



**RIISING FIRST GRADERS**

**RIVIERA DAY SCHOOL  
SUMMER PACKET**

NAME: \_\_\_\_\_

Dear Parents,

Now that summer is here, we would like to remind you of how important reading aloud is to your child as he/she enters into kindergarten. In fact, reading aloud to children is the single most important activity contributing to their success as lifelong readers. Here are some other ideas to promote reading in your home:

- Most importantly, make reading time part of your routine. Most families do it before bedtime, but any regularly scheduled time is fine.
- Let your child see you reading daily.
- Limit the amount of time your child spends watching television.
- Move your finger under the words as you read. It helps your child make the connection between words on the page and what you're saying.
- Let your child turn the page. It makes your child feel important to take part in the process.
- Use books with CDs, eBooks, interactive books available online.
- Always have books available around the house and even in your car.
- It is fine if young children want to read a favorite book over and over. Let your child "read" (actually memorizing and repeating) the story to you. It gives your child a sense of accomplishment that he or she can read to you.

Your child is either already reading or on the cusp of reading. Supporting his or her reading endeavors at this time will make a big difference. Remember, you don't have to teach your child how to read, just to want to read.

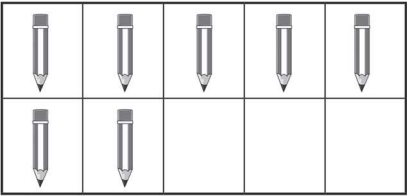
Sincerely,

Mrs. Riviera,

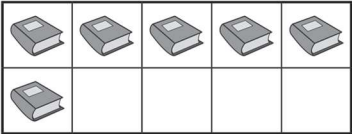
Head of School

Read the directions at the bottom of each page.

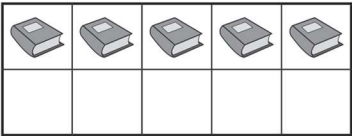
1



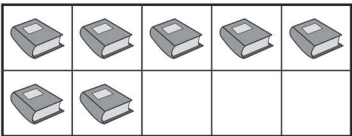
A



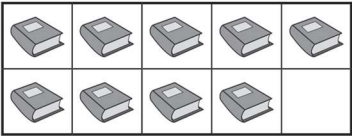
B



C



D



2

8

A.

A 7

C 9

B 8

D 10

B.

A 9

C 6

B 8

D 1

3



4

5

6

7

A

B

C

D

4

A

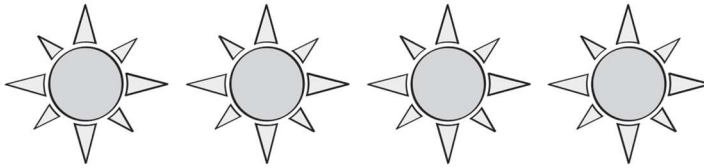
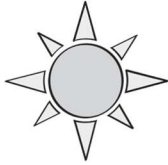
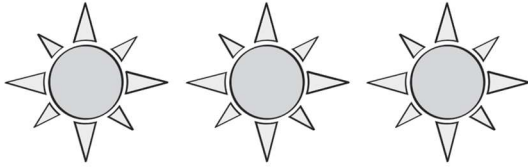
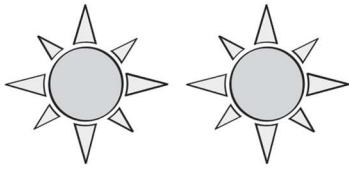
B

C

D

**Directions** Have students mark the best answer. 1 Which group of books is greater than the group of pencils? 2 A. Which number is less than the number shown? B. Which number is greater than the number shown? 3 How many cats are there? 4 Which group has the greatest number of counters shaded?

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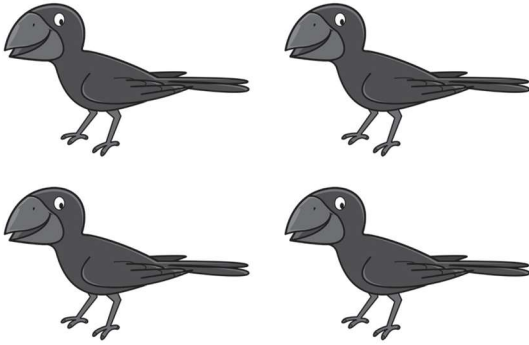
7

9

**Directions** Have students:  count how many suns are in each row, and then write the numbers to tell how many;  count the pineapples and oranges, write the numbers to tell how many, and then mark an X on the number that is less than the other number;  read the number, and then draw flowers to show how many.



8



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9



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\_\_\_\_\_ and \_\_\_\_\_

**Directions** Have students: **8** count the birds, and then color the boxes to show how many; **9** color the cars red and blue and then write the numbers to tell how many red and blue cars.

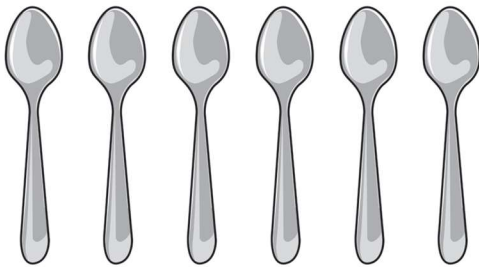
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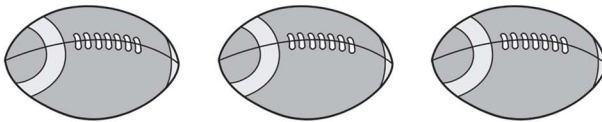
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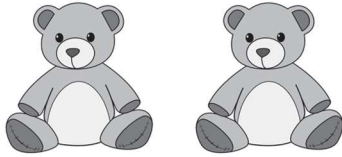
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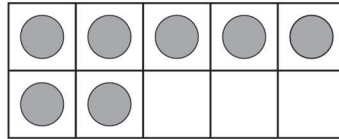
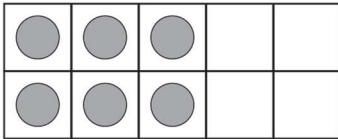
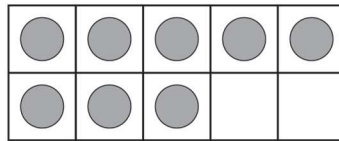
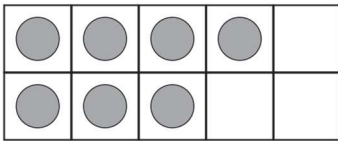


**Directions** Have students:  use red and yellow counters to show a group of 10, color the hats red and yellow the same way, and then write the numbers to tell how many red hats and yellow hats;  count the spoons in the group, and then write the number to tell how many spoons. Then draw a group of circles that is less in number than the group of spoons shown, and then write the number to tell how many circles;  draw a group of footballs that is equal to the group of footballs shown.

13



14

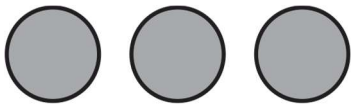


**Directions** 13 Say: Joanie has 2 toy bears and 4 toy lions. Color the cubes to show how many of each type of toy, and then draw a circle around the cube train that is greater than the other cube train. 14 Have students draw a circle around the ten-frames that do NOT show 7 counters.

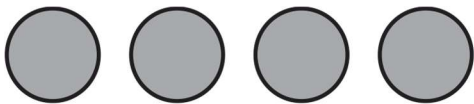
15

A.

A



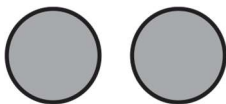
B



C



D



B.

A



B



C



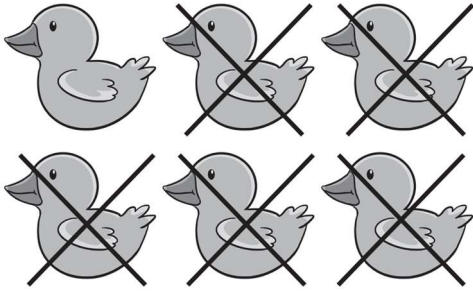
D



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**Directions** 15 Have the students mark the best answer. **A.** Which group has the greatest number of counters?  
**B.** Which group shows 4 shaded counters?

1



A 0

C 5

B 1

D 6

2

6

☐

10

☐

6

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8

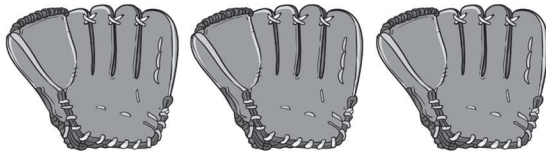
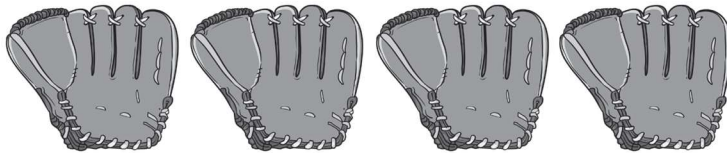
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3

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5

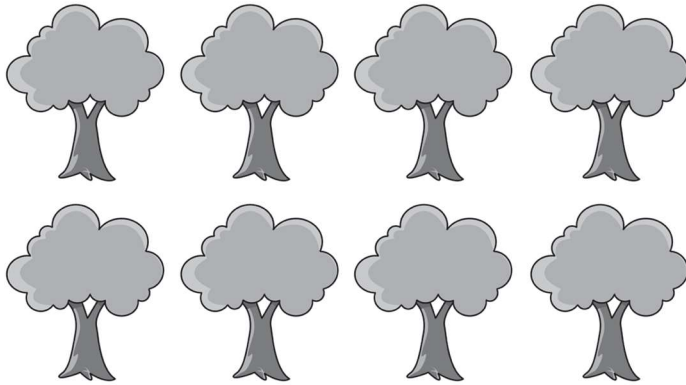
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**Directions** Have students mark the best answer. 1 Which number tells how many ducks are left? 2 Choose two numbers that are greater than the number on the card. 3 Have students count the baseball gloves in each row, and then write the numbers to tell how many.

4




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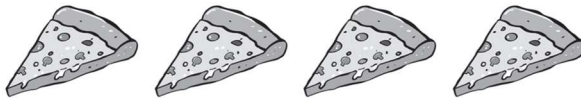


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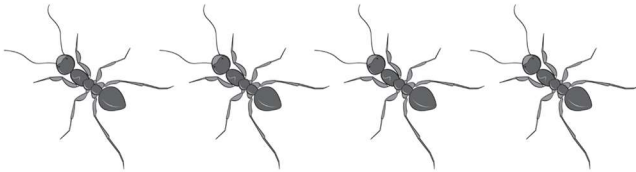


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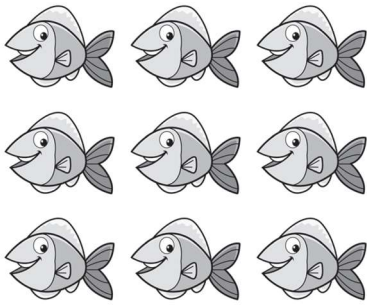
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6




**Directions** Have students: 4 count the trees, and then write the number to tell how many; 5 count the pizza slices in the group and write the number to tell how many. Then draw a group of circles that is one more than the group of pizza slices shown, and write the number to tell how many circles; 6 draw more ants to make a group of 10 ants, and then draw counters to show how many ants in all.

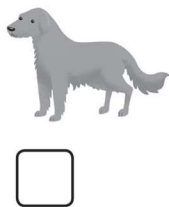
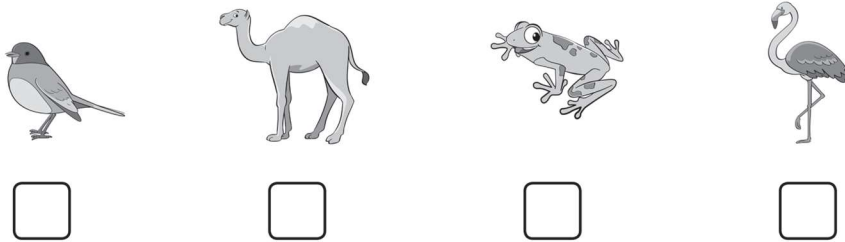
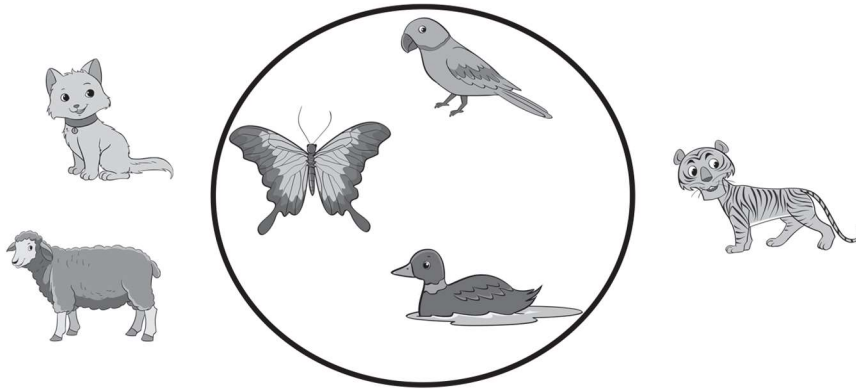
7



9

$$= \begin{array}{c} \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \end{array}$$

8



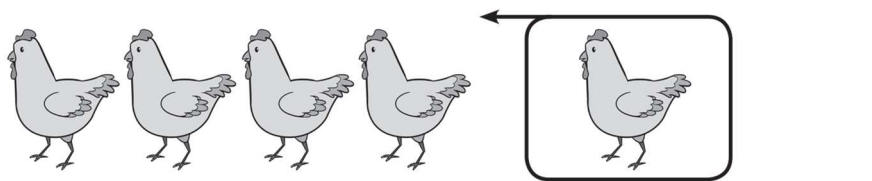
**Directions** Have students use yellow and red counters to show how to show a way 9 can be separated into two parts, and then draw circles around the groups of fish to show the parts of 9. Then have them complete the equation to match their picture to show the parts of 9. **8** Say: *The animals have been classified into two categories. Choose two animals that belong in the category of animals inside the circle.*

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\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

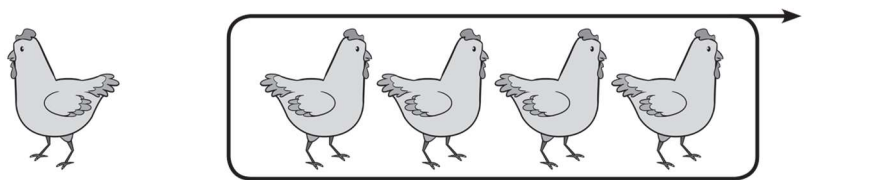
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\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

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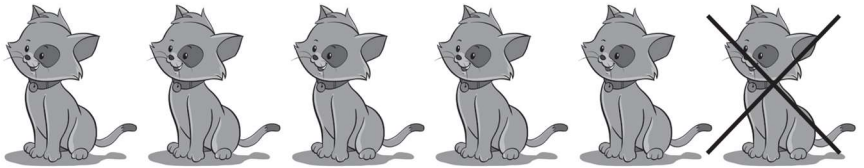
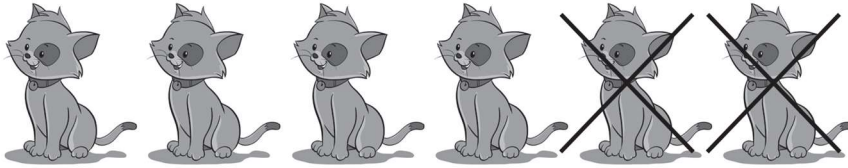
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\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

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**Directions** Have students: 9. draw two groups of apples to show 7 in all, and then write a number sentence to match the drawing; 10. listen to each story, use connecting cubes to help act out each story to choose an operation, and then write the equations to show the related facts. Say: 4 chickens are in a group. 1 joins them. How many chickens are there in all? Then say: 5 chickens are in a group. 4 leave. How many chickens are left?





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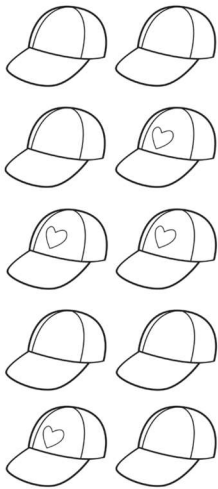
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





_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____

**Directions** Have students: listen to the story, draw a circle around the picture that shows the story, and then write an equation to match the picture. Say: *There are 6 cats on a fence. 2 cats run away. How many cats are left?* listen to the story, use red and blue crayons to color the cube train to show the story, and then write an equation to match the picture; Say: *Marissa has 3 cubes. Andrew has 7 cubes. How many cubes do they have in all?* draw lines in the chart as they count the hats that have hearts and the hats that do NOT have hearts, and then write the numbers to tell how many in another chart.

14

$$6 + \begin{array}{c} \underline{\hspace{1cm}} \\ \hline \underline{\hspace{1cm}} \\ \hline \end{array} = 10$$


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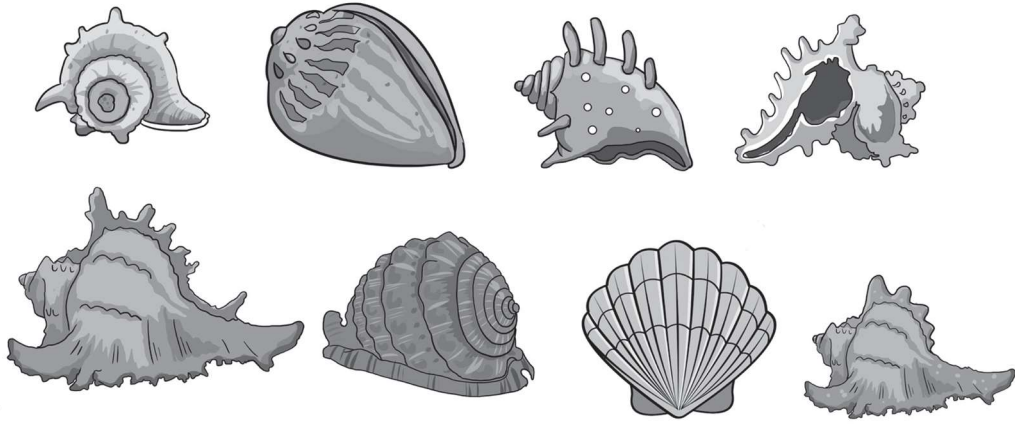
15

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$\underline{\hspace{1cm}}$		$\underline{\hspace{1cm}}$		$\underline{\hspace{1cm}}$
$\hline$		$\hline$		$\hline$
$\underline{\hspace{1cm}}$		$\underline{\hspace{1cm}}$		$\underline{\hspace{1cm}}$

**Directions** Have students: 14 draw yellow counters in the ten-frame to show the missing part of 10. Then have them complete the equation; 15 color 3 of the boxes, and then write an equation to match the boxes.

1



5

A

7

D

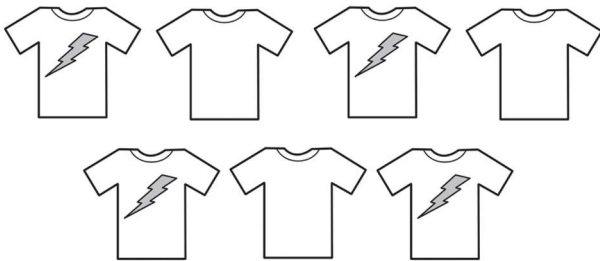
8

C

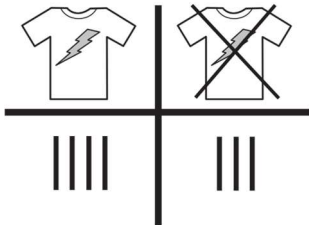
10

D

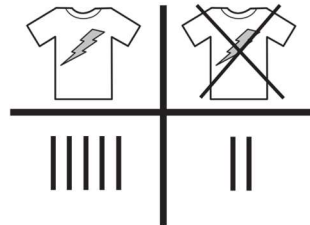
2



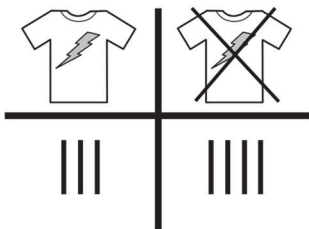
A



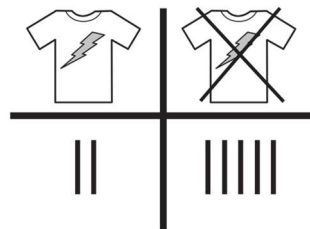
C



B

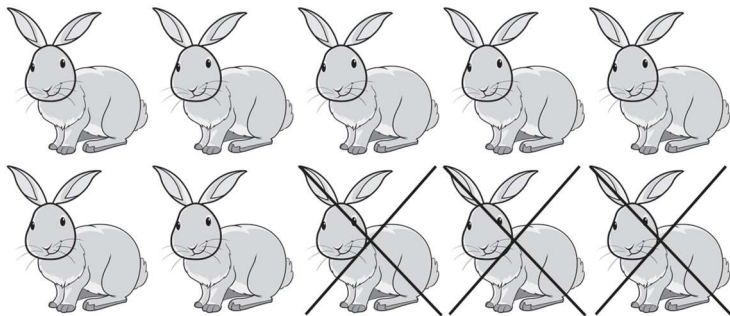


D



**Directions** Have students mark the best answer. 1 How many shells are there? 2 Which chart shows how many T-shirts have a lightning bolt and how many T-shirts do NOT have a lightning bolt?

3



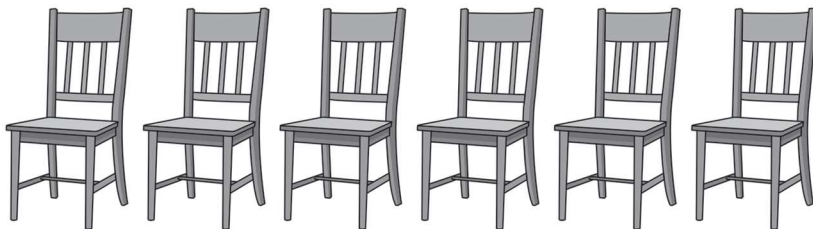
**A**  $5 - 3 = 2$

**C**  $7 - 1 = 6$

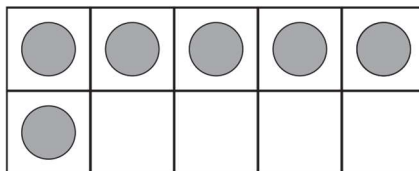
**B**  $10 - 7 = 3$

**D**  $10 - 3 = 7$

4



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



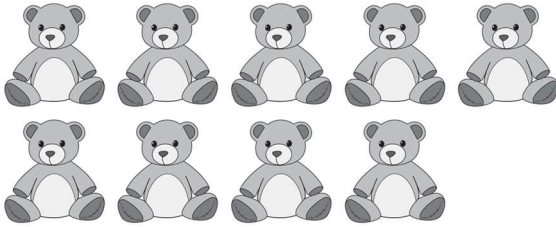
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\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

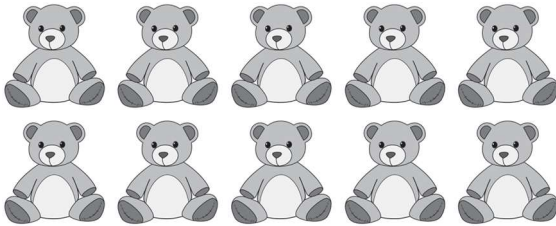
**Directions** Have students: 3 mark the equation that matches the picture; 4 draw counters to show how many more chairs are needed to make 10, and then complete the equation; 5 draw two groups of fish to show 9 in all, and then write a number sentence to match the drawing.

6

A



B



C



D



7

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

15

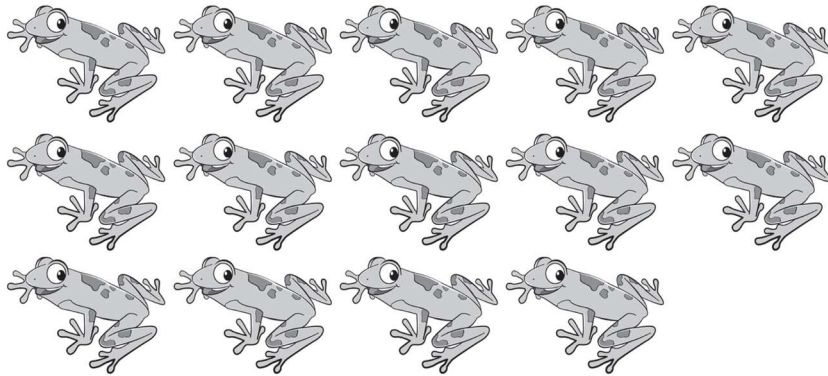
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**Directions** Have students mark the best answer. 6 Which shows 12? 7 Have students find the highlighted number on the number chart, count forward until reaching 18, and then write each number that was counted.

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9



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17

10

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●		

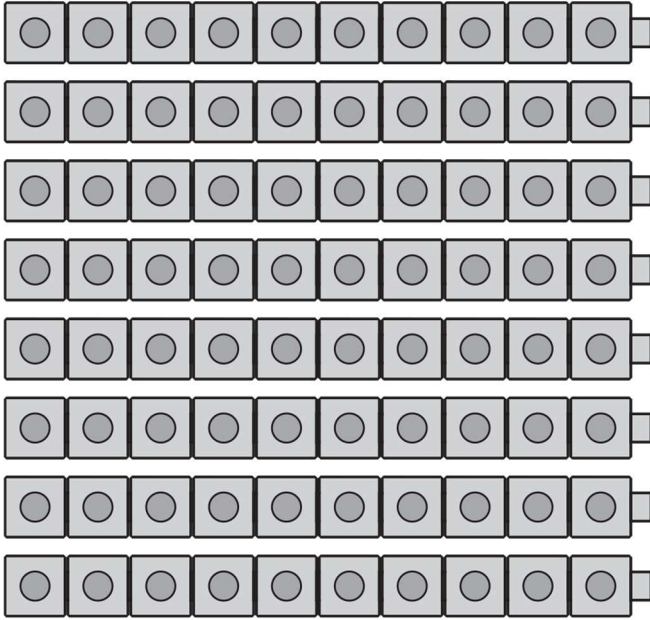
A  $10 + 9 = 19$

B  $10 + 8 = 18$

C  $10 + 7 = 17$

D  $10 + 6 = 16$

**Directions** Have students: **8** count the frogs, and then write the number to tell how many; **9** draw counters to make 17, and then complete the equation to match the picture; **10** mark the equation that matches the picture.



- A** 60
- B** 70
- C** 80
- D** 90



1	2	3	4	5	___	7	8	9	10
11	12	13	14	15	1___	17	18	19	20
21	22	23	24	25		27	28	29	30

**26      36      46**



31		33	34	35	36	37	38	39	40
41	42			45	46	47	48	49	
	52	53	54	55		57	58	59	
61	62	63	64	65	66			69	70

31   32   38   40

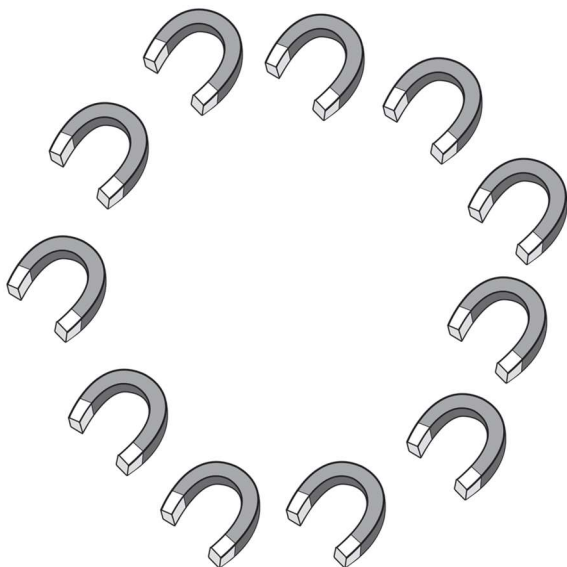
42   43   44   50

51   56   57   60

62   67   68   70

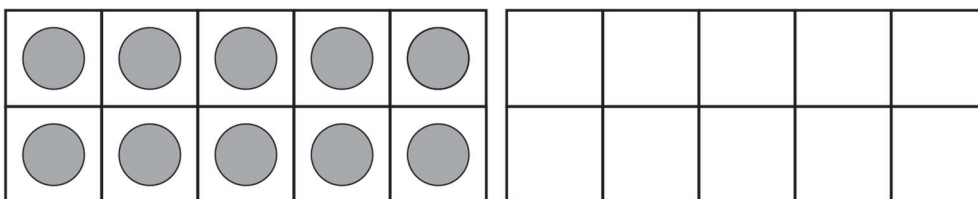
**Directions** Have students: mark the number that tells how many cubes; complete the numbers as they count and circle the number that is missing in the bottom row; draw a circle around the missing numbers in each row.

14



- A 11
- B 12
- C 13
- D 14

15



$$12 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

**Directions** Have students mark the best answer. 14 Which number tells how many? 15 Have students draw counters to make 12, and then complete the equation to match the picture.



1.  $7 + 4 = \underline{\quad}$

2.  $5 + 7 = \underline{\quad}$

3.  $2 + 7 = \underline{\quad}$

4.  $10 + 2 = \underline{\quad}$

5.  $8 + 4 = \underline{\quad}$

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

7.  $1 + 8 = \underline{\quad}$

8.  $5 + 5 = \underline{\quad}$

9.  $2 + 5 = \underline{\quad}$

10.  $4 + 3 = \underline{\quad}$

11.  $5 + 1 = \underline{\quad}$

12.  $9 + 1 = \underline{\quad}$

13.  $7 + 2 = \underline{\quad}$

14.  $0 + 9 = \underline{\quad}$

15.  $4 + 4 = \underline{\quad}$

16.  $3 + 6 = \underline{\quad}$

17.  $9 + 2 = \underline{\quad}$

18.  $7 + 0 = \underline{\quad}$

19.  $2 + 2 = \underline{\quad}$

20.  $5 + 3 = \underline{\quad}$

21.  $2 + 8 = \underline{\quad}$

22.  $6 + 2 = \underline{\quad}$

23.  $4 + 5 = \underline{\quad}$

24.  $6 + 3 = \underline{\quad}$

25.  $0 + 8 = \underline{\quad}$

26.  $1 + 9 = \underline{\quad}$

**Directions:** Help your child make an alphabet book. Cut apart the ABC pages and staple them together with the cover (see guide marks for staples). To complete each page, have your child trace the upper- and lowercase letter at the top, draw a picture of one or more things that begin with that letter, and complete the sentence at the bottom. Here are two examples of how to complete the sentences:

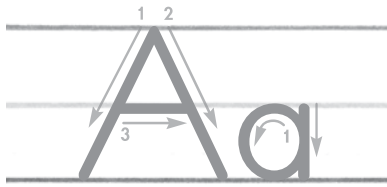
A is for ants.

B is for boat and bike.

Help your child with beginning letter-sounds and proper letter formation, but don't insist on perfect spelling. When the book is finished, your child can read it aloud to you and everyone in the family.

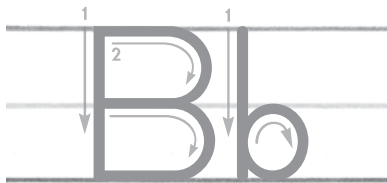
# My Super ABC Book

by



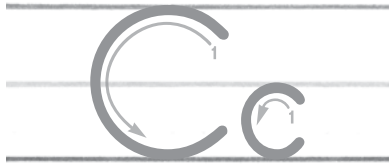
A is for

Three horizontal lines for handwriting practice.



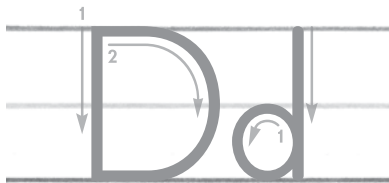
B is for

Three horizontal lines for handwriting practice.



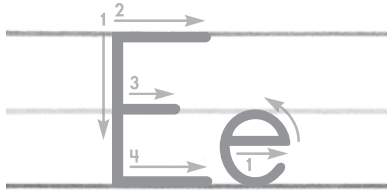
C is for

Handwriting practice lines for the letter C.



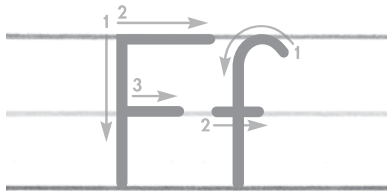
D is for

Handwriting practice lines for the letter D.



E is for

Three horizontal lines for handwriting practice.



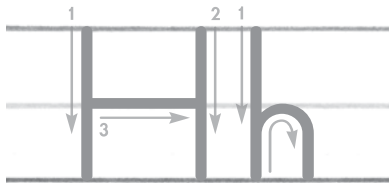
F is for

Three horizontal lines for handwriting practice.



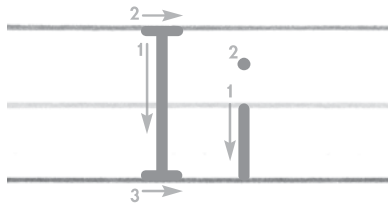
G is for

Three horizontal lines for handwriting practice.



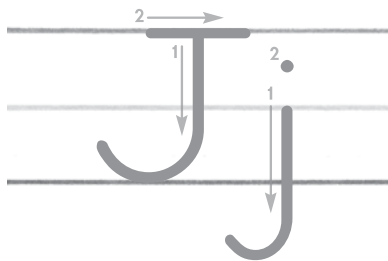
H is for

Three horizontal lines for handwriting practice.



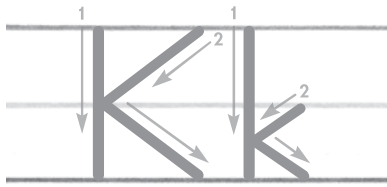
I is for

Three horizontal lines for handwriting practice.



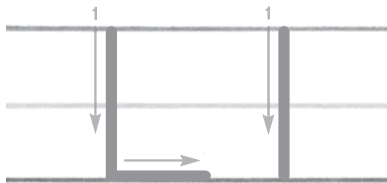
J is for

Three horizontal lines for handwriting practice.



K is for

Three horizontal lines for handwriting practice.



L is for

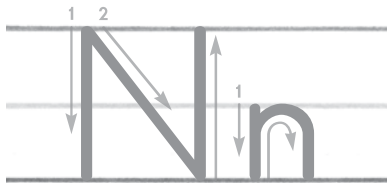
Three horizontal lines for handwriting practice.





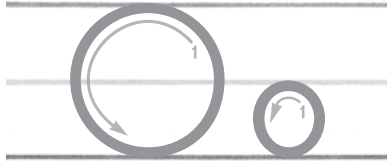
M is for

Three horizontal lines for handwriting practice.



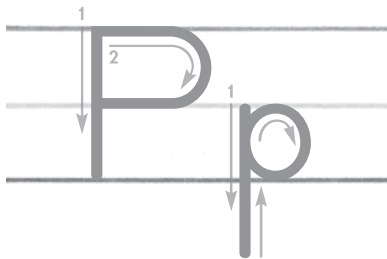
N is for

Three horizontal lines for handwriting practice.



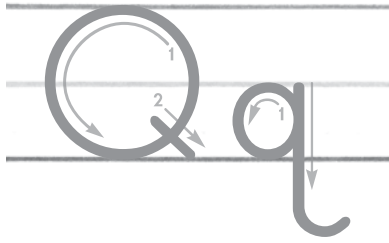
O is for

Handwriting practice lines for the letter 'O'.



P is for

Handwriting practice lines for the letter 'P'.



Q is for

Handwriting practice lines for the letter Q.



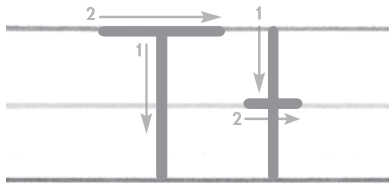
R is for

Handwriting practice lines for the letter R.



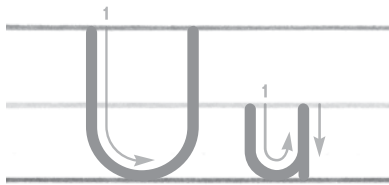
S is for

Three horizontal lines for handwriting practice.



T is for

Three horizontal lines for handwriting practice.



U is for

Three horizontal lines for handwriting practice.



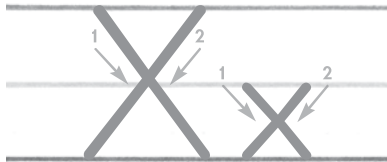
V is for

Three horizontal lines for handwriting practice.



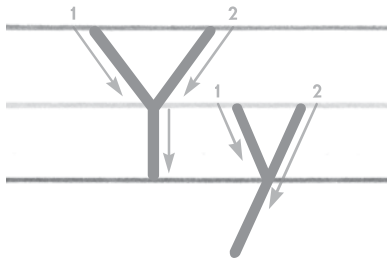
W is for

Three horizontal lines for handwriting practice.

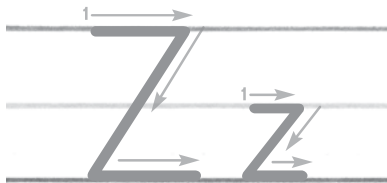
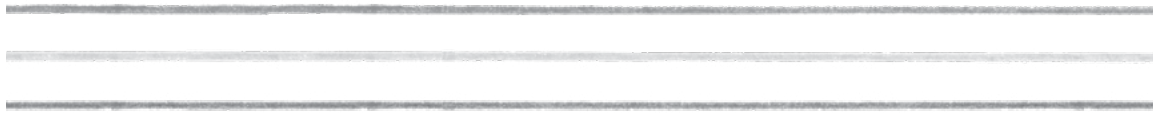


X is for

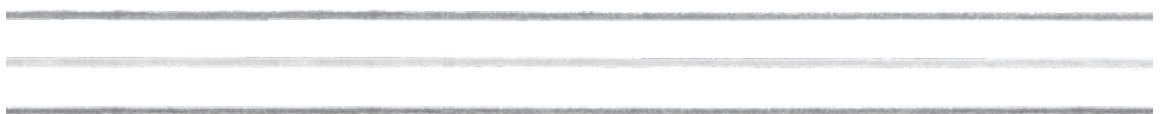
Three horizontal lines for handwriting practice.



Y is for



Z is for



## SECTION 2:

# Letter-Sound & Decoding Games

- ★ Game Directions
- ★ Word Cards
- ★ Game Boards & Pieces
- ★ Silly Sentences





**Directions:** Follow the directions to play these fun games with your child! See the next pages for the word cards and game boards needed for some of the games.

## Letter-Sound Shopping Trip

**To Play:** Pretend you and your child are going shopping at a store where you can only buy things whose names begin or end with a specific letter and sound. For example, say, “We’re going shopping at the H store. We can buy anything there, but they only have things that begin with the letter *h* and the sound /h/. What should we put in our shopping cart?” Take turns naming things to buy—they can be reasonable or ridiculous such as a hat, a ham, a harmonica, a hippo, and a helicopter. Repeat with other letters and sounds.

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## Concentration

**Materials:** Two copies of at least one page of Word Cards

**Preparation:** Cut out the cards and mix them up. Spread out the cards with words facedown.

**To Play:** Two players take turns turning over two cards and reading aloud the words. If the words match, the player should use the word in a sentence and then keep the cards. If the words don’t match, the cards should be turned facedown again in their original places. Play continues until all the cards are matched. The player with the most cards at the end wins.

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## Slapjack

**Materials:** Two copies of at least two pages of Word Cards

**Preparation:** Cut out the cards to make two matching sets of cards, one for each player. Players place their cards in a stack in front of them.

**To Play:** Both players turn over a card from their own set at the same time. If the cards show different words, they turn over a new card. If the same word is shown on both cards, each player slaps a hand on top of the cards and says the word. The first player to do this uses the word in a sentence and keeps the pair of cards. (If you don’t want to slap cards, the first player to say the word keeps the cards.) Play continues until all cards are matched. The player with the most cards at the end wins.

(continued)

## Roll and Rhyme

**Materials:** At least two pages of Word Cards, a die, paper, and a pencil

**Preparation:** Cut out the cards and place them facedown in a stack. Write each player's name at the top of separate columns on a sheet of paper.

**To Play:** One player turns over a card, reads the word, and rolls the die. Based on the number rolled on the die, the player must name or write 1–6 words that rhyme with and have the same ending letters as the word on the card. The player receives one point for each rhyming word. Then the next player takes a turn. Play continues until all the cards have been used. Player with the highest score wins.

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## Road Trip

**Materials:** At least two pages of Word Cards, a die, and a car cut out from the Game Pieces page or a small toy car for each player

**Preparation:** Cut out the Word Cards and line them faceup in a long winding path.

**To Play:** Players take turns rolling the die and driving their car past that number of cards while reading aloud each word. (If children have trouble counting and reading at the same time, have them count the cards first and then read the words while driving their car.) First player to reach the end of the road wins.

**Variation:** Make it a road race! One player reads aloud each word along the road while you time how long it takes to get to the end. Then players switch roles (or remain the timer if your child is the only player). Players can complete the race multiple times and try to improve on their fastest time each turn. Rearrange the words and path of the road every so often for more challenge.

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## Parking Lot

**Materials:** Two pages of Word Cards, a blank Parking Lot game board for each player, and eight cars cut out from the Game Pieces page or eight small toy cars for each player

**Preparation:** Cut out the Word Cards and spread them out faceup. Each player copies eight words from the Word Card set onto a Parking Lot, writing one word per parking space. Then stack the cards facedown.

**To Play:** Players take turns reading aloud a Word Card to the group. If any of the players have that word on their Parking Lots, they drive their car into the parking space. Play continues until one player has a car parked in every space.

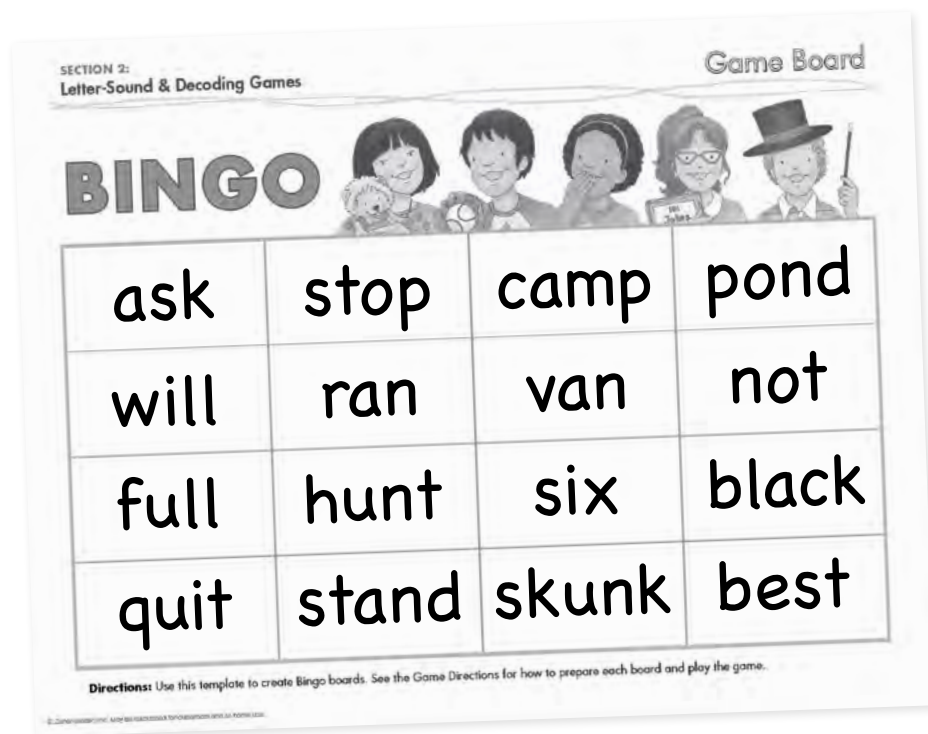
(continued)

## Bingo

**Materials:** Two or three pages of Word Cards, a blank Bingo board for each player, and pennies or paper squares to use as markers

**Preparation:** Cut out the cards and spread them out faceup. Players copy words from the Word Card set onto their Bingo boards, writing one word per square, until their boards are complete. (Each board should end up with some of the same words, but in a different order.) Then stack the cards facedown.

**To Play:** Players take turns reading aloud a Word Card to the group. If any of the players have that word on their boards, they place a marker over it. Play continues until one player gets four words covered in a row, in a column, or diagonally and shouts, "Bingo!"



spot

stand

SECTION 2:  
Letter-Sound & Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

ran

ask

camp

stand

black

van

not

stop

spot

SECTION 2:  
Letter-Sound & Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

pond

full

must

hunt

jump

skunk

will

six

quit

SECTION 2:  
Letter-Sound & Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

pick

best

help

went

spend

pretzel

mitten

happen

fantastic

SECTION 2:  
Letter-Sound & Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

and

off

has

got

is

yes

no

I

the

SECTION 2:  
Letter-Sound & Decoding Games

Word Cards

**Directions:** Use the word cards to play decoding games with your child as explained in the Game Directions.

a

of

for

to

put

like

said

you

was



SECTION 2:  
Letter-Sound & Decoding Games

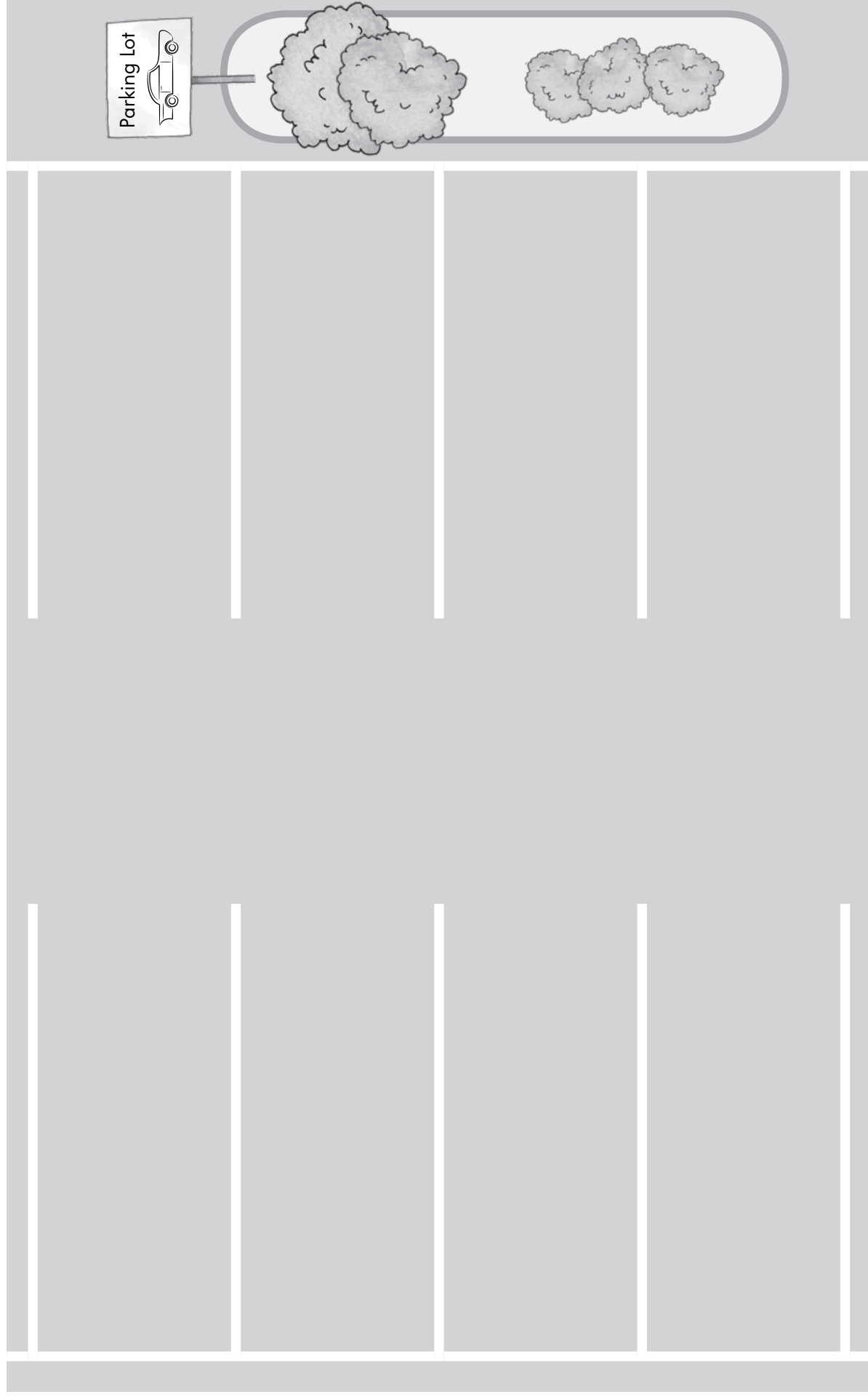
Word Cards

**Directions:** Use this page to create additional Word Cards. Write the chosen words on the cards and then cut them out.


SECTION 2:  
Letter-Sound & Decoding Games

Game Board

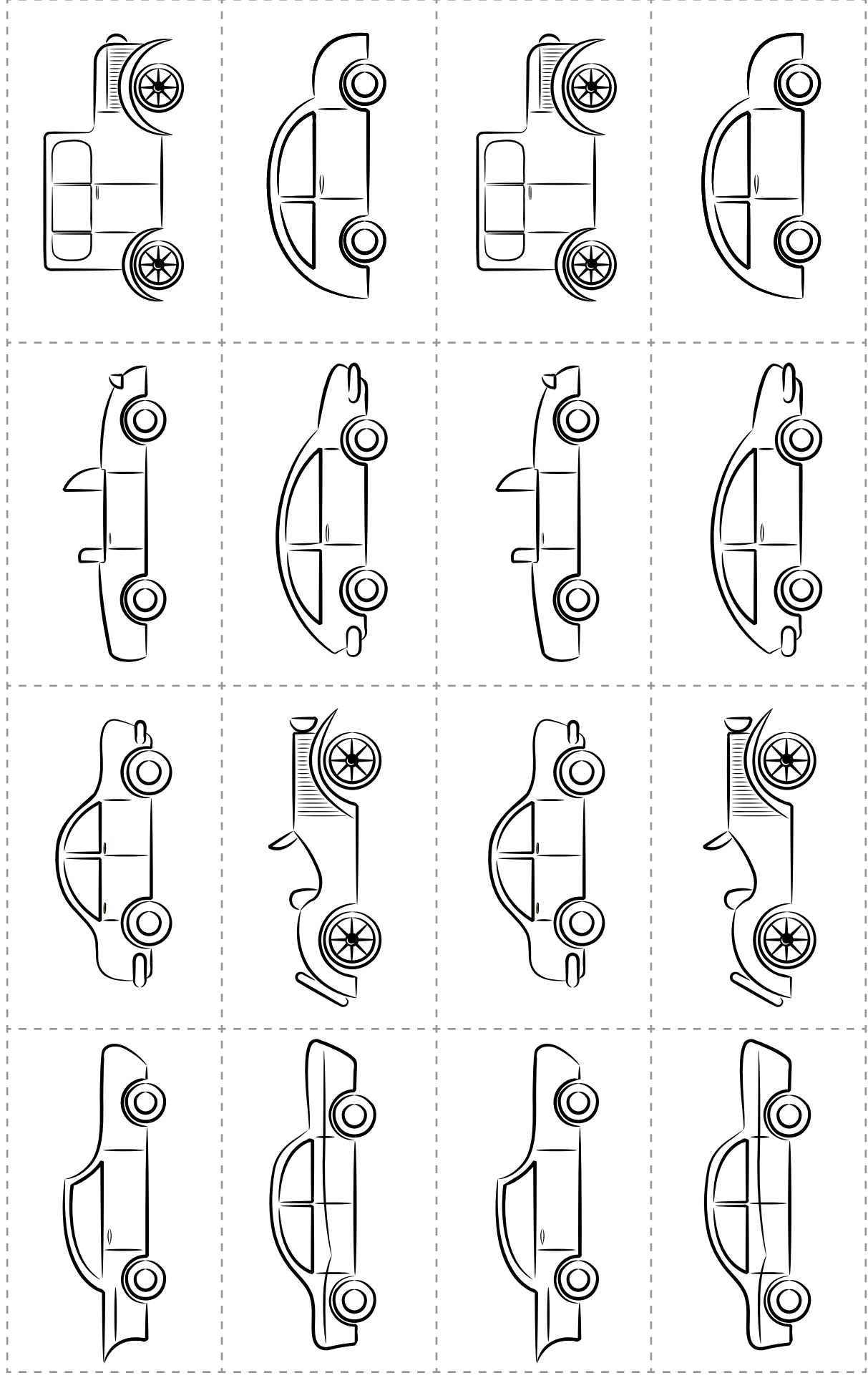
**Directions:** Use this template to create Parking Lot game boards. See the Game Directions for how to prepare each board and play the game.



SECTION 2:  
Letter-Sound & Decoding Games

Game Pieces

**Directions:** Have your child color the cars and cut them out to use in the game Parking Lot (8 cars per player), Road Trip (1 car per player), or Road Race (1 car per player). See the Game Directions for how to play the games.



SECTION 2:  
Letter-Sound & Decoding Games

Game Board

BINGO




**Directions:** Use this template to create Bingo boards. See the Game Directions for how to prepare each board and play the game.

SECTION 2:  
Letter-Sound & Decoding Games

Silly Sentences

**Directions:** Have your child read aloud the realistic sentences on the two Silly Sentences pages. Then cut out the sentence parts and have your child form lots of silly sentences by mixing and matching beginning and ending parts. Ask your child to read each new sentence aloud. He or she can also draw pictures to illustrate favorite sentences.

The red crab

hid in the sand.

A soft rabbit

hops in the grass.

A fast rocket

blasts off!

The dentist

had the hiccups.

SECTION 2:

Letter-Sound & Decoding Games

Silly Sentences

**Directions:** Have your child read aloud the realistic sentences on the two Silly Sentences pages. Then cut out the sentence parts and have your child form lots of silly sentences by mixing and matching beginning and ending parts. Ask your child to read each new sentence aloud. He or she can also draw pictures to illustrate favorite sentences.

The boss

sat at the desk.

A duck

quacks in the pond.

Grandpop

put on soft socks.

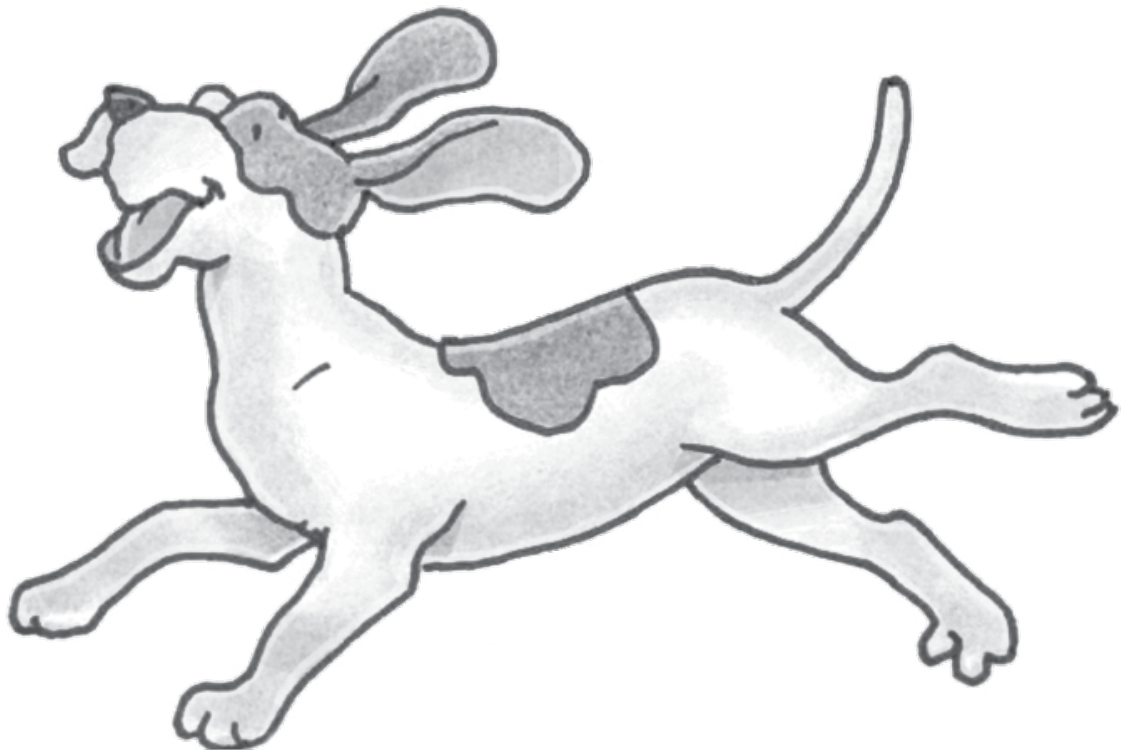
His pet pig

dug in the mud.

## SECTION 3:

# Reader Response































- ★ Summer Reading Log
- ★ My Book Review
- ★ About a Story Character
- ★ About an Informational Book
- ★ Book Talk Questions



**SECTION 3:**  
**Reader Response**

# Summer Reading Log

**Directions:** Help your child list the title of a book after reading it. Then have your child shade in the face that shows how he or she feels about the book.

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



**SECTION 3:**  
**Reader Response**

# My Book Review

Book Title:

This book is about

I think the book is

because

Picture of Best Part

Character's Name:

from the Story

Character's Picture

What I Know about the Character:

1.

2.

3.

Title:

Fun Facts I Learned:

1.

2.

3.

Show It!

## FOR FICTION

**Directions:** Have fun talking about books with your child! Tell each other the name and author of a fiction book you've read recently. (Note: You don't need to have read the same book.) Then take turns answering the questions below. You can roll a die or draw a number from a hat to determine which question to answer during your turn.

**1.** Tell about one of the main characters in the book. What is the person like?

**4.** Describe a setting where the story takes place. What happens there?

**2.** Who makes the most trouble for the main characters in the story? Tell what this character is like.

**5.** What picture do you like best in the book? Show and tell about it.

**3.** Describe a problem the main character has. How does the problem get solved?

**6.** Would you recommend the book to others? Why or why not?

## FOR INFORMATIONAL TEXT

**Directions:** Have fun talking about books with your child! Tell each other the name and author of an informational book you've read recently. (Note: You don't need to have read the same book.) Then take turns answering the questions below. You can roll a die or draw a number from a hat to determine which question to answer during your turn.

**1.** What was the most interesting thing you read about in the book?

**4.** What is one question you'd like to ask the author of the book?

**2.** Share two or three interesting facts from the book.

**5.** Would you recommend the book to others? Why or why not?

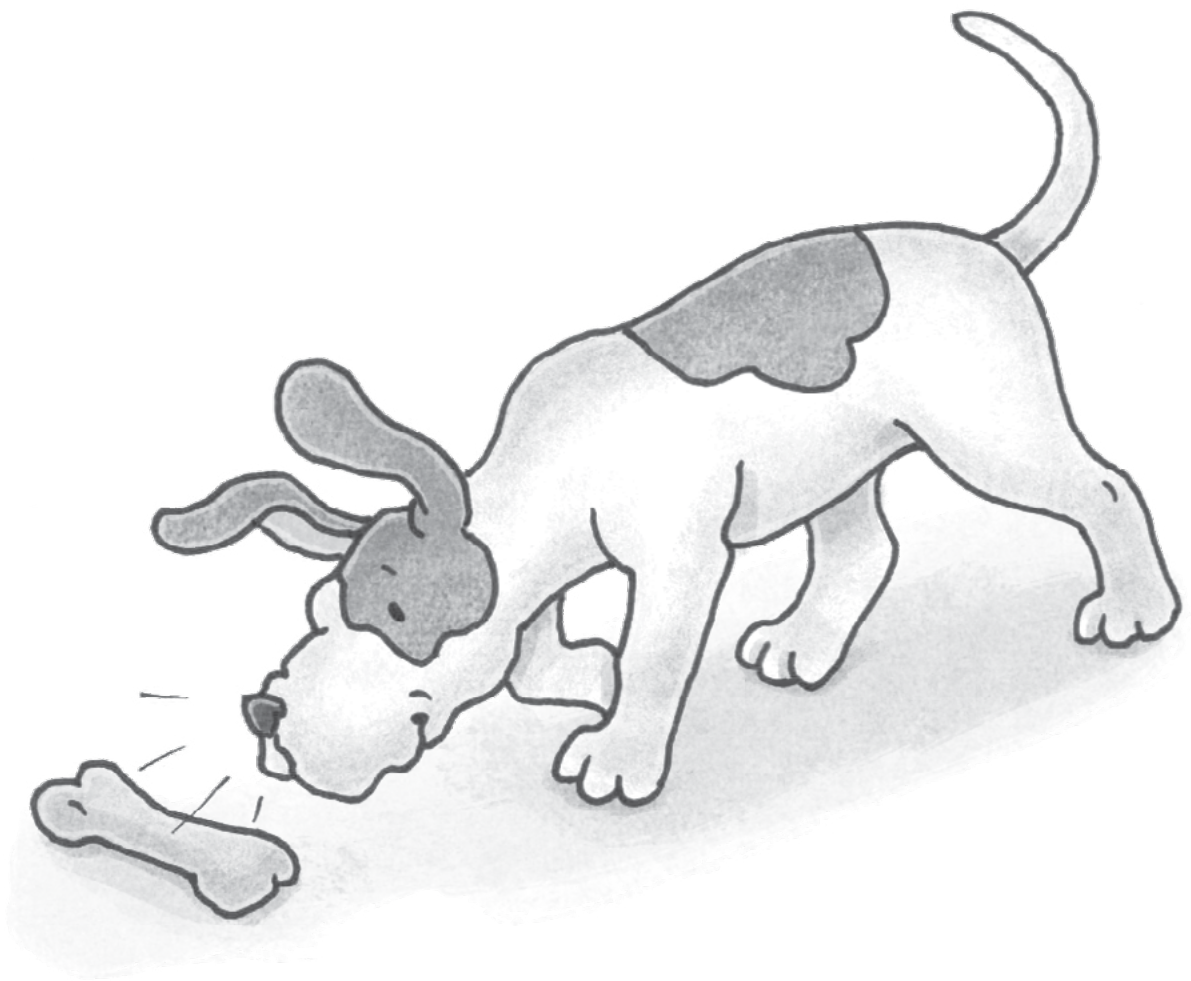
**3.** What picture do you like best in the book? Show and tell about it.

**6.** Would you like to read another book about the same topic? Why or why not?

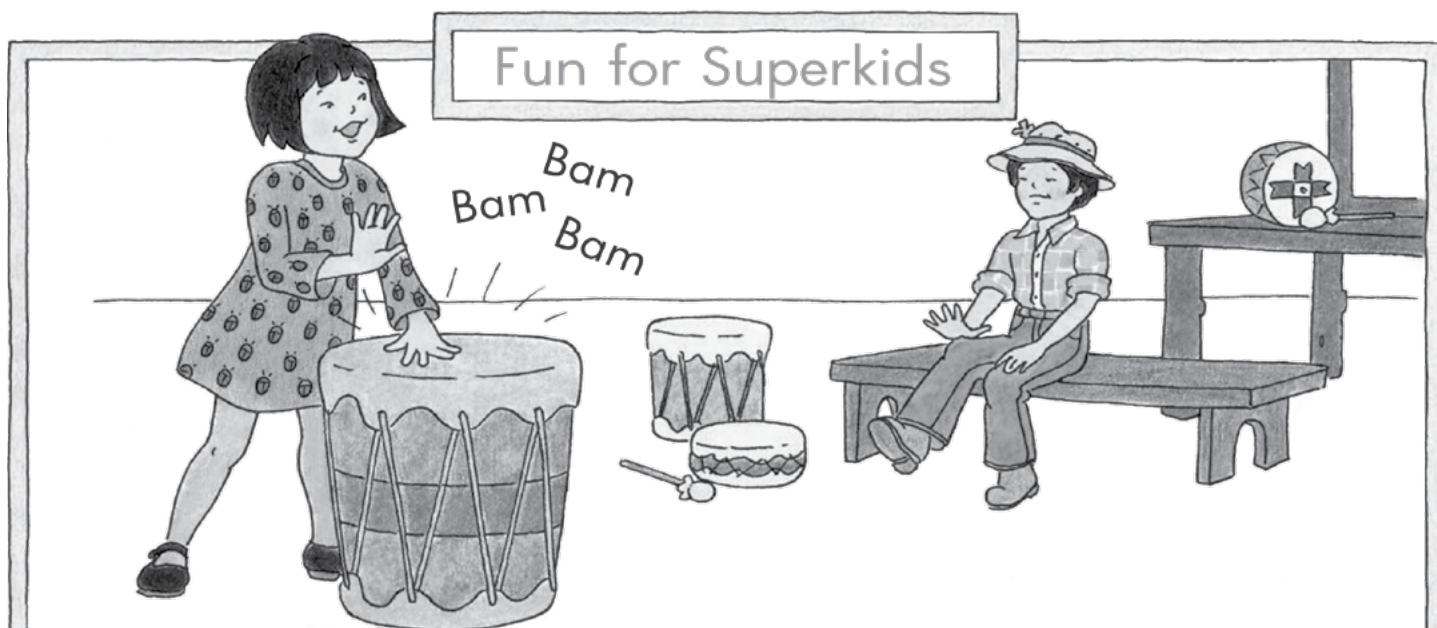
## SECTION 4:

# Superkids Stories

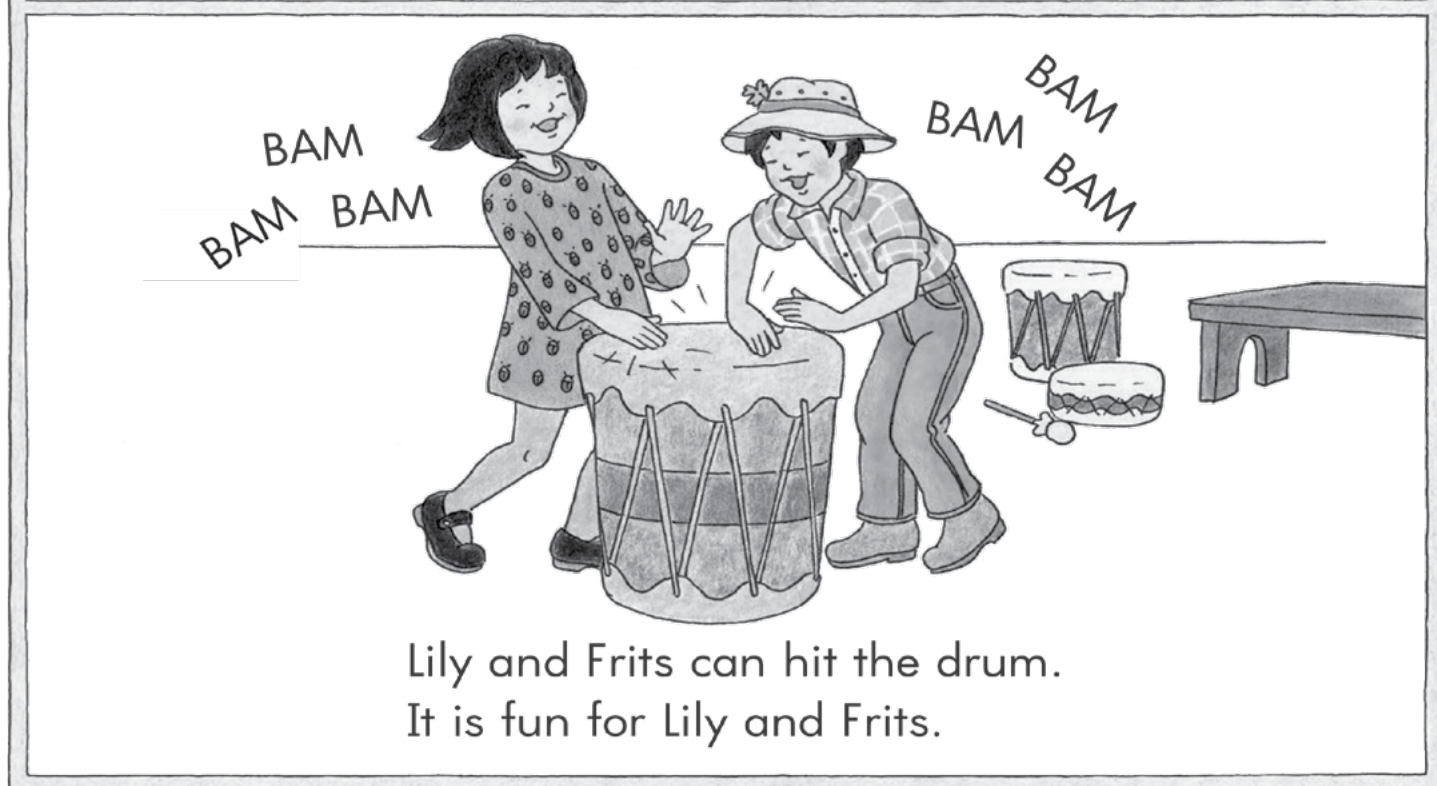
- ★ Fun for Superkids
- ★ The End of Superkids' Club







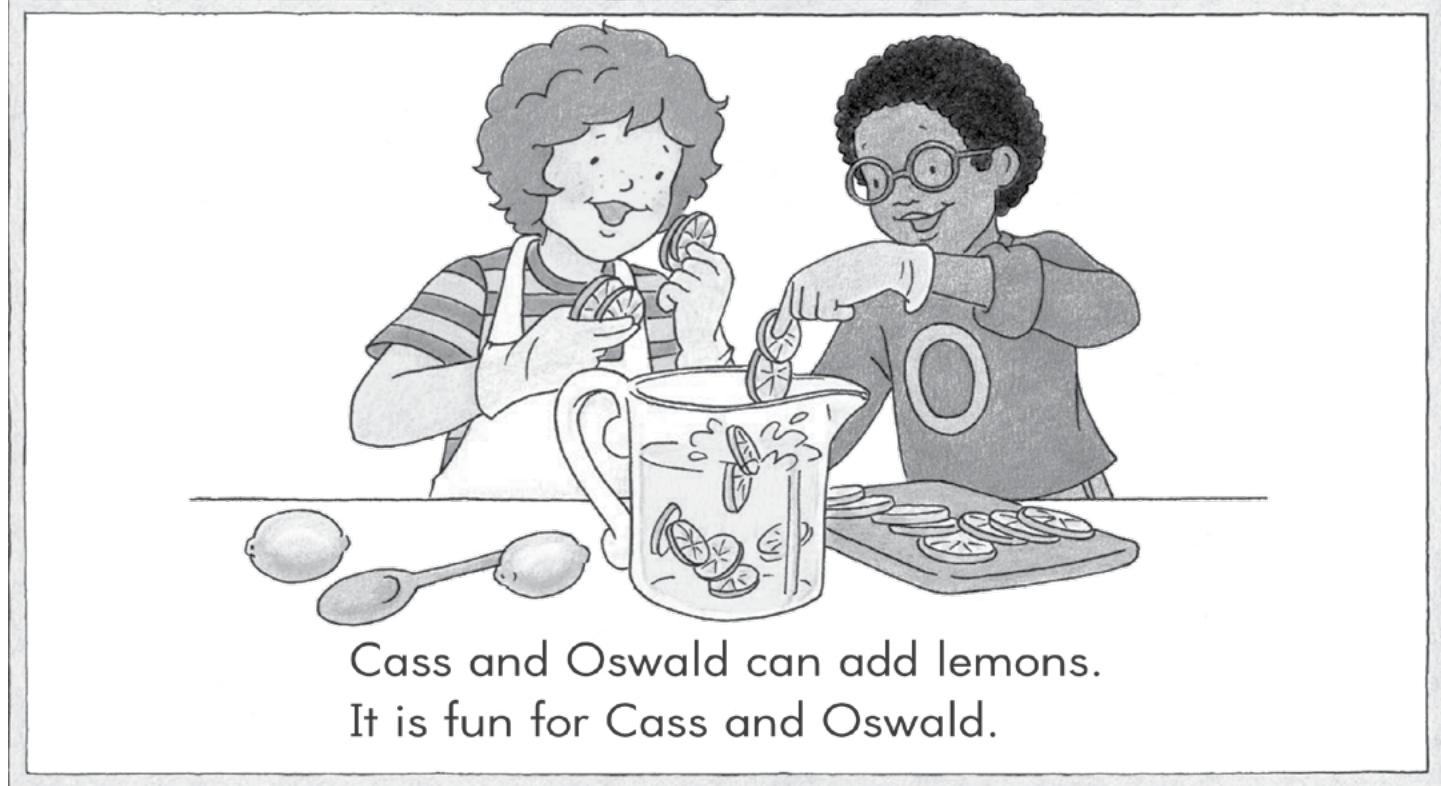
Lily can hit the drum. It is fun.



Lily and Frits can hit the drum.  
It is fun for Lily and Frits.

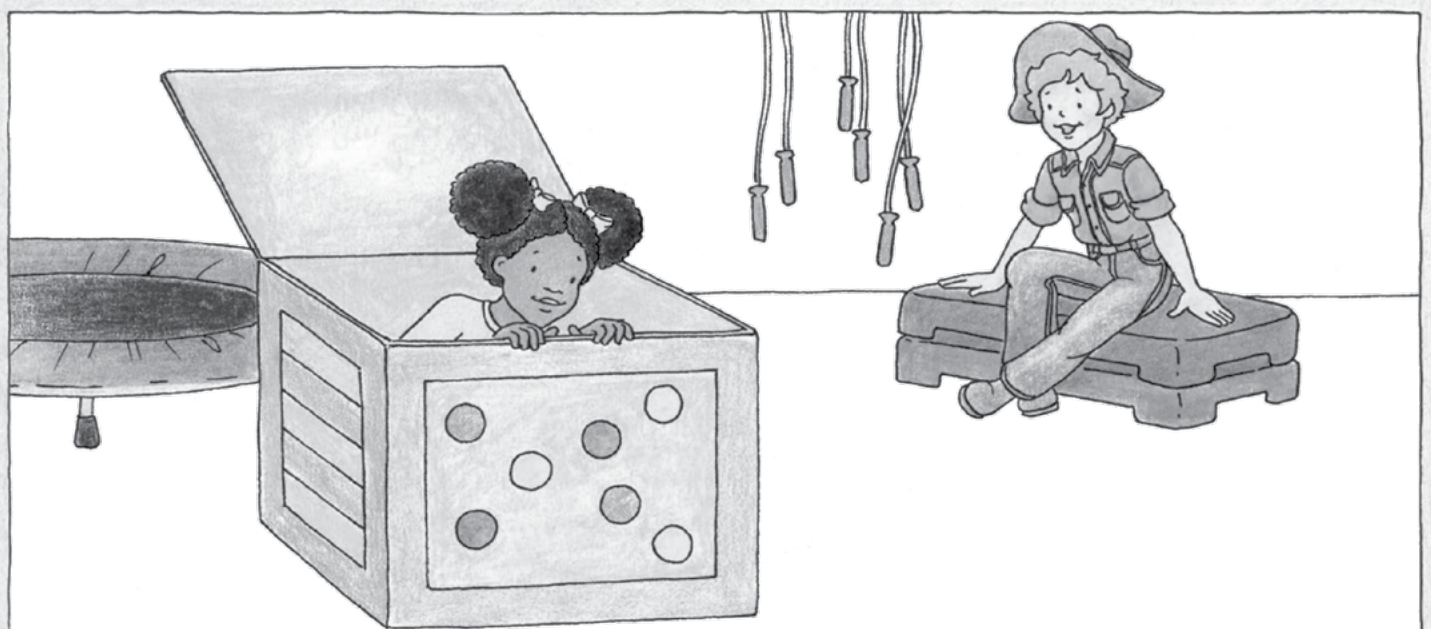


Cass can add lemons. It is fun.

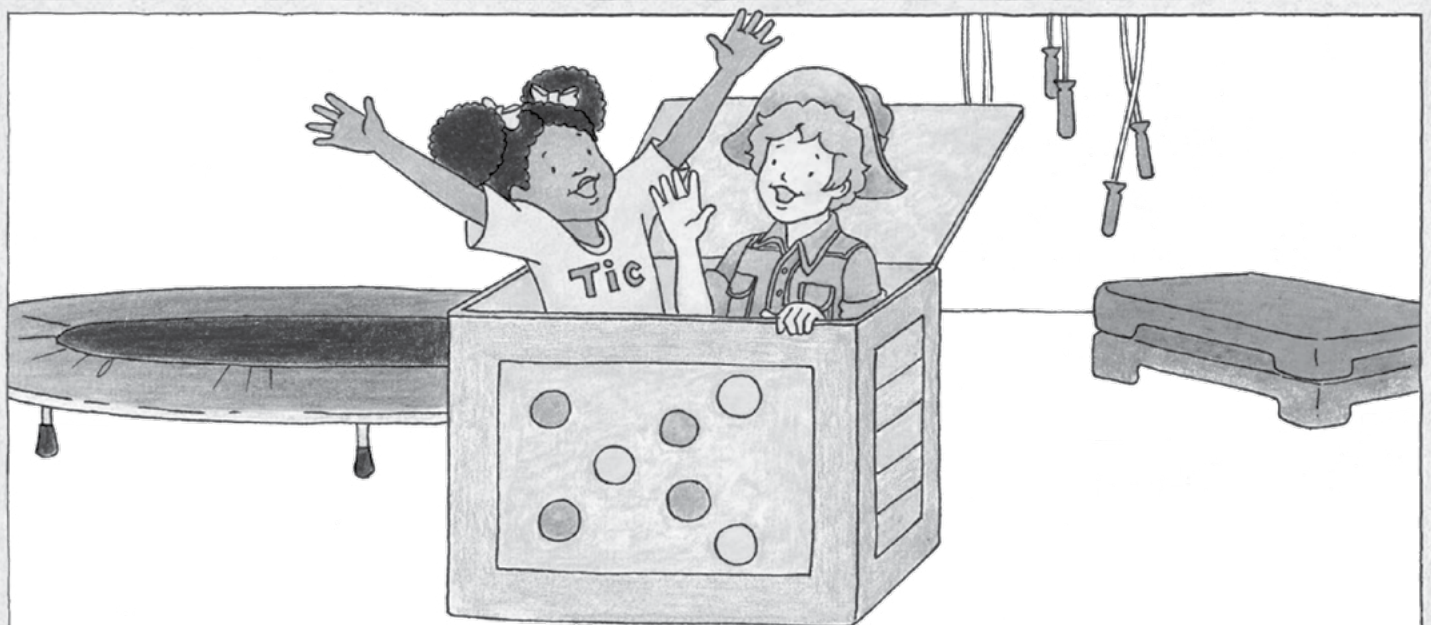


Cass and Oswald can add lemons.  
It is fun for Cass and Oswald.

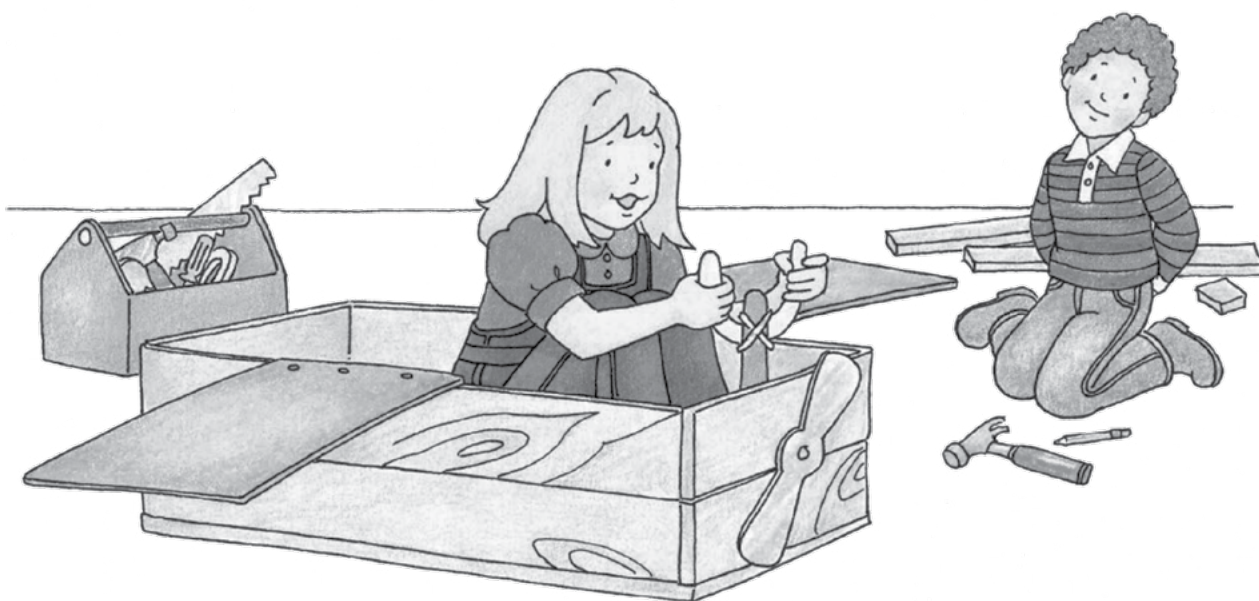




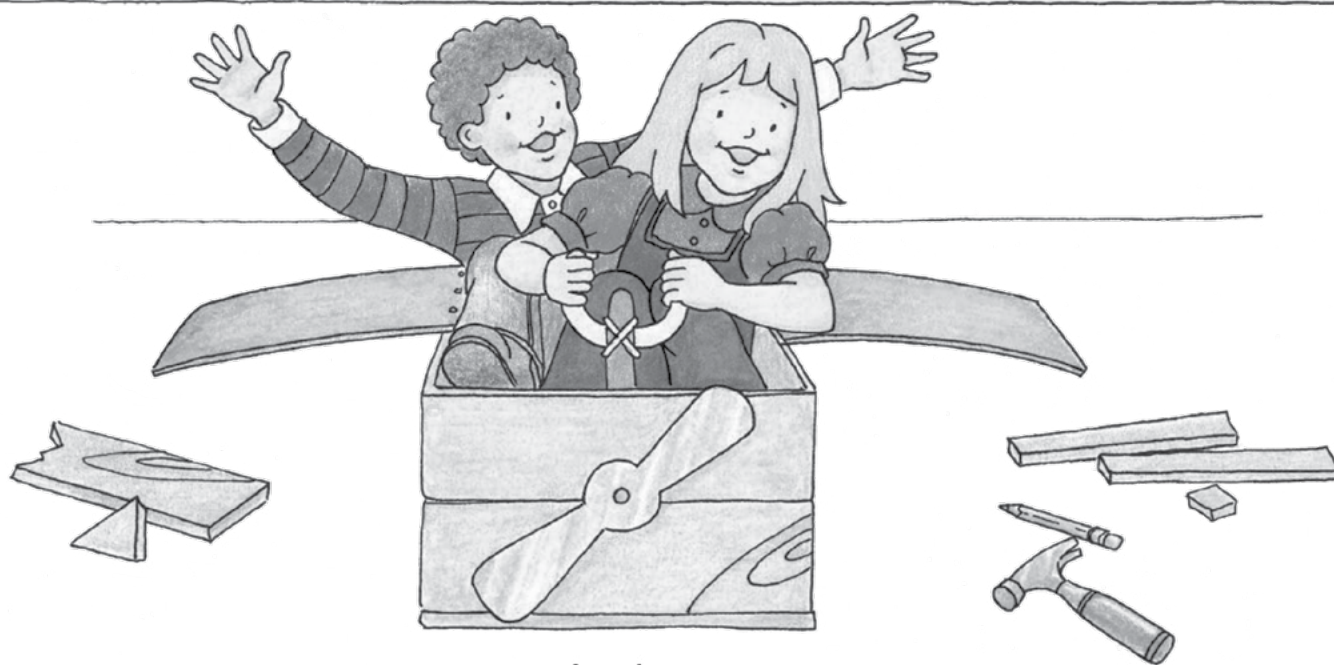
Tic can fit. It is fun.



Tic and Alf can fit.  
It is fun for Tic and Alf.



Doc can sit. It is fun.



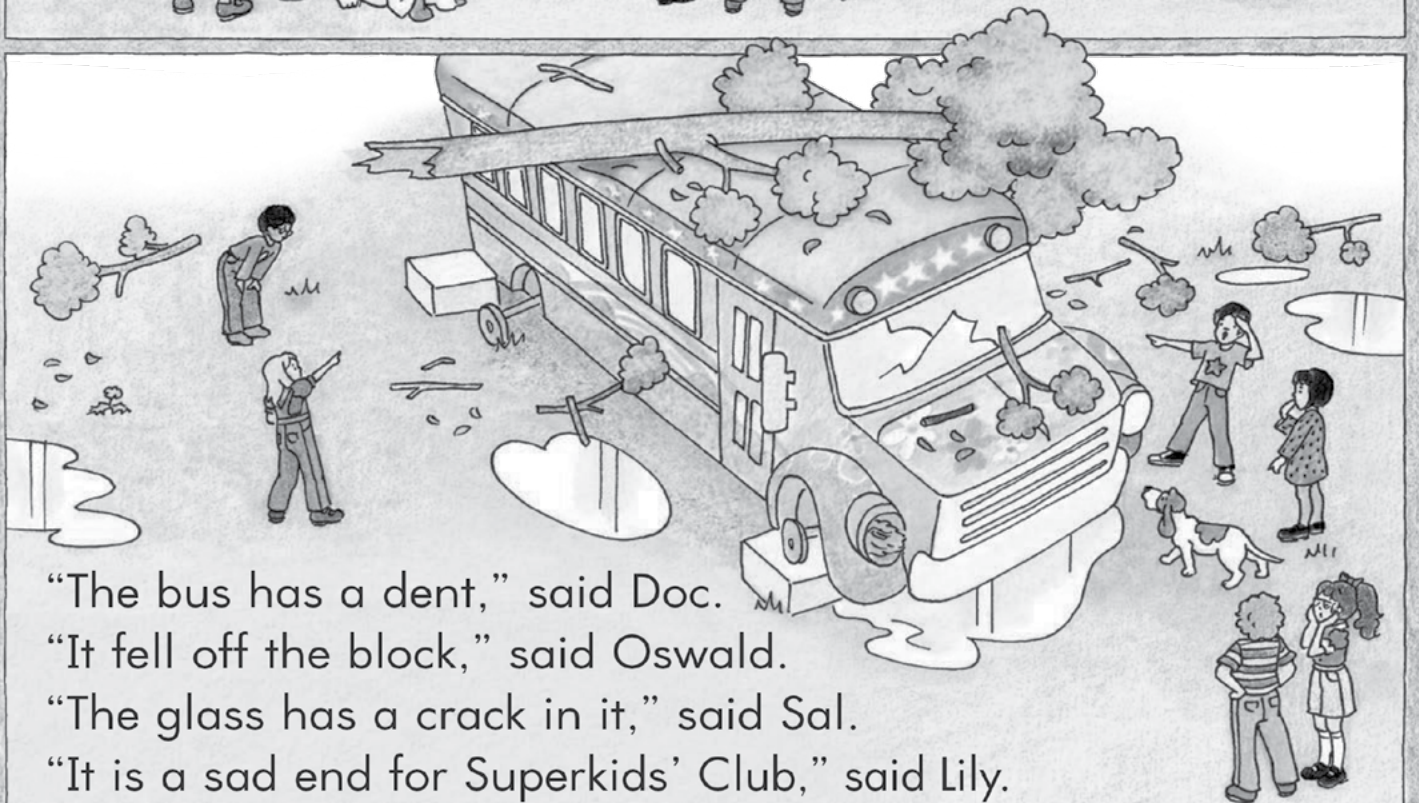
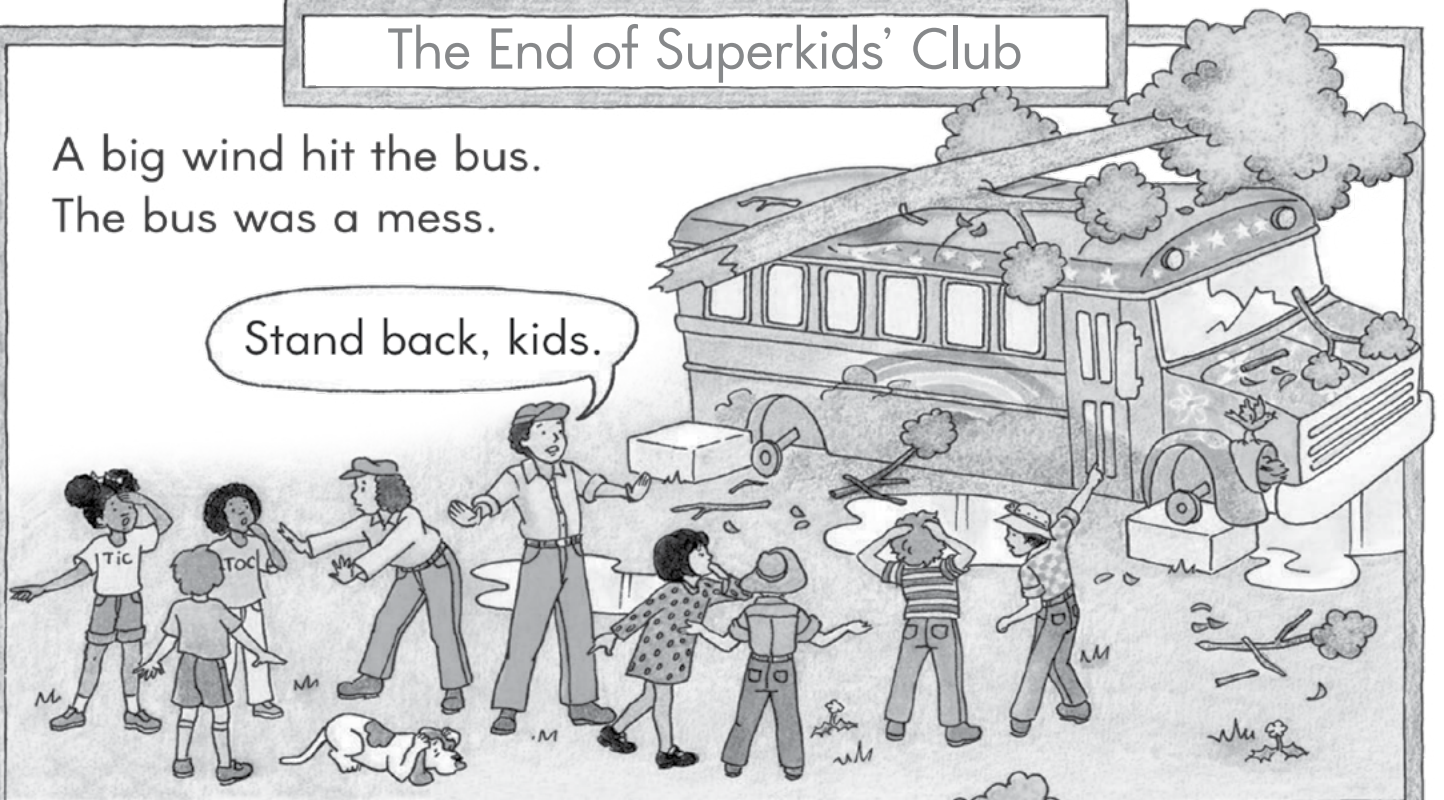
Doc and Icky can sit.  
It is fun for Doc and Icky.



## The End of Superkids' Club

A big wind hit the bus.  
The bus was a mess.

Stand back, kids.



"The bus has a dent," said Doc.

"It fell off the block," said Oswald.

"The glass has a crack in it," said Sal.

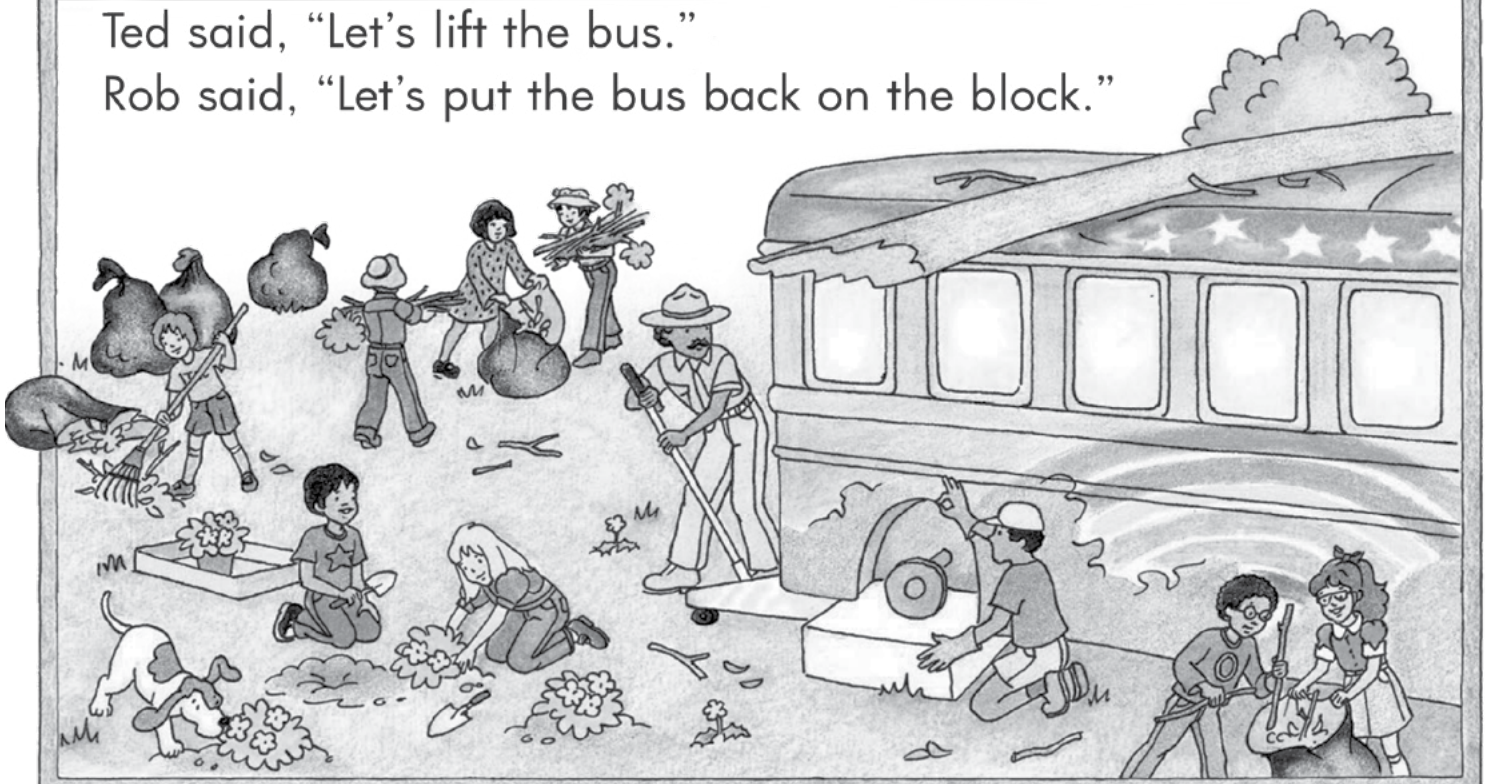
"It is a sad end for Superkids' Club," said Lily.



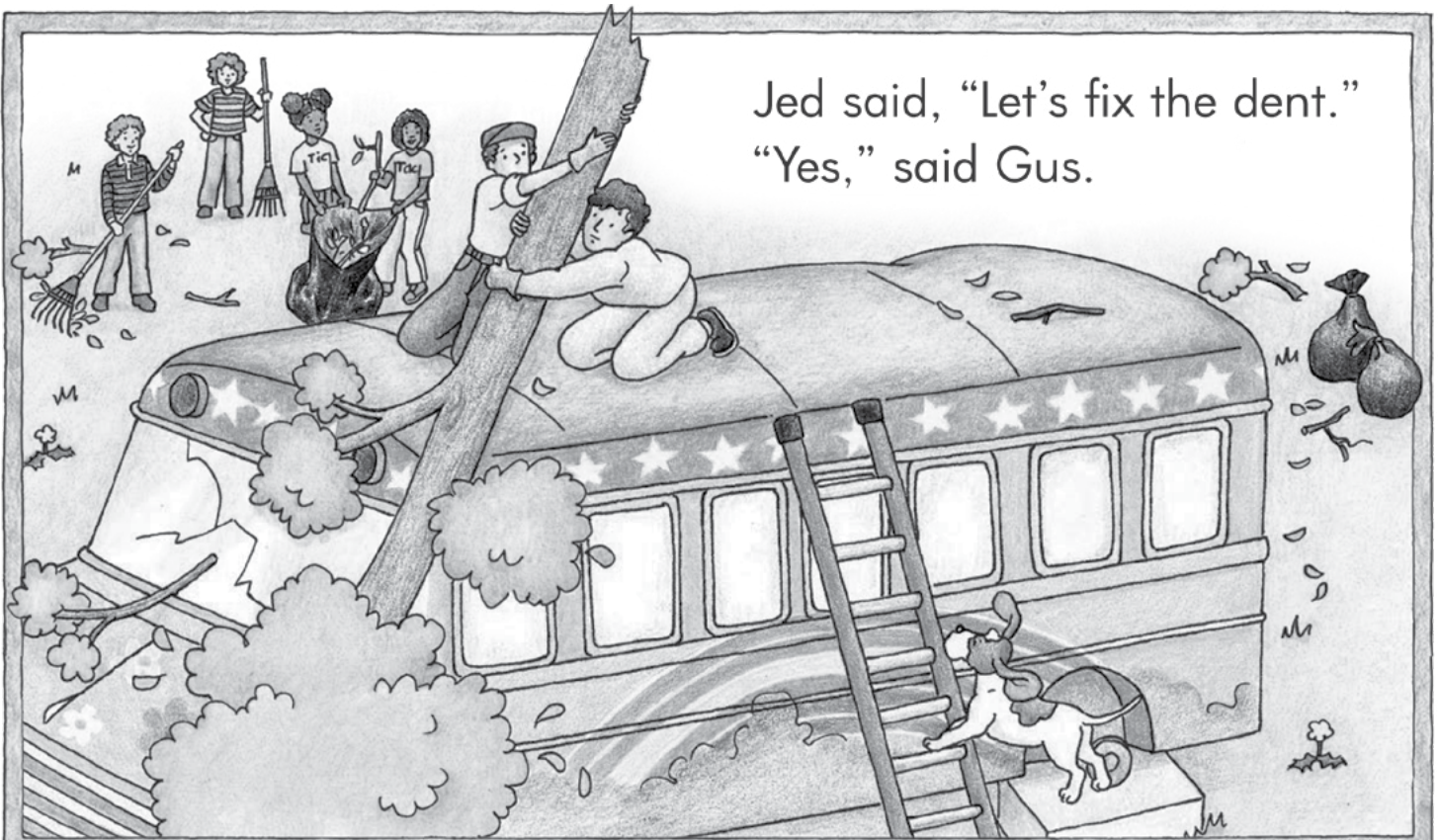
The Superkids can not fix the bus.  
But the Superkids' pals will help!



Ted said, "Let's lift the bus."  
Rob said, "Let's put the bus back on the block."



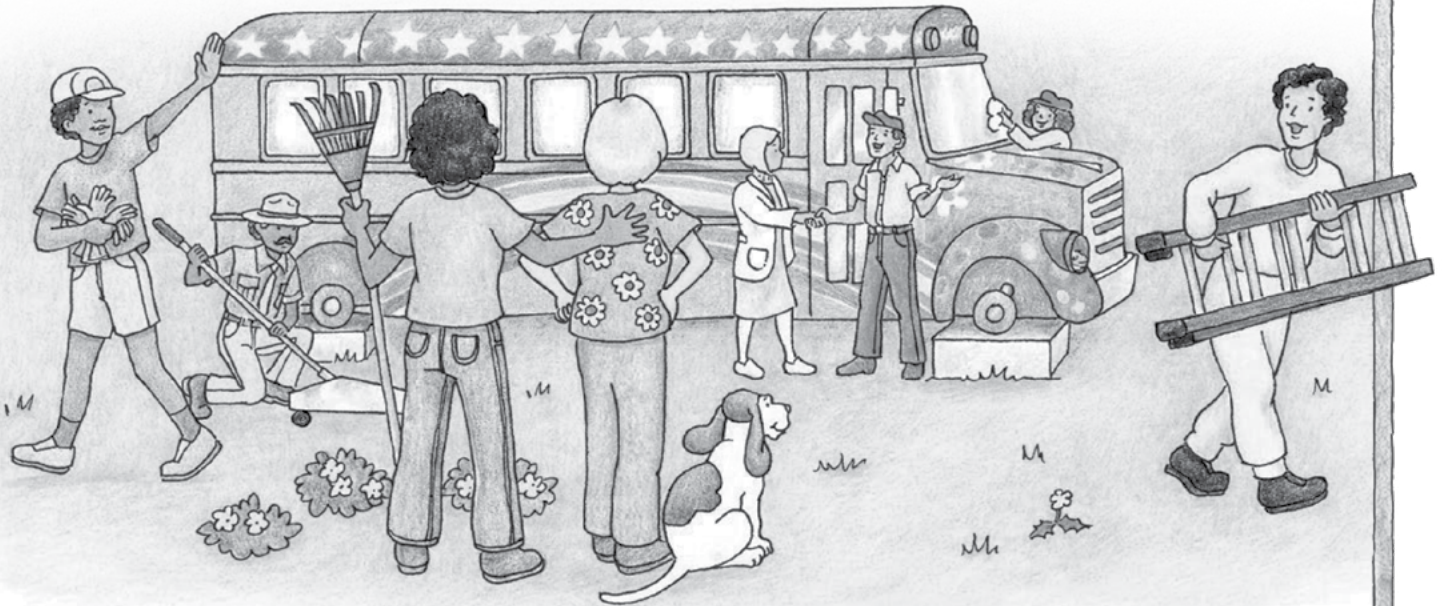






At last the bus was set.

"It was fun to help," said the Superkids' pals.



The Superkids got on the bus.

It was not the end of Superkids' Club.  
The club is still FANTASTIC!

