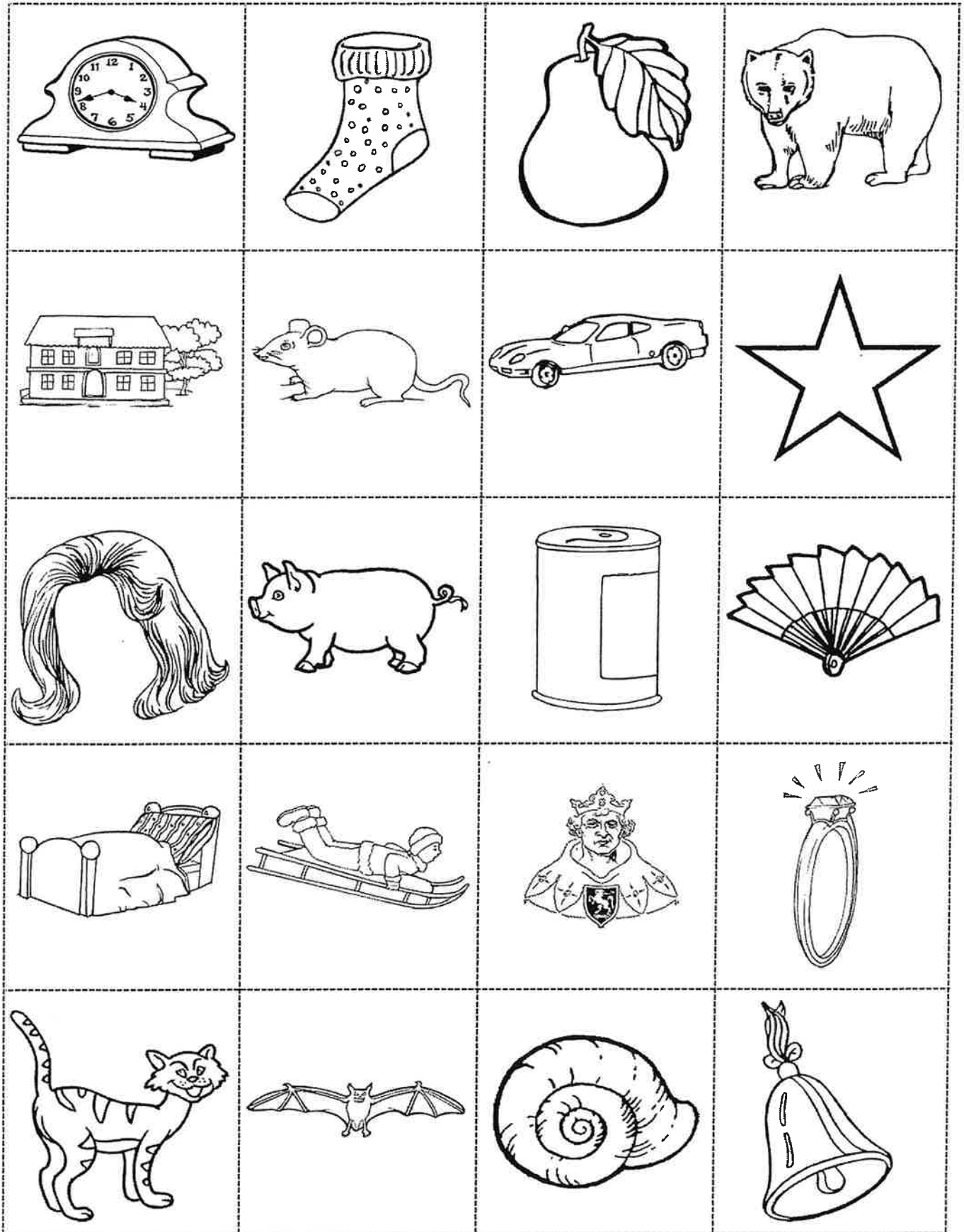
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|  | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | ★ |
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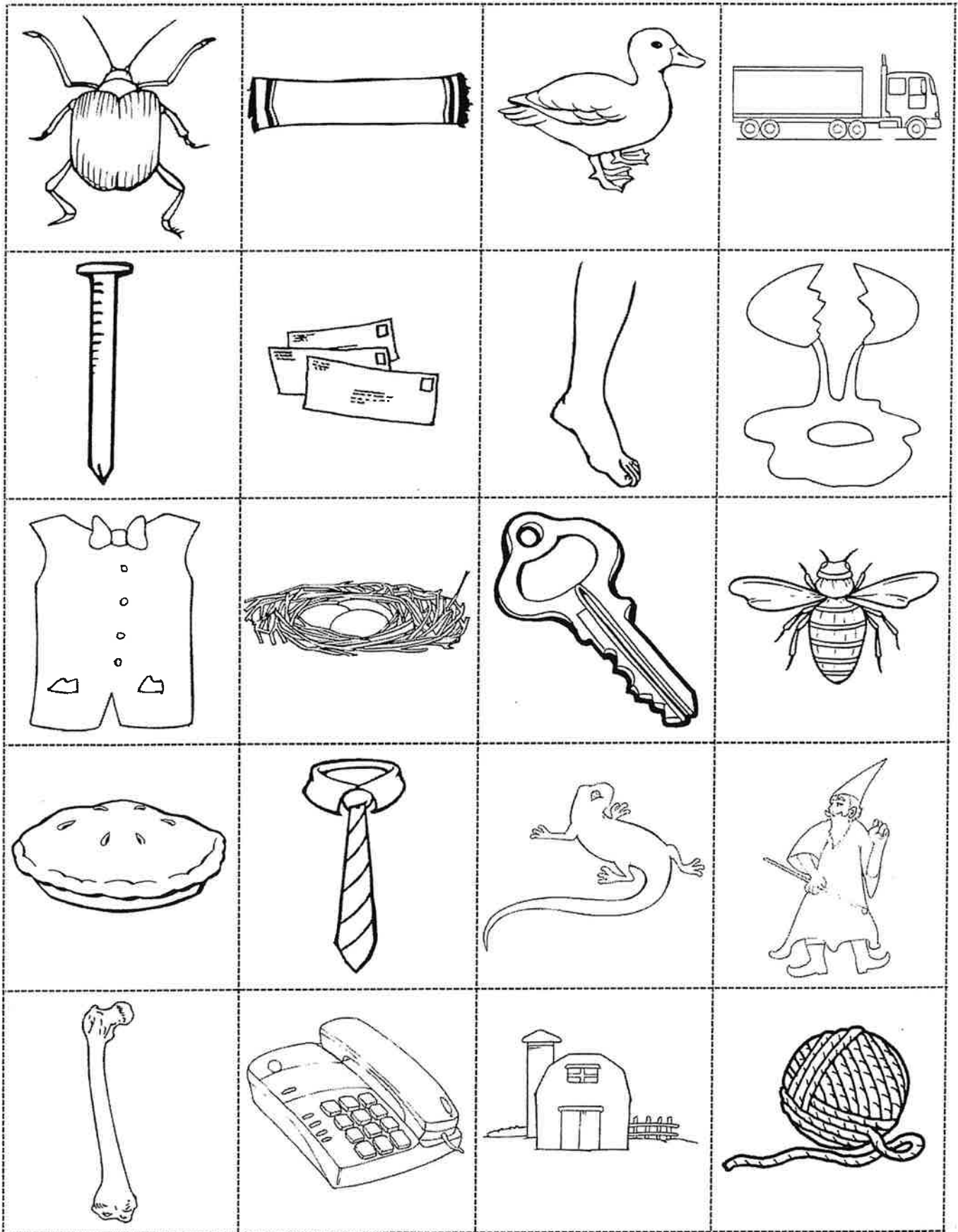


Summer Book Bingo

After reading these books to your child, have your child color the square or place a sticker over the square. Keep going until you fill the chart!

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|---|---|---|---|---|
| <p>READ BOOKS BY MO WILLEMS.</p> | <p>Relax & read a book outside.</p> | <p>check out a book from the public library.</p> | <p>Read a fairy tale.</p> | <p>Read a children's magazine.</p> |
| <p>Read a non-fiction book.</p> | <p>Read a book by Jan Brett and pick an activity from janbrett.com.</p> | <p>Read or recite nursery rhymes.</p> | <p>Tell a family member all about a book you like. Who are the characters? What do they do? What do they say?</p> | <p>Go to storylineonline.net to have a book read to you.</p> |
| <p>Read books by Laura Numeroff.</p> | <p>Read a poem from a poetry book for children.</p> | <p>Make your own book and read it to a family member or friend.</p> | <p>READ A BOOK ABOUT ANIMALS.</p> | <p>Read books by Eric Carle.</p> |
| <p>READ A BOOK ABOUT THE BEACH OR OCEAN</p> | <p>READ A BOOK TO LEARN ABOUT A TOPIC THAT INTERESTS YOU.</p> | <p>Listen to an audio book.</p> | <p>Draw or paint a picture about a book you have read.</p> | <p>Read a counting book.</p> |







Kindergarten Readiness Skills

A child who is “ready” for kindergarten is equipped with the skills needed to be successful in a structured learning environment. This list is not an assessment, but rather a tool designed to help parents transition and prepare their child for the classroom experience by focusing on the physical, social, emotional and cognitive development of young learners.

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| <p>Social & Emotional</p> <ul style="list-style-type: none"> • Separates easily from parents • Relates well to adults • Plays cooperatively • Curious and eager to learn • Expresses needs and wants • Follows simple classroom rules and routines | <p>Physical Motor Skills</p> <ul style="list-style-type: none"> • Moves with balance and control • Able to use proper pencil grip • Cuts with scissors • Can trace or draw basic shapes • Can dress self (button, zipper, snap, put on coat) • Is independent in the restroom |
| <p>Oral Language & Communication</p> <ul style="list-style-type: none"> • Uses appropriate volume when speaking • Speaks in complete sentences of 5-6 words • Speaks clearly enough to be understood • Talks about everyday experiences • Follows two and three- step directions • Can state first and last name • Shows understanding of and uses several positional words (e.g. above, below, next to, inside, outside) • Shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said | <p>Mathematics</p> <ul style="list-style-type: none"> • Can count in sequence up to 30 • Can do one-to-one correspondence when counting • Can recognize simple patterns and non-patterns • Arranges numbers in order 1-5 • Counts and recognizes number names (in the range of 10 to 15) • Shows understanding of addition & subtraction using a concrete set of objects • Identifies shapes • Identifies basic colors • Names ordinal positions (e.g., first, second, third, fourth, fifth) |
| <p>Print Knowledge</p> <ul style="list-style-type: none"> • Recognizes most letters of the alphabet • Recognizes first name in print • Recognizes some high frequency sight words • Can recognize print in the environment (e.g. the stop sign and logos like Publix) • Can use finger to show the last word on this page • Can demonstrate the direction to read from left to right | <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Recognizes and produces rhyme (e.g. hat and cat) • Identifies the number of syllables in words: dog (1 syllable - elephant (3 syllables) • Blends onset and rime (/c/ +/at/ = cat) • Isolates beginning sounds • Shows knowledge of phoneme deletion (Say goat, now say goat without /g/ = /oat/) • Shows knowledge of compound words (Say sailboat, now say sailboat without sail = boat) |
| <p>Writing</p> <ul style="list-style-type: none"> • Uses symbols or drawings to express ideas • Uses letter-like shapes, symbols, and letters to convey meaning • Writes own name (e.g., first name, last name) not necessarily with well-formed letters • Writes some letters with correct formation • Attempts to invent own spelling while writing | <p>Technology</p> <ul style="list-style-type: none"> • Can use a computer mouse to navigate around the screen and make selections • Has some experience using age-appropriate online educational applications or programs • Screen time limited to an hour per day or less |

Additional Resources

- <https://www.lake.k12.fl.us/page/716>