



Kindergarten Summer Reading Program 2024



Dear Kindergarten Families,

Welcome to our Kindergarten Summer Reading Program! We hope you are as excited about participating in this program as we are! We feel confident this program will help inspire your child to become a lifelong reader!

Very often teachers of young children are asked by parents, "What can I do to prepare my child for Kindergarten?" Our answer is "Read, read, read!" Our summer reading activities provide our families with tools to build a strong literary and writing foundation for your children. We have designed activities and a work packet that are fun, and engaging, and will enable them to make real-life literacy connections as they explore language in their own words. These activities will begin to establish a connection between reading, writing, listening, and speaking.

Since all children enter Kindergarten at different reading and writing stages, we do not expect your children to complete assignments independently. These activities have been designed as an opportunity for you and your child to explore reading and writing together during the summer. Please encourage your child to complete as much as they can on their own, then offer your assistance as needed.

We are also asking you and your child to pick a favorite book and make a mobile to tell us about it! We have provided you with a list of book suggestions that you may choose from. A basic mobile may be created from sticks, paper, a hanger, or any other material! Hanging from this we would like to see the title and author of the book, the setting, and pictures of the main characters. You may even copy pages for the book or have your children write and illustrate it themselves. We will be hanging these in our classrooms so please keep them a reasonable size and lightweight for easy hanging. Please make sure your child's name is on the mobile.

Have fun with your project; we can't wait to see your creations when you return them to school! The mobile and Kindergarten packet is due by **Friday, September 6th, 2024.**

We wish you all a healthy, happy, and safe summer!

Sincerely,
Reverend Brown Kindergarten Teachers



Recommended Reading

Read Aloud Books:

- Once Upon a Banana by Jennifer Armstrong
- The Very Hungry Caterpillar by Eric Carle
- Planting a Rainbow by Lois Elhert
- Bark, Georget! By Julius Feiffer
- Count! By Denise Flemming
- Chicka Chicka Boom Boom by Bill Martn, Jr.
- Pete the Cat by Eric L twin
- Little Quack's New Friend by Lauren Thompson
- One Duck Stuck by Phyllis Root
- Cookie's Week by Cindy Ward
- Don't Let the Pigeon Drive the Bus by Mo Willems
- The Kissing Hand by Audrey Wood
- How Do Dinosaurs Say Goodnight? by Jane Yolen

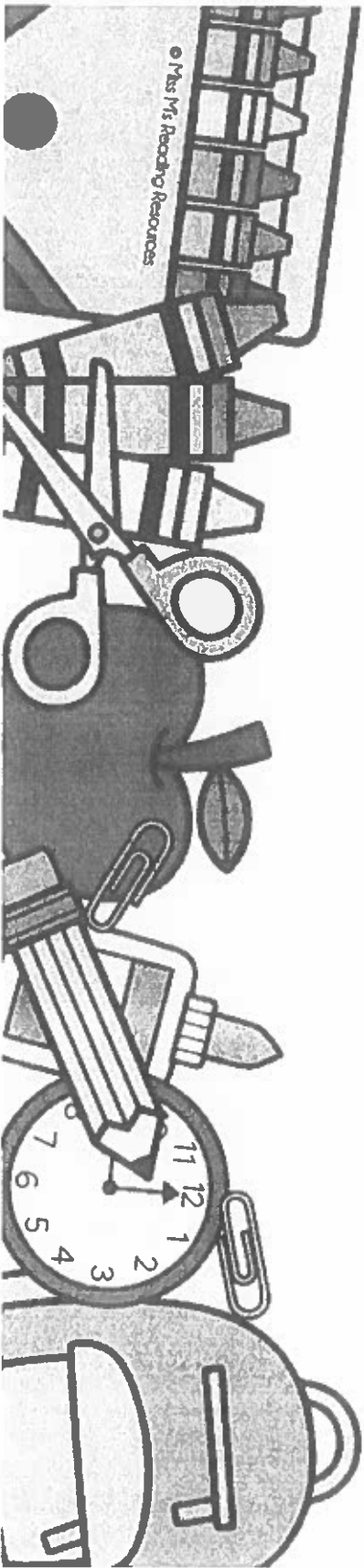


Get to Know These Authors:

- | | |
|-----------------|-------------------|
| • Jan Brett | • Ezra Jack Keats |
| • Eve Bunting | • Leo Lionni |
| • Eric Carle | • David McPhail |
| • Tomie dePaola | • Laura Numeroff |
| • Gail Gibbons | • David Shannon |
| • Pat Hutchins | • Audrey Woods |

Kindergarten READINESS Handbook for soon-to-be kindergartners!

Name: _____

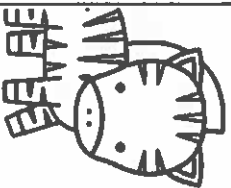


The A to Z of Kindergarten Readiness

to be "ready to learn" new concepts and routines in school!

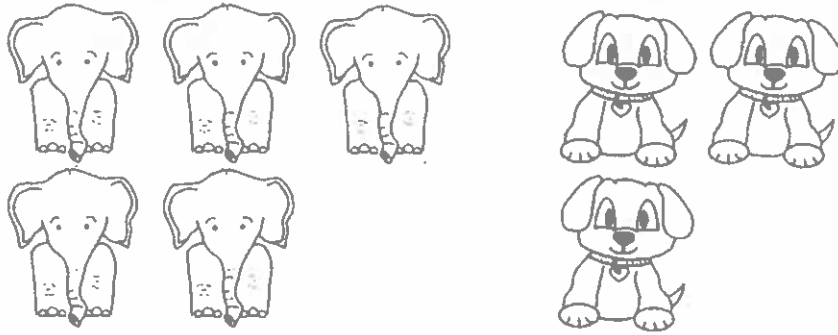


<p>Alphabet: can recognize some uppercase & lowercase letters</p>	<p>Bathroom: can use the bathroom independently</p>	<p>Concepts of Print: know how to read a book and track words</p>	<p>Do your best: when presented with difficult tasks</p>	<p>Eat Independently: can open and close snack/lunch</p>	<p>Friendly: can interact with new friends and teachers in a positive way</p>
<p>Get dressed: can put on & take off clothes independently</p>	<p>Handwriting: can print their name & some uppercase letters</p>	<p>Independence: can problem solve with words</p>	<p>Just right noise level: can control their voice in different settings</p>	<p>Letter Sounds: can produce some letter sounds</p>	<p>Minutes: can focus on a specific task for 5-10 minutes</p>
<p>Name Recognition: can recognize and write their first name</p>	<p>Optimistic: is positive about coming to school</p>	<p>Pay attention: can pay attention to the teacher or activity</p>	<p>Quiet Listener: can listen quietly without distractions</p>	<p>Scissors: can hold scissors correctly and cut straight lines</p>	<p>Trace: can trace straight lines, curved lines and letters</p>
<p>Understand directions: can follow 1 & 2 step directions</p>	<p>Volunteer answers: can answer questions and volunteer in discussions</p>	<p>Wait in line: can wait patiently in line</p>	<p>excited: is excited to be in school and learn new things</p>	<p>Yearly Calendar: knows the names of some months & seasons</p>	<p>Zipper, etc.: can use zippers & buttons on clothes</p>





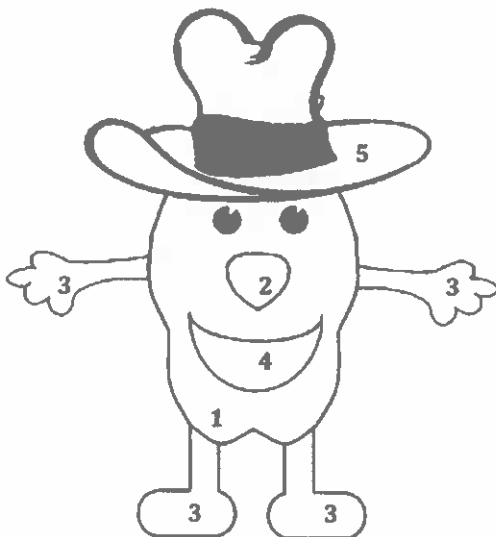
Circle the set that shows more.



Trace the letters.

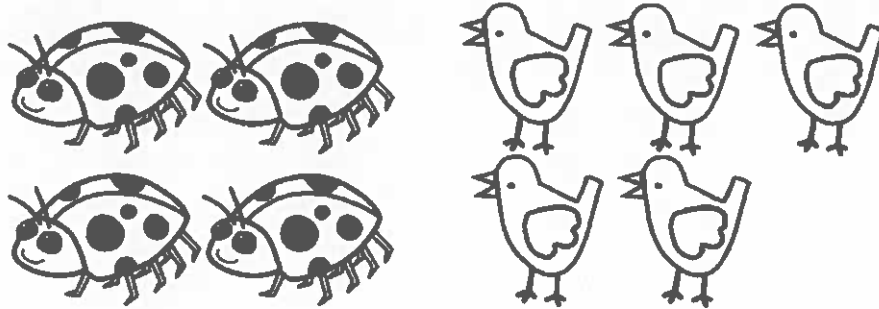


Color by the code.



- 1- yellow
- 2- green
- 3- orange
- 4- red
- 5- blue

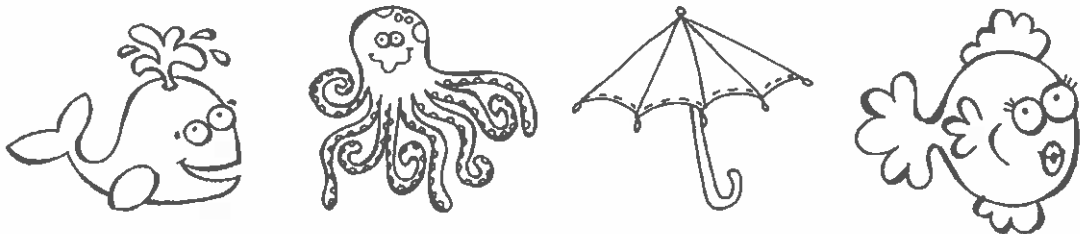
Circle the set that shows more.



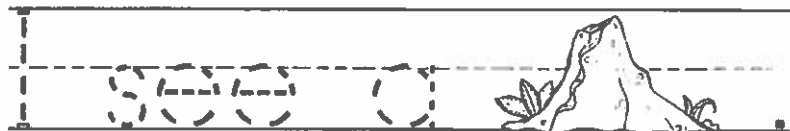
Trace the letters.



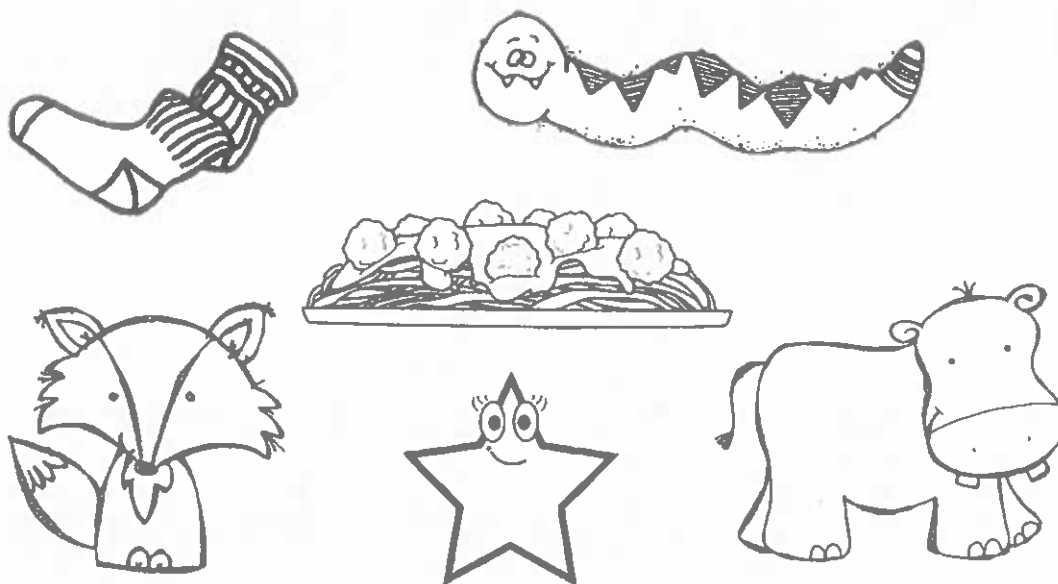
Put an "X" on the picture that does not belong.



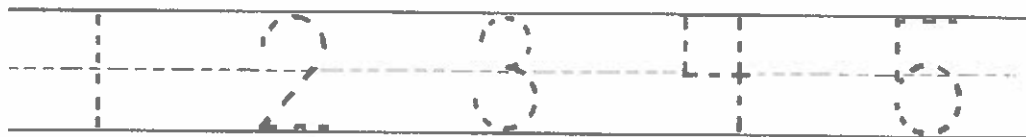
Trace the letters to make a sentence.



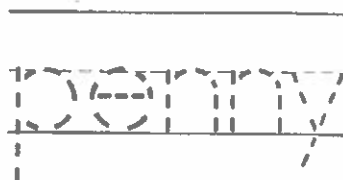
Color the pictures that begin with the letter Ss.



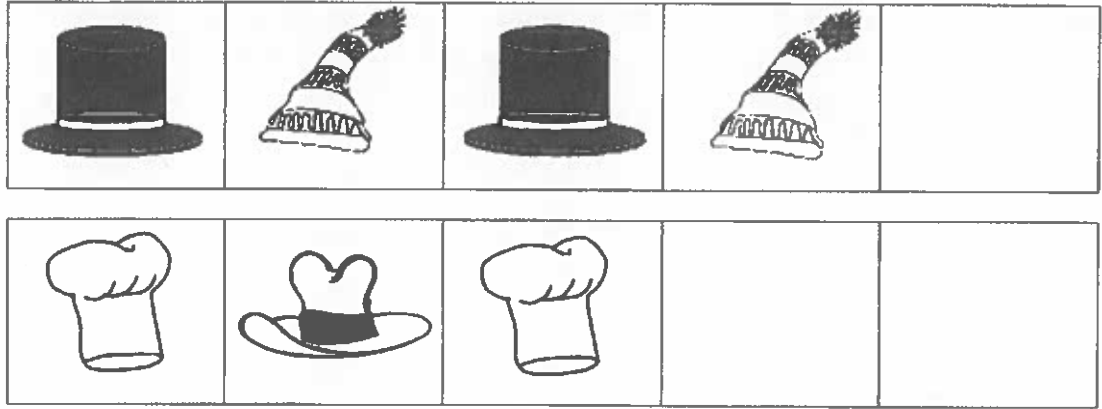
Trace the numbers.



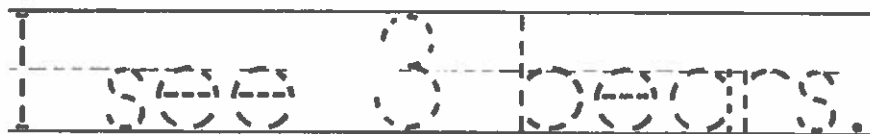
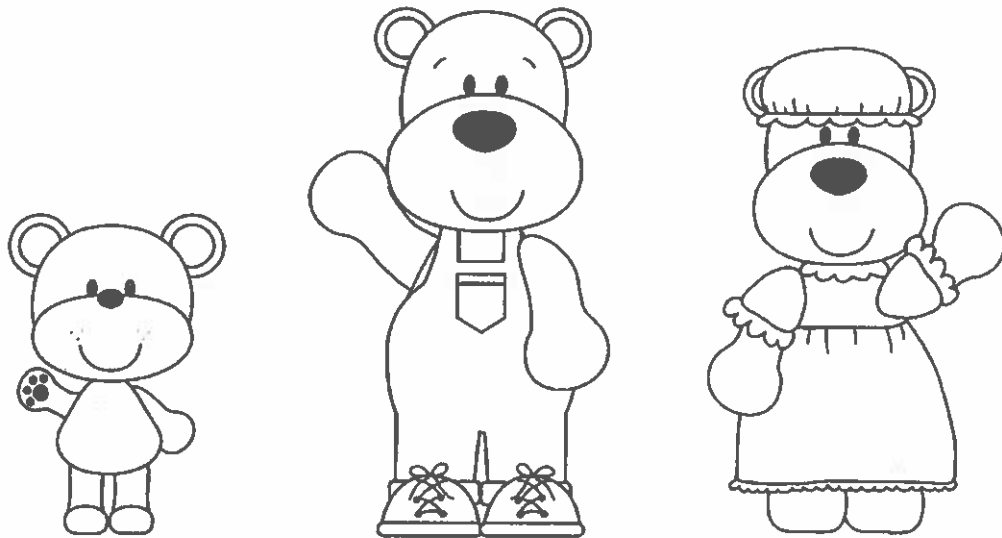
Color the penny brown.



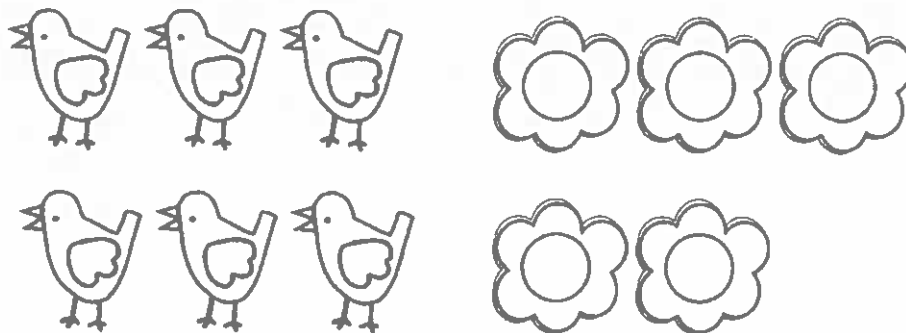
Complete the AB pattern.



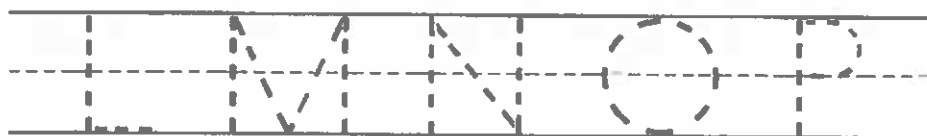
Circle the biggest bear. Draw a line under the smallest bear.



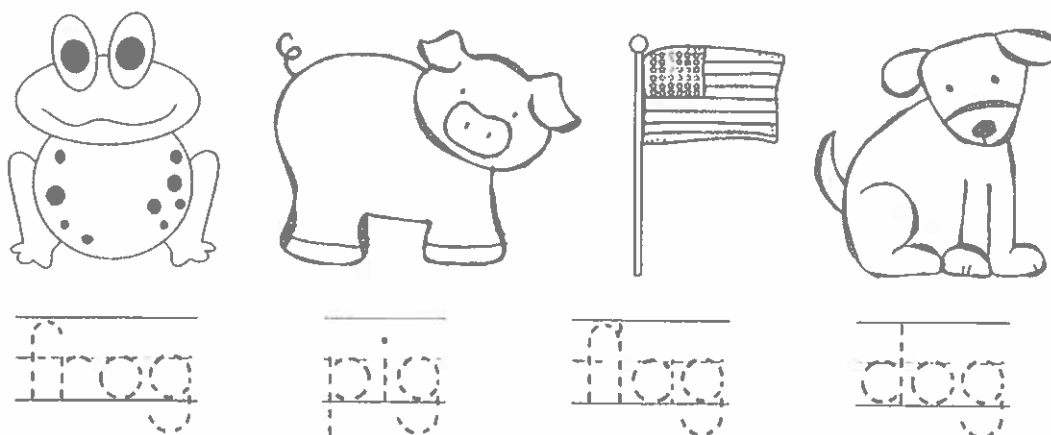
Color the set that shows less.



Trace the letters.



Color the 2 pictures that rhyme.



Pam sees five bugs. Jim sees three bugs.
How many bugs do they see in all?

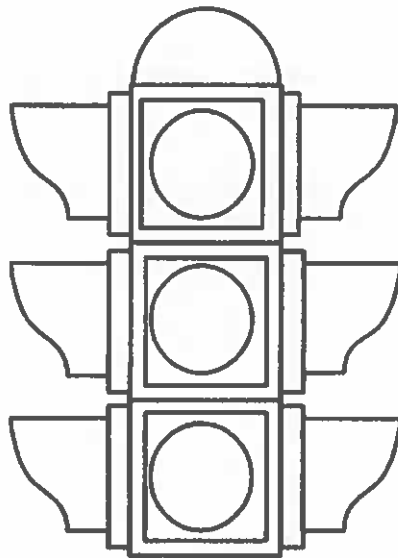


Color the traffic light.

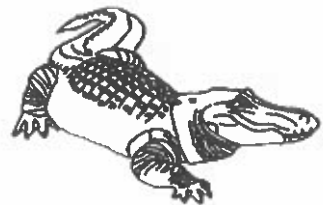
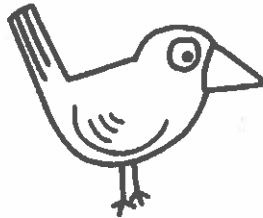
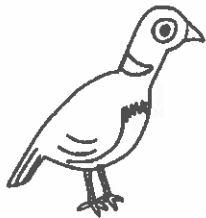
red

yellow

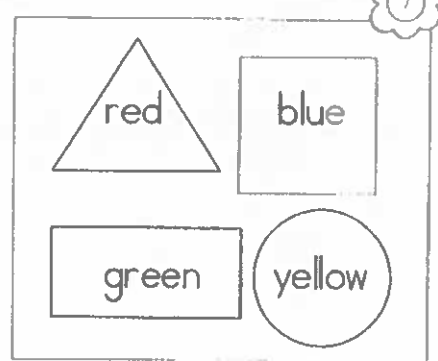
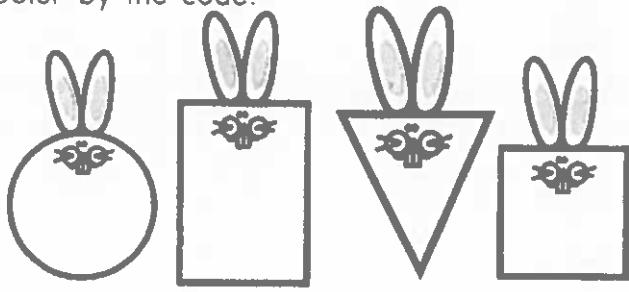
green



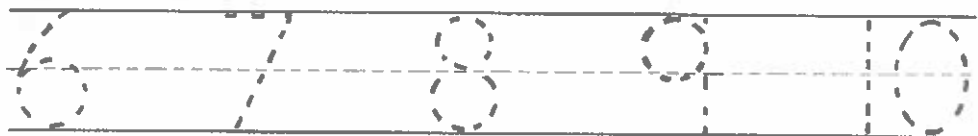
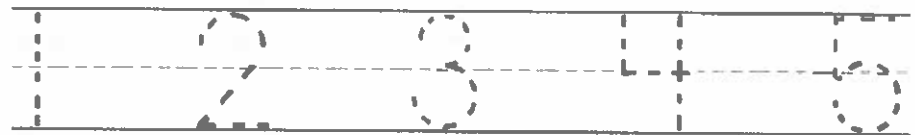
Put an "X" on the animal that does not belong.



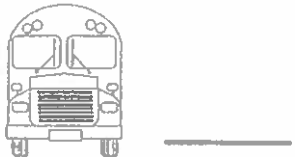
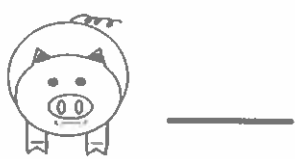
Color by the code.



Trace the numbers.



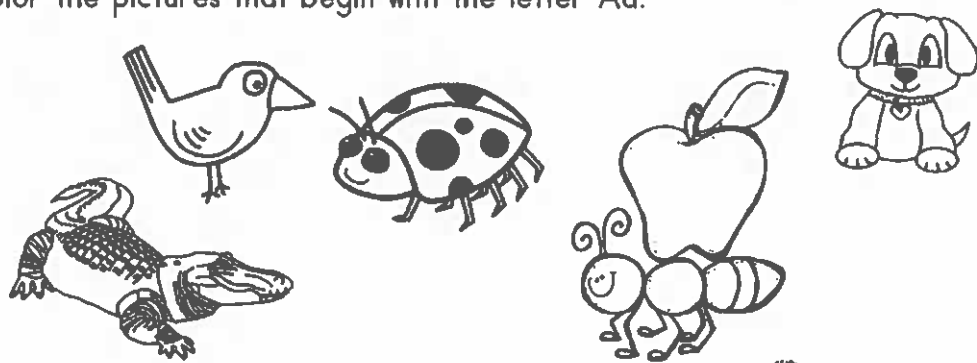
Write the letter for the beginning sound.



Circle the biggest pig.
Put a line under the smallest pig.

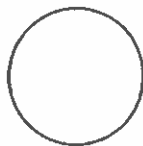


Color the pictures that begin with the letter Aa.

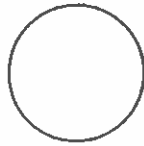


Trace the color words. Color in the circle below each color.

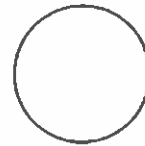
red

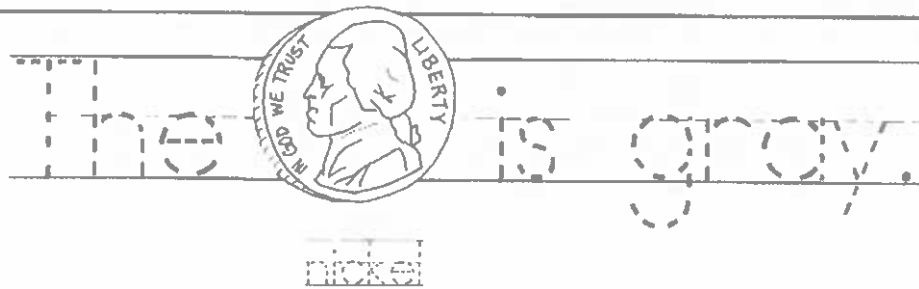


blue



yellow

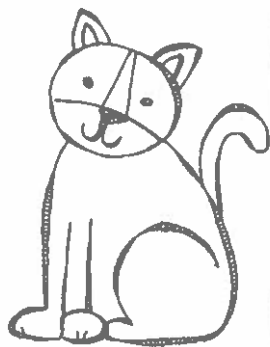




Fill in the missing numbers.

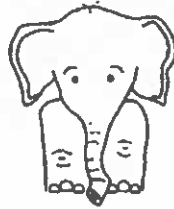
1		3		5
	7		9	

Write or draw 2 rhyming words for *cat*.

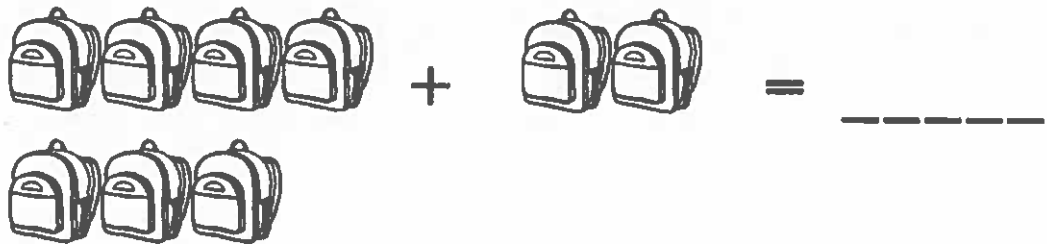


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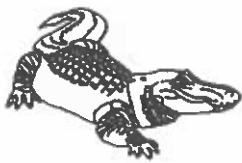
Color the picture that begins the same as *glasses*.



Tom sees 7 bags. Jan sees 2 bags.
How many bags do they see in all?



Circle the number of syllables for each picture.



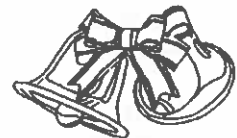
1 2 3 4 5



1 2 3 4 5



1 2 3 4 5



1 2 3 4 5





Write the letter for the beginning sound.

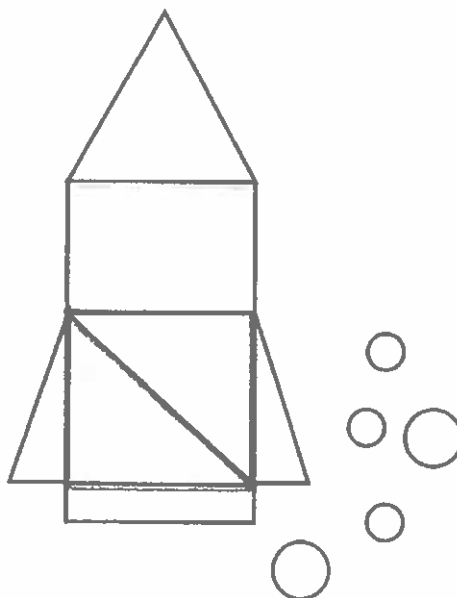












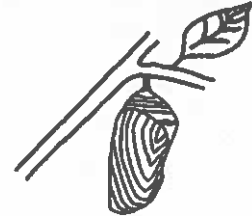
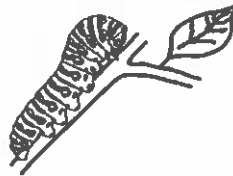
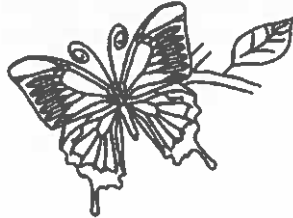
Color by the code.



	blue
	orange
	green
	yellow

How many circles do you see? _____

Put the pictures in order by writing a 1, 2, or 3 under the picture.



I see a butterfly.

Fill in the missing number.

2 4

7 8


6 7

3 5

8 9

4 5

Trace the words and color the picture to match.

The  is red.

Color the fish correctly.

The red fish is 1st.

The yellow fish is 4th.

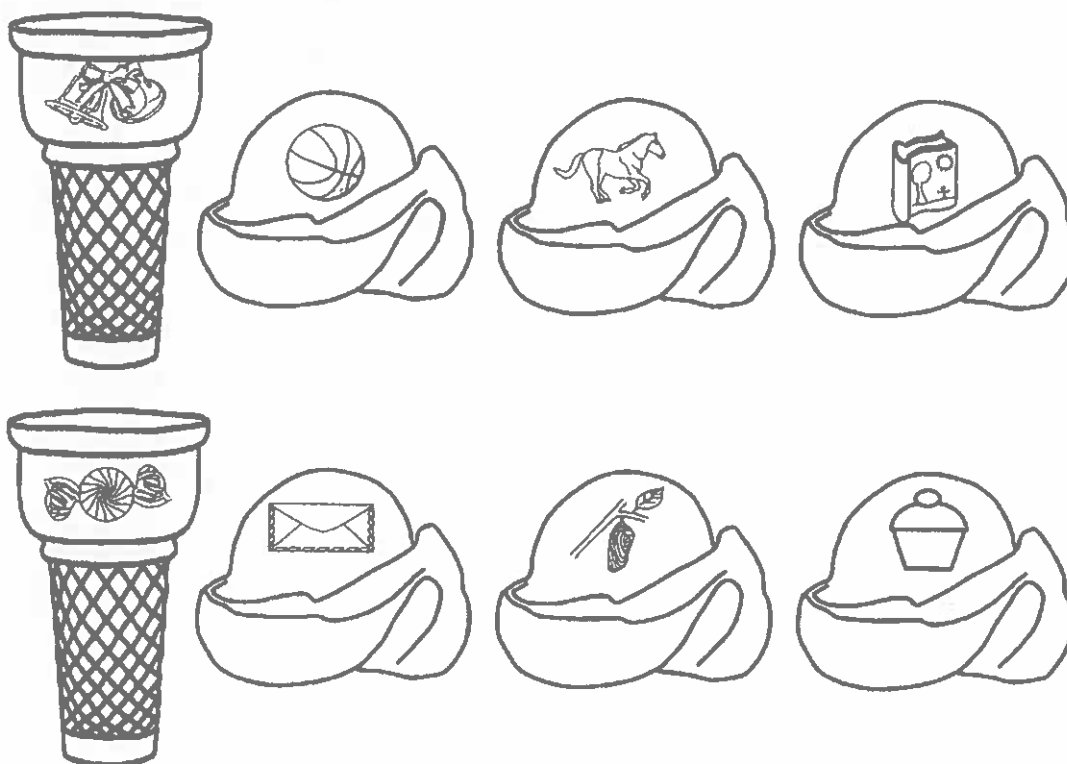
The purple fish is 3rd.

The green fish is 5th.

The blue fish is 2nd.



Color the scoops of ice cream that have the same beginning sound as the picture in the cone.



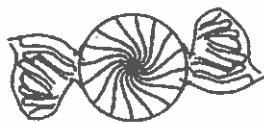
Color 7 chicks.

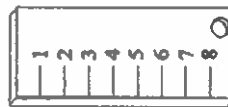


Color 9 dogs.



Write the letter for the beginning sound.









Add.

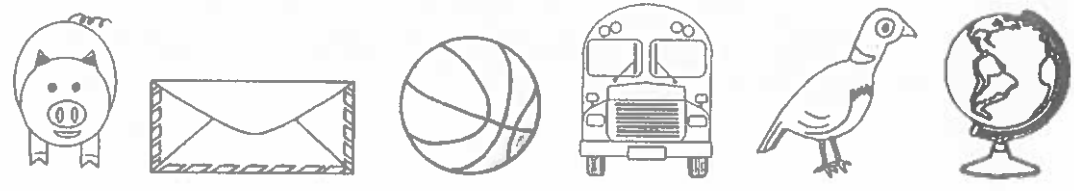


+

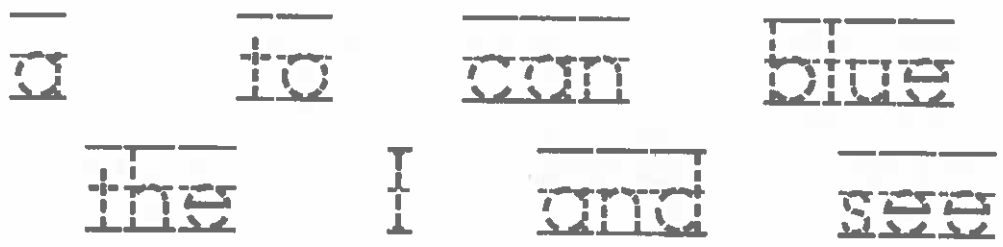


= _____

Color the pictures that begin with the same sound as *bat*.



Trace each word in rainbow colors.



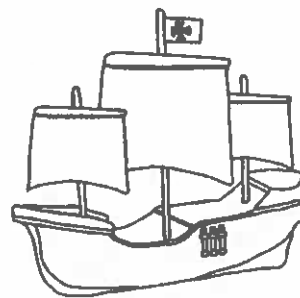
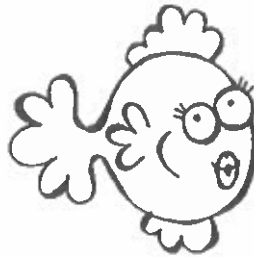
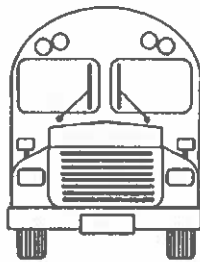
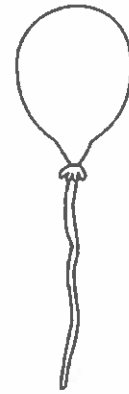
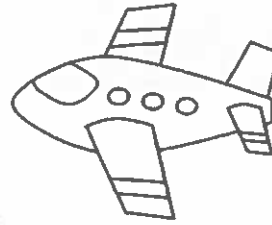
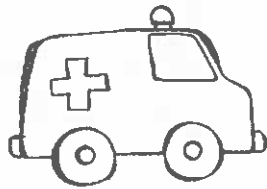
Add.



Color the picture. How many flowers did you color?



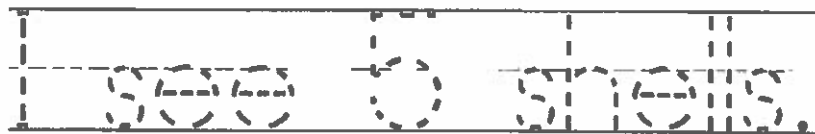
Color the pictures that show ways you can move from place to place.



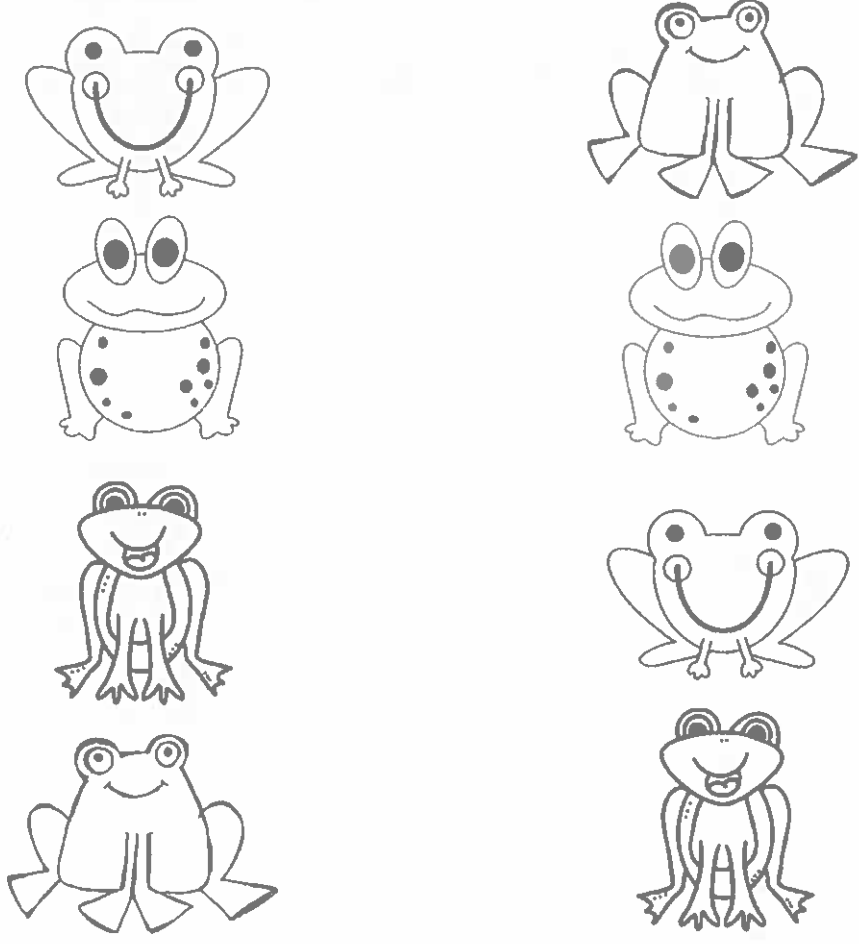
Trace the letters.



Color the shells.



Draw a line to match the frogs that are the same.



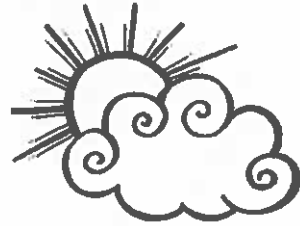
Color 4 of the dimes gray.



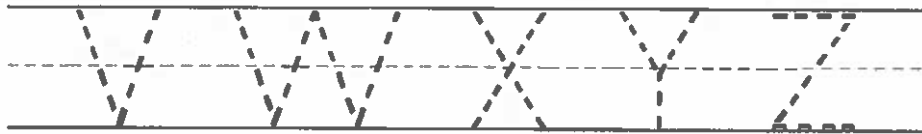
Put the pictures in order by writing a 1, 2, or 3 under the picture.



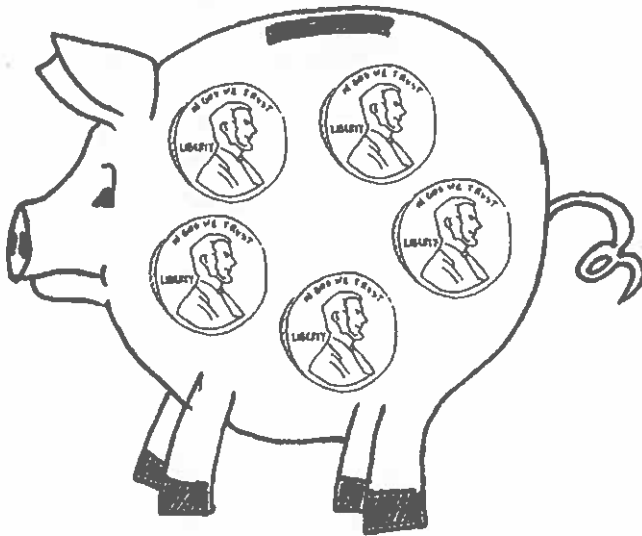




Trace the letters.



Count the coins in the pig.



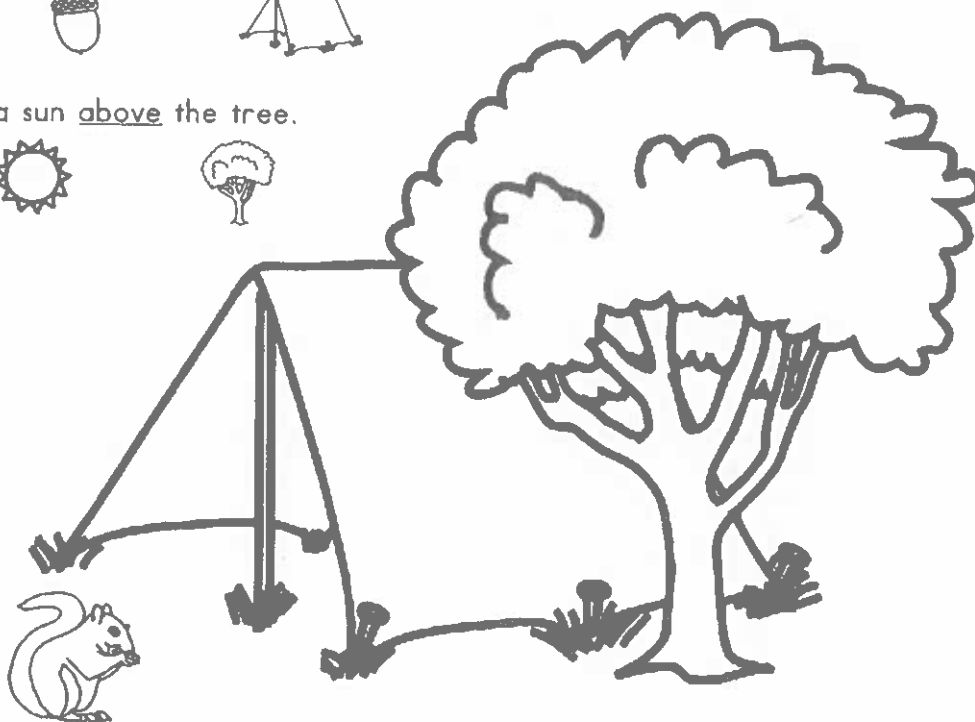
Draw a stick beside the squirrel.



Draw an acorn inside the tent.



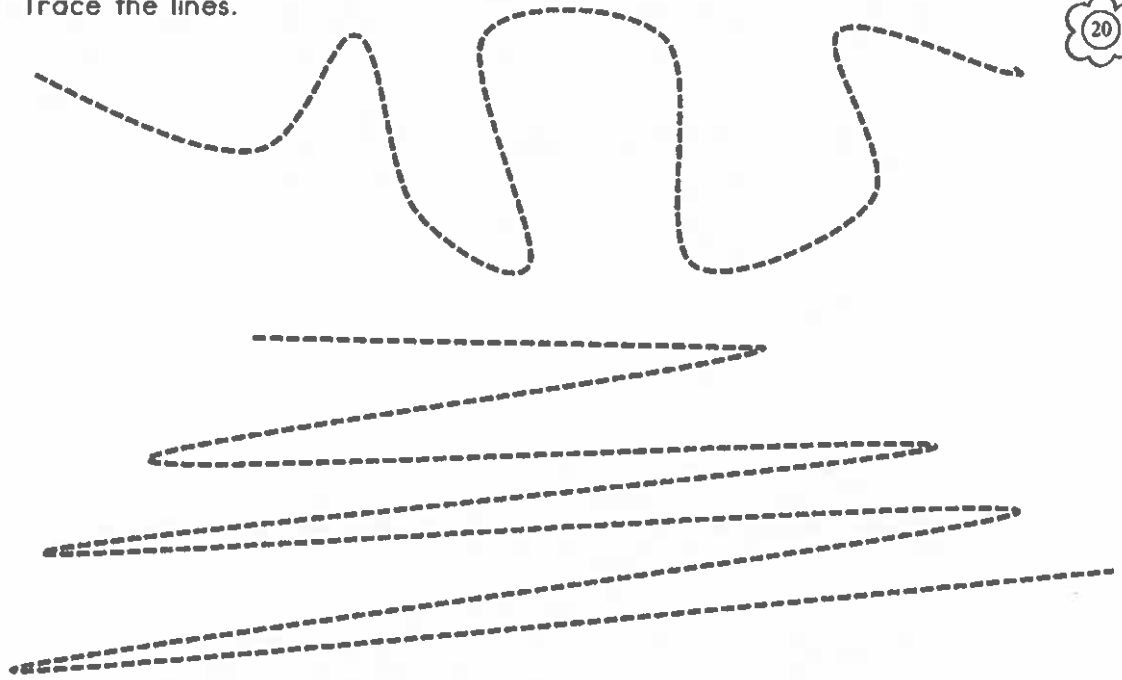
Draw a sun above the tree.



Count and write the number to tell how many.



Trace the lines.



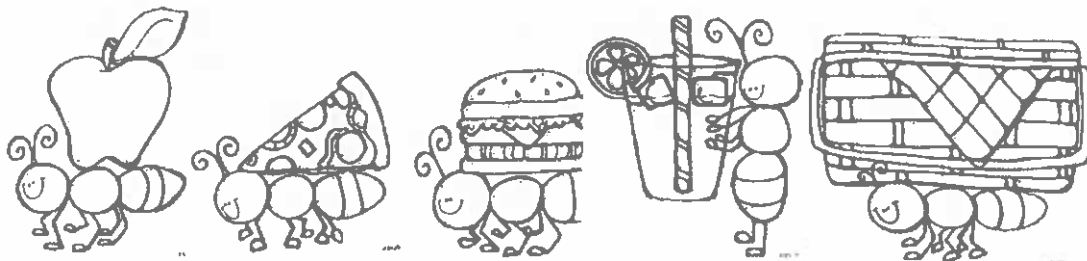
Name each farm animal.



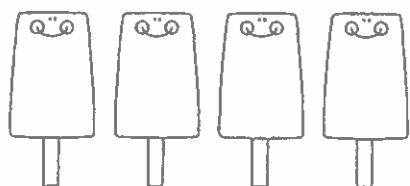
Write your name.

Three horizontal lines for writing a name: a solid top line, a dashed middle line, and a solid bottom line.

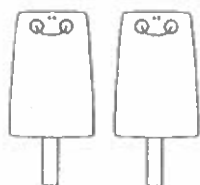
Make up a story to go with the picture.



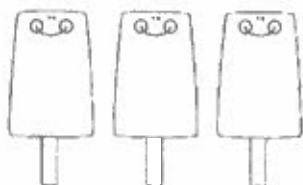
Draw a line to match the number to the amount shown. Color.



4

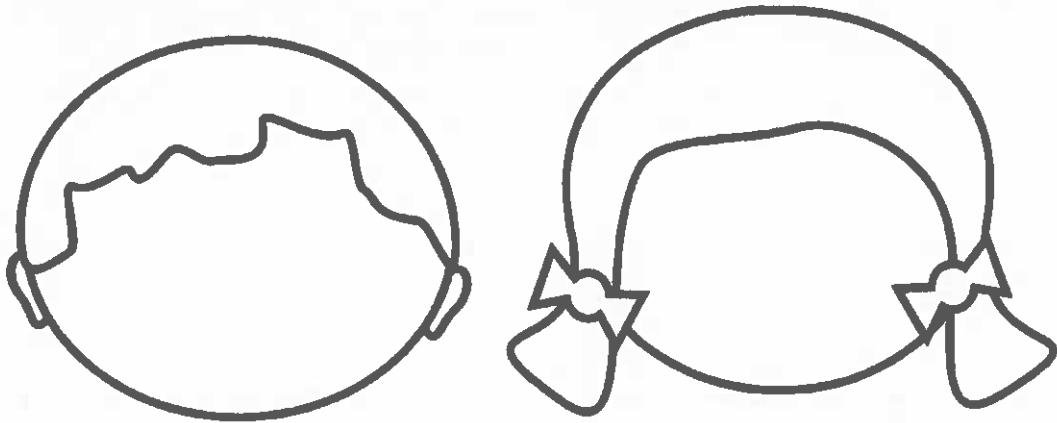


3

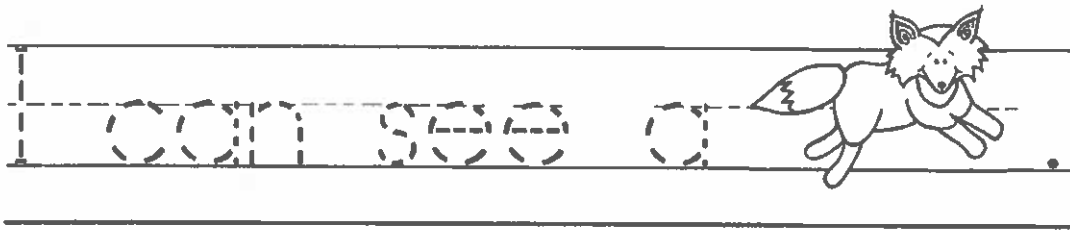


2

Draw a face for the boy and the girl.

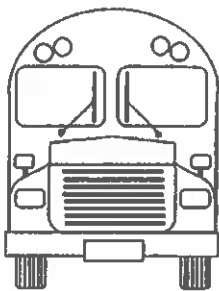


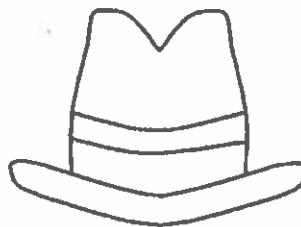
Trace the words to make a sentence.



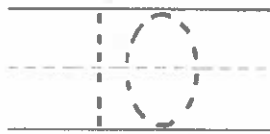
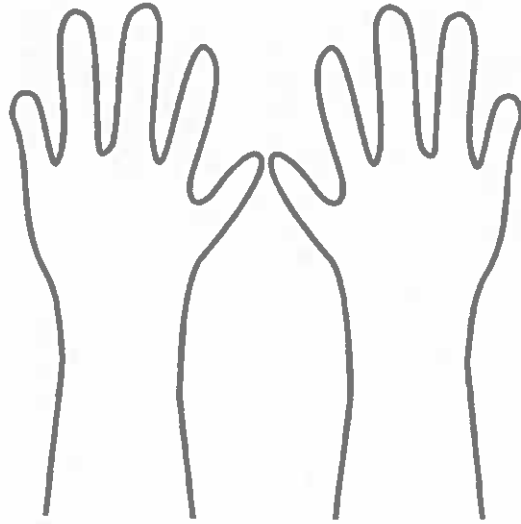
Name each picture.

Write the letter for the sound you hear at the end of the word.

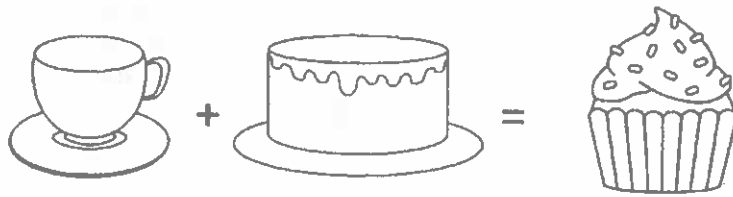
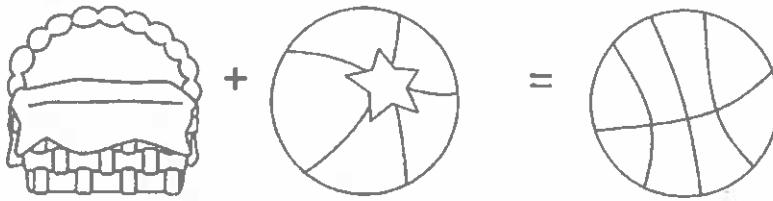




Count your fingers.



Color the pictures for each compound word.



Can you retell the story of Little Red Riding Hood?



The tree is big.

The wolf is small.

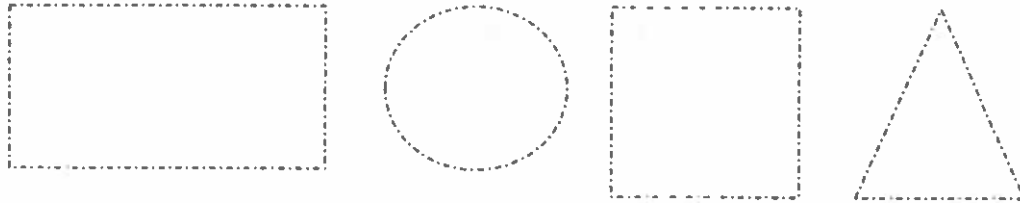
Kim and Jim are eating lunch.
Color the foods on the table that you like to eat.



Circle or highlight the 5's.

4 3 7 5 9 4 5 8 1 2 5 7 6 4
3 9 0 2 3 5 8 9 5 1 2 5 0 8
0 5 3 6 7 2 3 5 2 5 8 9 2 5
3 6 0 8 5 1 4 2 9 5 1 5 0 7

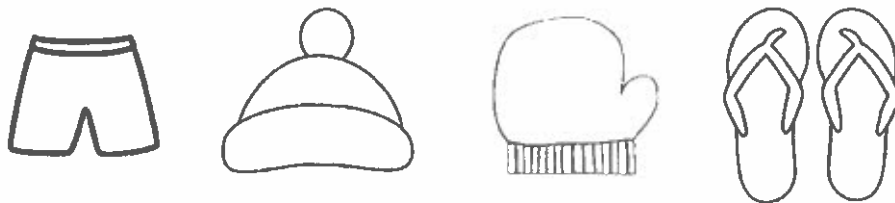
Trace each shape.



I see 4 shapes.

Draw a shape with 3 sides	Draw a shape with 4 sides

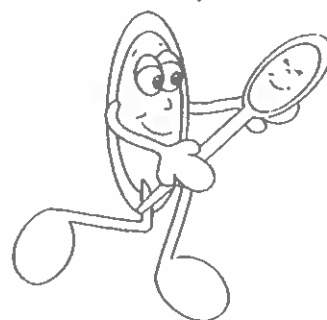
What would you wear on a hot day? Color these items red.
 What would you wear on a cold day? Color these items blue.





Hey Diddle Diddle

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon,
The little dog laughed to see such sport,
And the dish ran away with the spoon.



Color the moon yellow.

Color the cow black and white.

Color the cat orange.

Color the fiddle red.

Color the dog brown.

Color the dish blue.

Color the spoon purple.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

Color the picture that shows what happened last.

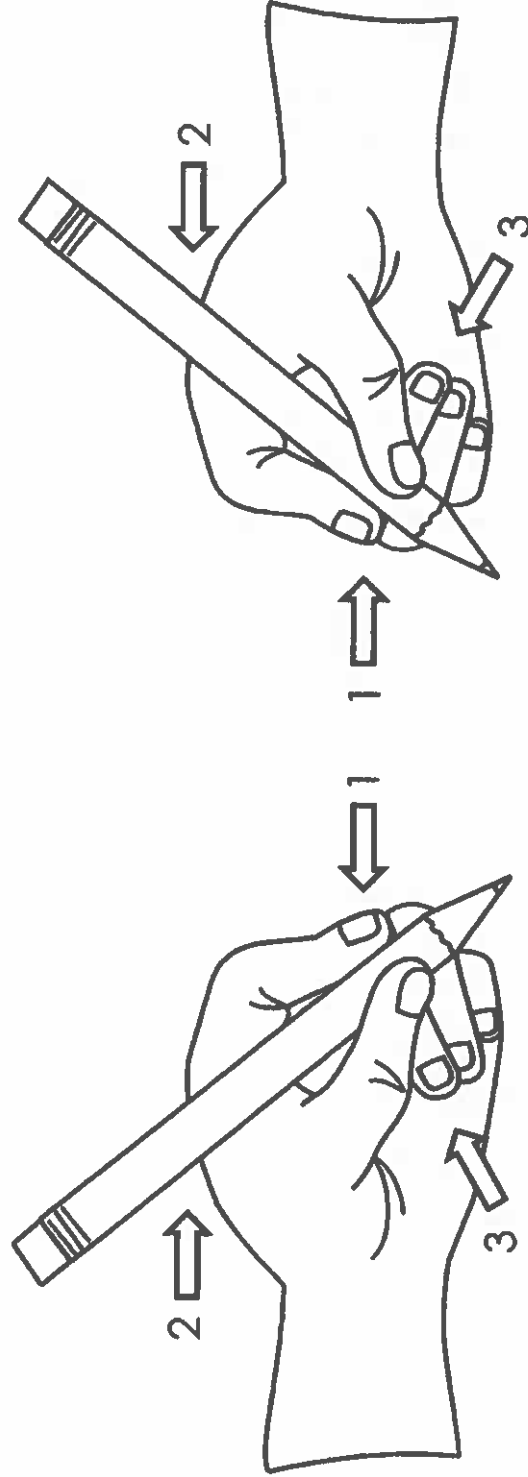


Handwriting

Learning to form letters and how to hold a pencil is difficult. The key is to work on correct pencil grip from the beginning and always start letters "at the top". Be sure to either use a small golf pencil or a regular pencil when beginning to write; the big "beginner" pencils are much too large for little hands and make it more difficult to form letters.

Tip: Always remind your student to hold pencil correctly and to start letters "at the top!" Positively reinforce your student when you see them holding their pencil correctly and provide explicit reminders when writing.

Pencil & Crayon Grip



Left Hand

Right Hand

- ① "Pinchy fingers" (thumb and pointer finger) hold at the bottom of the pencil
- ② Top of the pencil rests between these two fingers on your hand
- ③ Middle of middle finger helps to hold the pencil up

I can write my name!



with a crayon



with a pencil



with a marker



How to Print Letters

A a B b C c D d

E e F f G g H h I i

J j K k L l M m N n

O o P p Q q R r

S s T t U u V v

W w X x Y y Z z

Please write each letter 5 times.

Uppercase Practice

Handwriting practice lines for uppercase letters A, B, C, D, E, and F. Each letter is shown once with stroke order arrows and numbers, followed by four dashed lines for tracing on a set of three-line guides (top, middle-dashed, bottom).

Letter A: 1 (downward diagonal), 2 (upward diagonal), 3 (horizontal crossbar)

Letter B: 1 (vertical down), 2 (top curve), 3 (bottom curve)

Letter C: 1 (counter-clockwise curve)

Letter D: 1 (vertical down), 2 (curved top)

Letter E: 1 (vertical down), 2 (top horizontal), 3 (middle horizontal), 4 (bottom horizontal)

Letter F: 1 (vertical down), 2 (top horizontal), 3 (middle horizontal)

Please write each letter 5 times.

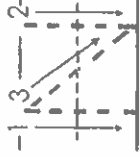
UPPERCASE PRACTICE

Handwriting practice lines for uppercase letters. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The letters shown are:

- A**: Dashed outline with stroke order arrows: 1 (curved down), 2 (horizontal across), 3 (curved up).
- B**: Dashed outline with stroke order arrows: 1 (vertical down), 2 (top curve), 3 (bottom curve).
- C**: Dashed outline with stroke order arrows: 1 (vertical down), 2 (top curve), 3 (bottom curve).
- D**: Dashed outline with stroke order arrows: 1 (vertical down), 2 (top curve), 3 (bottom curve).
- E**: Dashed outline with stroke order arrows: 1 (vertical down), 2 (top horizontal), 3 (middle horizontal), 4 (bottom horizontal).
- F**: Dashed outline with stroke order arrows: 1 (vertical down), 2 (top horizontal), 3 (middle horizontal).

Please write each letter 5 times.

Uppercase Practice



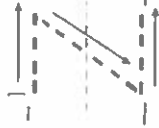
Please write each letter 5 times.

UPPERCASE PRACTICE

Handwriting practice lines for uppercase letters C, F, G, W, and X. Each letter is shown once with stroke order arrows and numbers, and once as a dashed line for tracing. Below each letter are two sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

Please write each letter 5 times.

Uppercase Practice



Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) for writing practice.

Please write each letter 5 times.

Lowercase Practice

Handwriting practice lines for lowercase letters. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The letters to be practiced are:

- Row 1: Letter 'd'. Includes a stroke order diagram with '1' for the counter-clockwise circle and '2' for the vertical line.
- Row 2: Letter 'b'. Includes a stroke order diagram with '1' for the vertical line and '2' for the counter-clockwise circle.
- Row 3: Letter 'c'. Includes a stroke order diagram with '1' for the counter-clockwise curve.
- Row 4: Letter 'g'. Includes a stroke order diagram with '1' for the counter-clockwise circle and '2' for the vertical line with a hook.
- Row 5: Letter 'f'. Includes a stroke order diagram with '1' for the vertical line and '2' for the counter-clockwise curve.

Please write each letter 5 times.

Lowercase Practice

Handwriting practice lines for lowercase letters. Each letter is shown once with stroke order arrows and numbers, followed by four blank lines for practice.

- s**: Stroke 1 is a counter-clockwise curve starting from the top right, going down and around to the left. Stroke 2 is a counter-clockwise curve starting from the bottom left, going up and around to the right.
- i**: Stroke 1 is a vertical line down. Stroke 2 is a dot above the line.
- j**: Stroke 1 is a vertical line down. Stroke 2 is a curve starting from the bottom of the line, going down and around to the left. Stroke 3 is a dot above the line.
- r**: Stroke 1 is a vertical line down. Stroke 2 is a curve starting from the middle of the line, going up and around to the right.

Please write each letter 5 times.

Lowercase Practice

Handwriting practice lines for lowercase letters. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The letters are shown with numbered arrows indicating stroke order:

- Row 1: Letter 't' with stroke order 1 (vertical down), 2 (horizontal across), and 3 (diagonal down).
- Row 2: Letter 'i' with stroke order 1 (vertical down) and 2 (dot).
- Row 3: Letter 'o' with stroke order 1 (counter-clockwise circle).
- Row 4: Letter 'p' with stroke order 1 (vertical down) and 2 (counter-clockwise circle).
- Row 5: Letter 'g' with stroke order 1 (counter-clockwise circle) and 2 (vertical down).
- Row 6: Letter 'l' with stroke order 1 (vertical down).

Please write each letter 5 times.

Lowercase Practice

Handwriting practice lines for lowercase letters s, h, d, v, w, and x. Each letter is shown once with stroke order arrows and numbers, and then followed by four dashed lines for tracing on a set of three horizontal lines (top, middle, bottom).

s (stroke 1: counter-clockwise curve)

h (stroke 1: vertical line down, stroke 2: hump)

d (stroke 1: vertical line down, stroke 2: counter-clockwise curve)

v (stroke 1: diagonal down-right, stroke 2: diagonal up-right)

w (stroke 1: diagonal down-right, stroke 2: diagonal up-right, stroke 3: diagonal down-right, stroke 4: diagonal up-right)

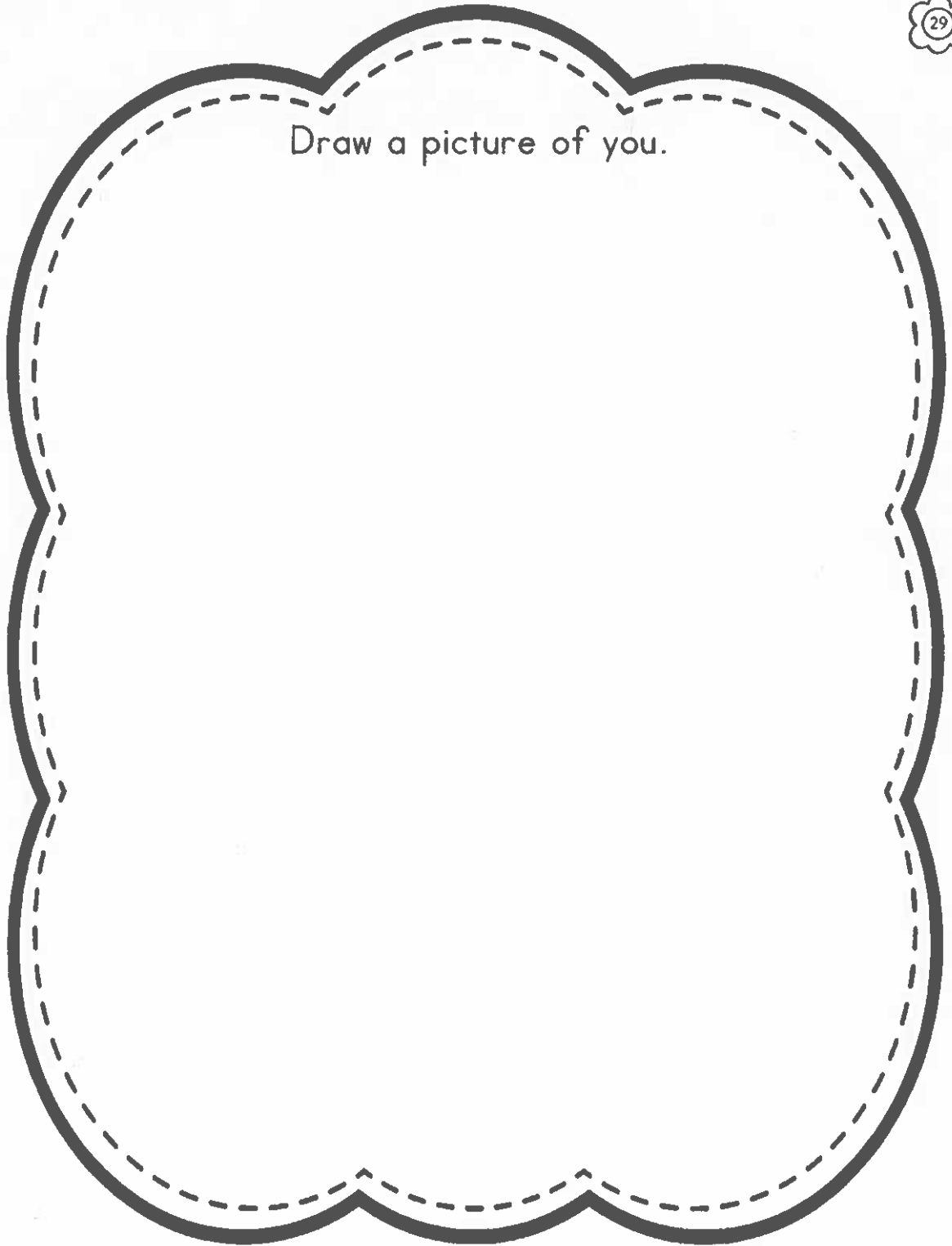
x (stroke 1: diagonal down-right, stroke 2: diagonal up-right)

Please write each letter 5 times.

Lowercase Practice

Handwriting practice lines for lowercase letters 'v' and 'z'. Each letter is shown once with stroke order arrows and numbers, followed by five sets of blank lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Draw a picture of you.



Letter Flash Cards

*This is suggested,
NOT
Mandated.*




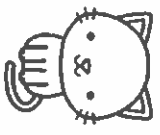






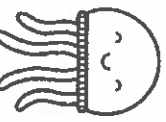


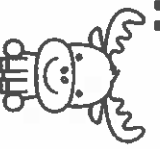

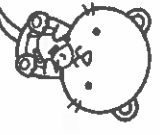


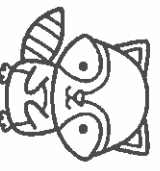



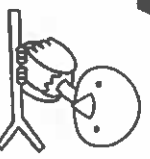





Directions for use:

Cut out all cards and separate into uppercase and lowercase baggies.

Activities:

- Use as flash cards to check for letter names. Have your student try to identify the name before you can! Make sure they are looking at the letter when they speak.
- Use as flash cards to check for letter sounds. Have your student try to identify the sound before you can! Make sure they are looking at the letter when they speak. **Always use lowercase flash cards when working on letter sounds.**
- "I Spy"—lay all cards face up. First player says, "I spy a lowercase m." The second player pulls the lowercase m and says, "Here is a lowercase m. I spy a lowercase s." And so on until the cards are gone.
- "I Hear"—lay all LOWERCASE cards face up. First player says, "I hear a /t/" (say the sound). The second player picks up the t and says, "I hear..." And so on until the cards are gone.
- "Match Up"—lay all lowercase cards face up. Make a pile of the uppercase cards. Each player takes turns matching the uppercase letter to the lowercase; place cards on top of the match.
- "ABC Order"—place all letters in alphabetical order.
- Go on a letter scavenger hunt! Find objects around the house that begin with the letter on the flash card.
- Tracing. Place tracing or tissue paper over the letter and have your student trace over the letter.
- Name Practice. Spell your student's name with the letter flash cards.

My Alphabet Chart

<p>o from</p> 	<p>d alligator</p> 	<p>b bee</p> 	<p>c cat</p> 	<p>d dog</p> 	<p>e elephant</p> 	<p>f fish</p> 
<p>g goat</p> 	<p>h horse</p> 	<p>i iguana</p> 	<p>j jellyfish</p> 	<p>k kangaroo</p> 	<p>l lion</p> 	<p>m moose</p> 
<p>n narwhal</p> 	<p>o otter</p> 	<p>p penguin</p> 	<p>q quail</p> 	<p>r raccoon</p> 	<p>s seahorse</p> 	<p>t turtle</p> 
<p>u umbrella bird</p> 	<p>v vulture</p> 	<p>w walrus</p> 	<p>x x-ray fish</p> 	<p>y yak</p> 	<p>z zebra</p> 	<p>z to</p> 

Directions: Cut and use as flash cards to practice sounds.

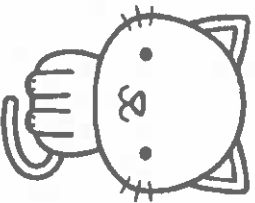
a



b



c



d



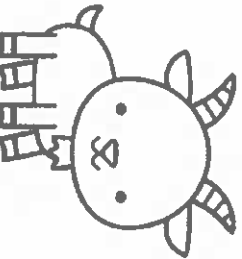
e



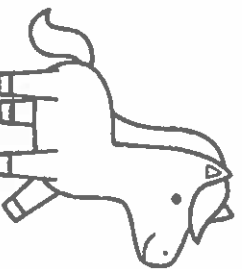
f



g



h

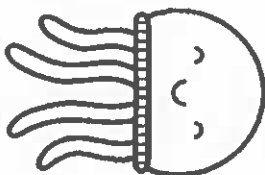


Directions: Cut and use as flash cards to practice sounds.

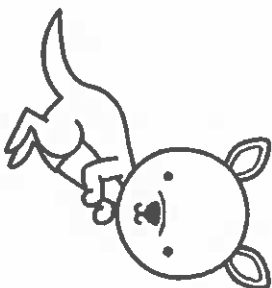
i



j



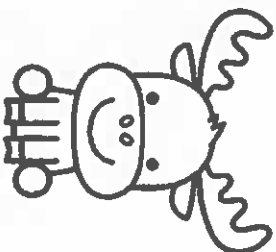
k



l



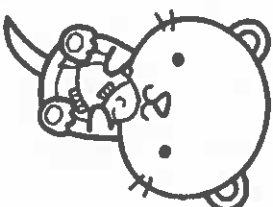
m



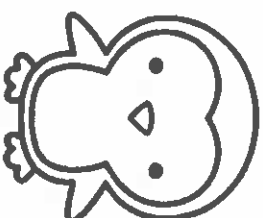
n



o

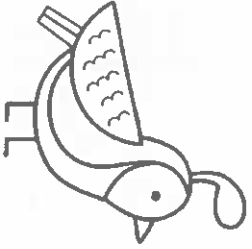


p

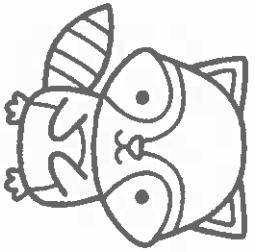


Directions: Cut and use as flash cards to practice sounds.

q



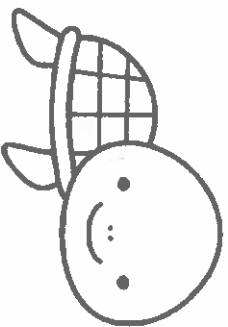
r



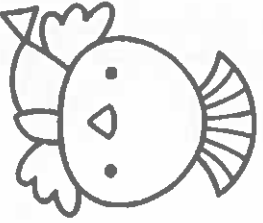
s



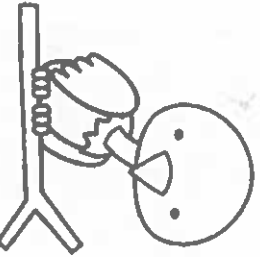
t



u



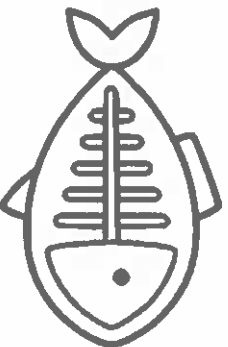
v



w

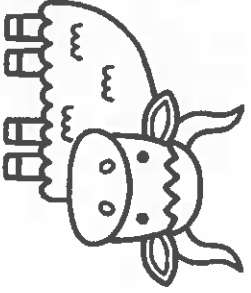


x

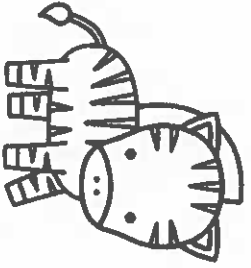


Directions: Cut and use as flash cards.

Y



Z



Y

Z

A

B

Number Sense

Number sense is one of the first math skills taught in kindergarten; focusing on numbers 0-10. Number sense is the understanding of what numbers mean, their value, and their relationship with one another. In addition to the following number practice pages and flash cards, practice counting with your student on their fingers, with coins, beads, mini erasers, etc.

Tip: Make counting fun! Try to challenge your student to count higher and recognize larger numbers each time you practice.

Directions: Cut and use as flash cards.

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

12

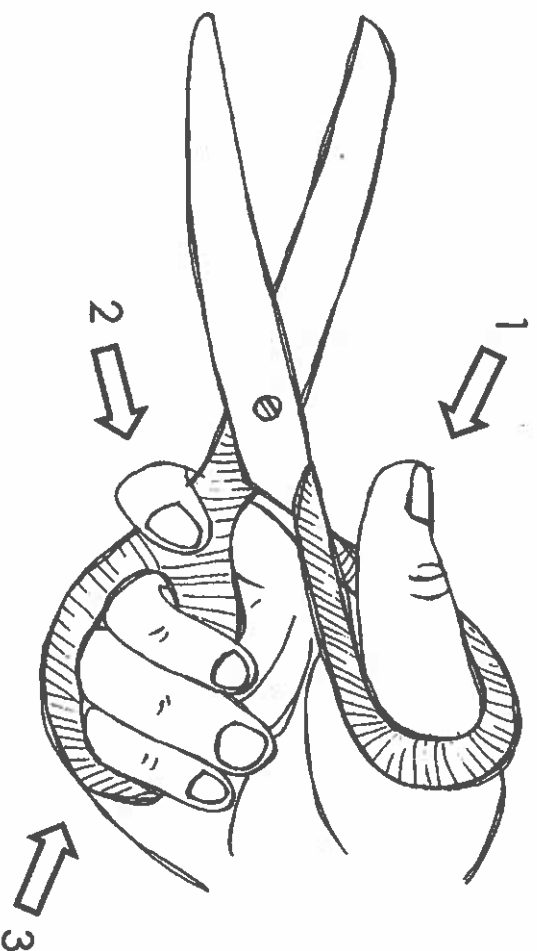
twelve

Cutting

Learning to hold scissors and cut is an important fine motor skill and develops bilateral coordination, which is the use of both sides of the body while each hand performs different tasks. It is important that students learn to use both hands at the same time. When cutting, one hand opens and closes the scissors while the other hand holds and moves the paper. The next page will help you reinforce proper scissor grip. Use the following pages to practice cutting skills (you will need: scissors, glue, and additional paper). To make cutting fun, try cutting plastic straws into pieces (and use the pieces to count)!

Tip: Remind your student to use their "helper hand" to hold and move their paper when cutting.

Scissor Grip



- 1) Thumb through the small top hole
- 2) Index finger holding the bottom of scissors
- 3) Last three fingers through the big bottom hole

Always point scissors **AWAY** from body
and use your "helper hand" to hold and move the paper.

Color. Cut. Glue.

Hold scissors facing away from your body with thumb up and pinky down. Use your helper hand to hold the paper.

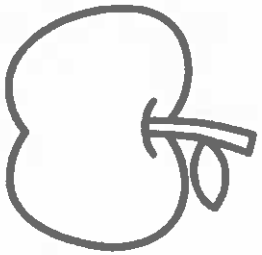


Color Recognition

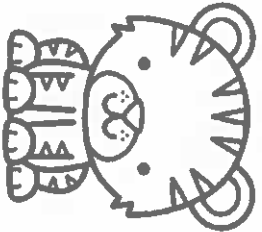
Color recognition is an important skill to have for school. While most students can already recognize colors, it would be helpful if your student can recognize the color words as well. This can be difficult; be sure to work on this activity once your student has some prior letter and word knowledge. Help your student to correctly color each picture on the flash cards, then cut and practice!

Tip: Go on a rainbow hunt! Try to identify all the colors in the rainbow and put objects in rainbow order.

Directions: Cut and use as flash cards.



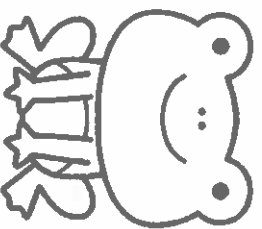
red



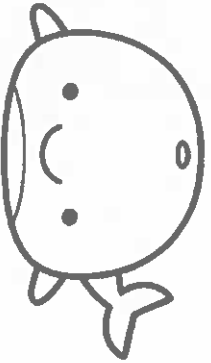
orange



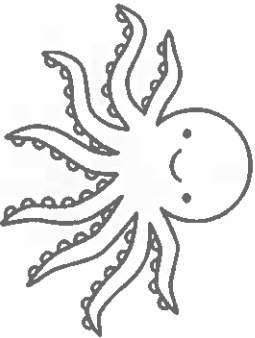
yellow



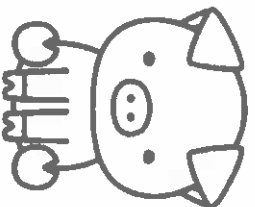
green



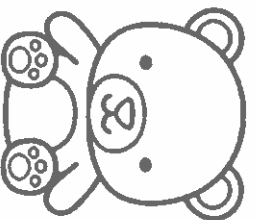
blue



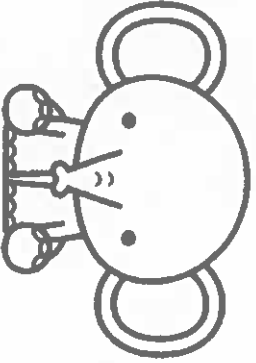
purple



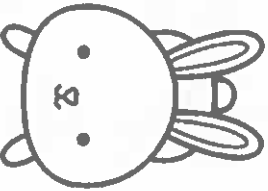
pink



brown



gray



white



black



teal

Shape Recognition

Recognizing and building shapes is a skill explicitly taught in kindergarten. To help your student develop this important math concept, count the amount of sides and corners (also called vertices) each shape has. Use the next two pages of flash cards to practice. Color and cut out the cards to use for a memory matching game (match the plain shapes with the smiley shapes).

Tip: Go on a shape hunt! Shape hunts can be especially fun when in the car.

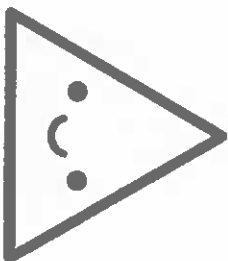
Go on a shape hunt for specific shapes while driving. Count to see how many you can find!

Directions: Cut and use as flash cards.

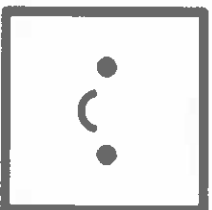
circle



triangle



square



rectangle



diamond



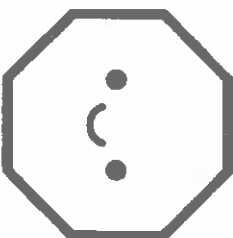
pentagon



hexagon



octagon



oval



star



heart



rhombus

