



## **Summer Suggestions for Rising Kindergarten Students**

Dear Parents:

A spectacular and memorable Pre-Kindergarten year has come to an end, but the learning journey still continues. Provided is a list of ideas and activities to promote and stimulate learning and growth for your child throughout the summer months.

The Prekindergarten and Kindergarten Teacher Teams

### **Journals and Writing**

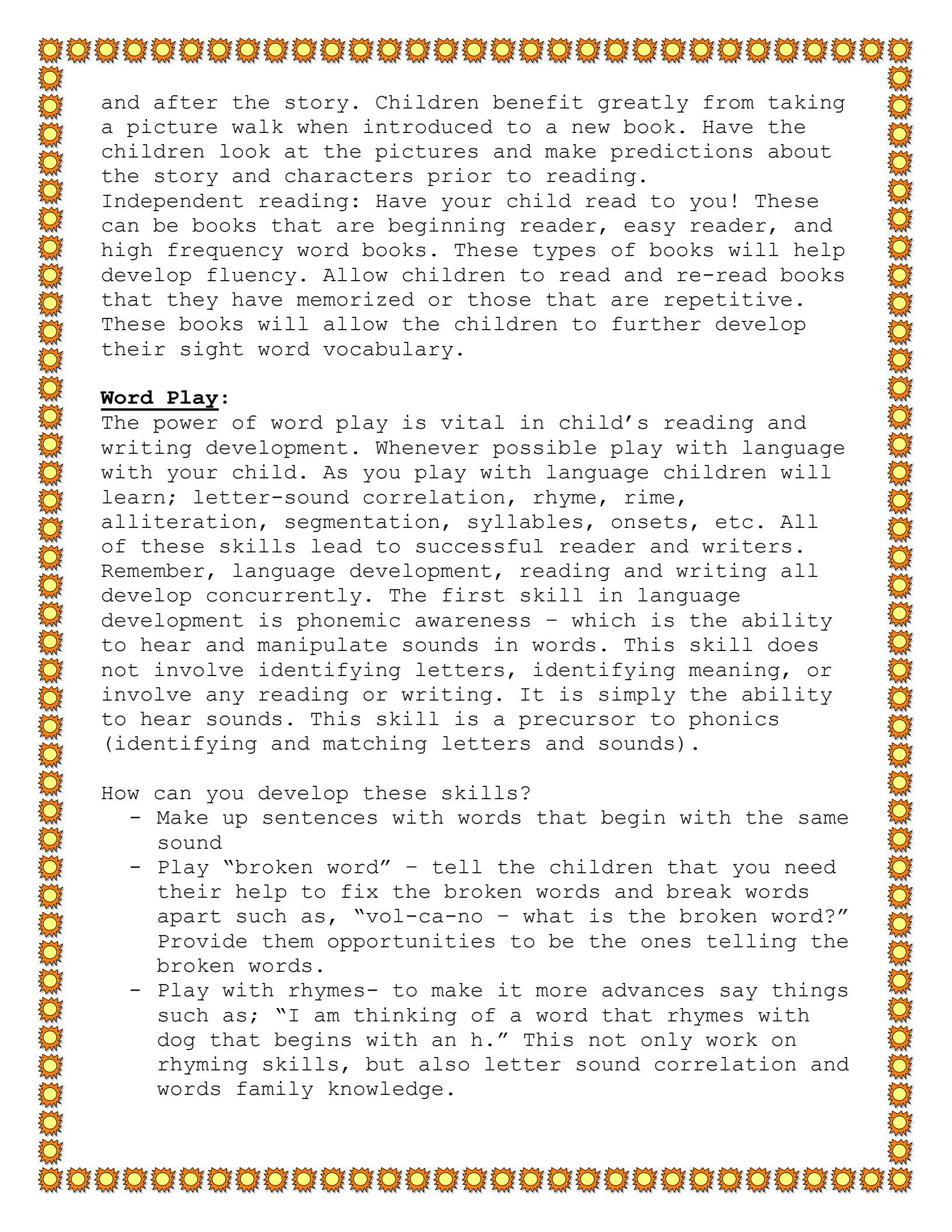
Children are beginning to understand the power of the written word and that words have meaning. Encourage children to spend time this summer writing in journals, on blank paper, easels, etc. Here are some fun ways to promote and increase fine motor skills and develop the muscles necessary to write: practice writing while laying down on your stomach, practice writing on paper taped to the wall, practice writing on paper taped under a table (children lay on their back under the table and write on the paper), practice watercolor/paint writing, writing with a marker and then tracing on top with a pencil, and practice writing on whiteboards while holding them in the air. All of these allow for various muscles in the hands to develop. Remember to allow children to use a variety of writing utensils and mediums. Always ask children to read back to you what they write and to write whatever sounds they hear.

### **Reading**

**There is nothing better to do for a young child than read to them each and every night!**

Encourage and engage children in various types of reading experiences:

Read Alouds: Read to your child **daily**. In order to develop comprehension and critical thinking skills be sure to ask questions before the story, during the story,



and after the story. Children benefit greatly from taking a picture walk when introduced to a new book. Have the children look at the pictures and make predictions about the story and characters prior to reading.

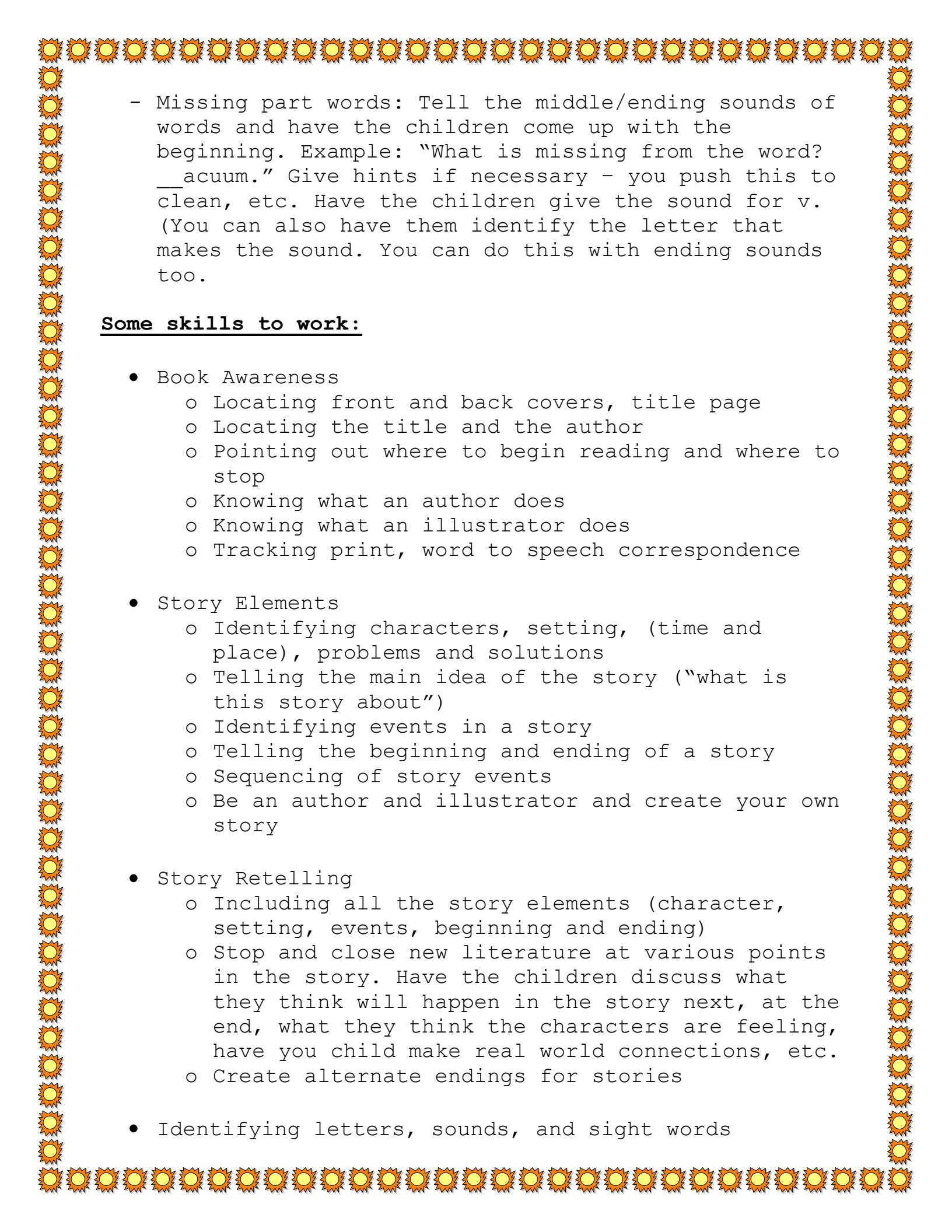
Independent reading: Have your child read to you! These can be books that are beginning reader, easy reader, and high frequency word books. These types of books will help develop fluency. Allow children to read and re-read books that they have memorized or those that are repetitive. These books will allow the children to further develop their sight word vocabulary.

### **Word Play:**

The power of word play is vital in child's reading and writing development. Whenever possible play with language with your child. As you play with language children will learn; letter-sound correlation, rhyme, rime, alliteration, segmentation, syllables, onsets, etc. All of these skills lead to successful reader and writers. Remember, language development, reading and writing all develop concurrently. The first skill in language development is phonemic awareness - which is the ability to hear and manipulate sounds in words. This skill does not involve identifying letters, identifying meaning, or involve any reading or writing. It is simply the ability to hear sounds. This skill is a precursor to phonics (identifying and matching letters and sounds).

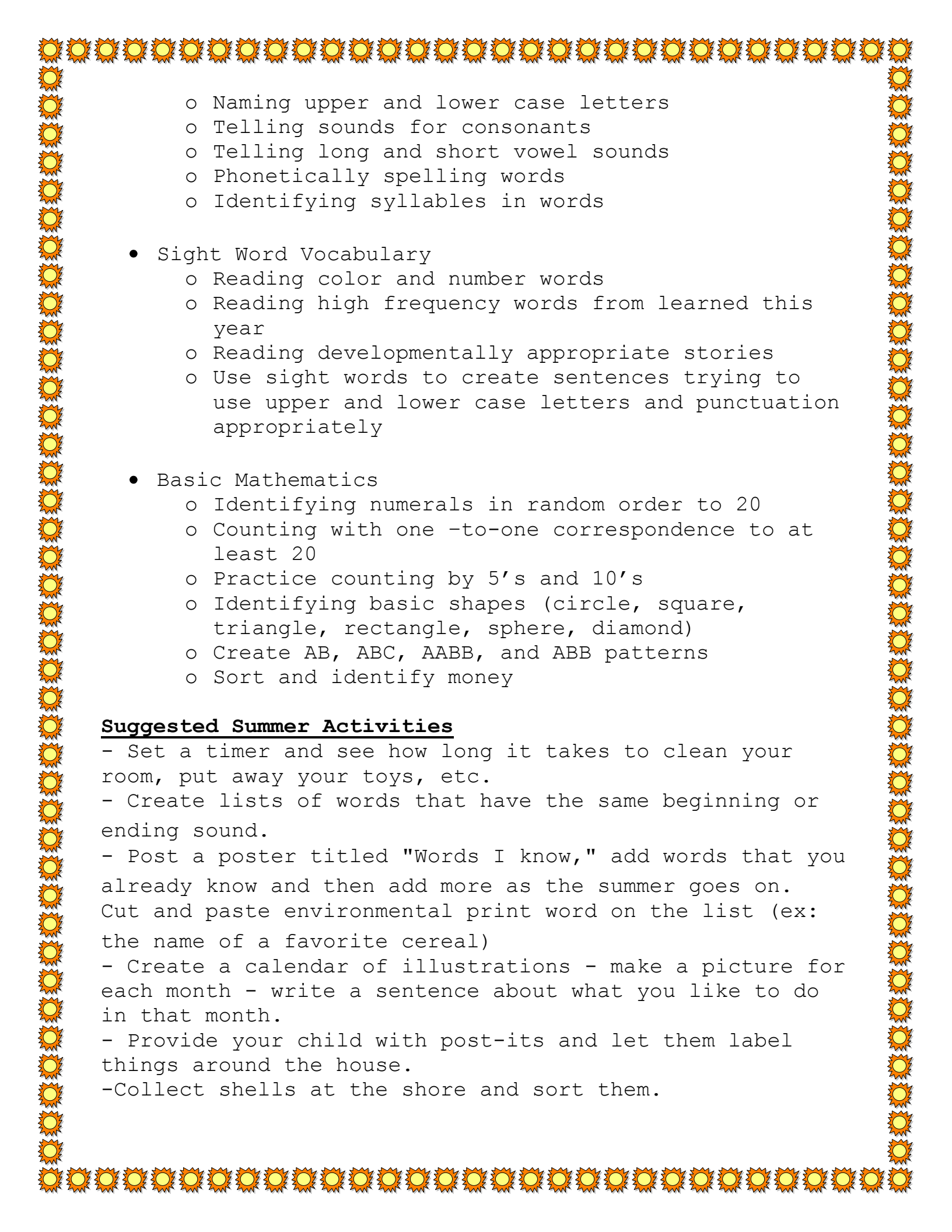
How can you develop these skills?

- Make up sentences with words that begin with the same sound
- Play "broken word" - tell the children that you need their help to fix the broken words and break words apart such as, "vol-ca-no - what is the broken word?" Provide them opportunities to be the ones telling the broken words.
- Play with rhymes- to make it more advances say things such as; "I am thinking of a word that rhymes with dog that begins with an h." This not only work on rhyming skills, but also letter sound correlation and words family knowledge.

- 
- Missing part words: Tell the middle/ending sounds of words and have the children come up with the beginning. Example: "What is missing from the word? \_\_\_acuum." Give hints if necessary - you push this to clean, etc. Have the children give the sound for v. (You can also have them identify the letter that makes the sound. You can do this with ending sounds too.

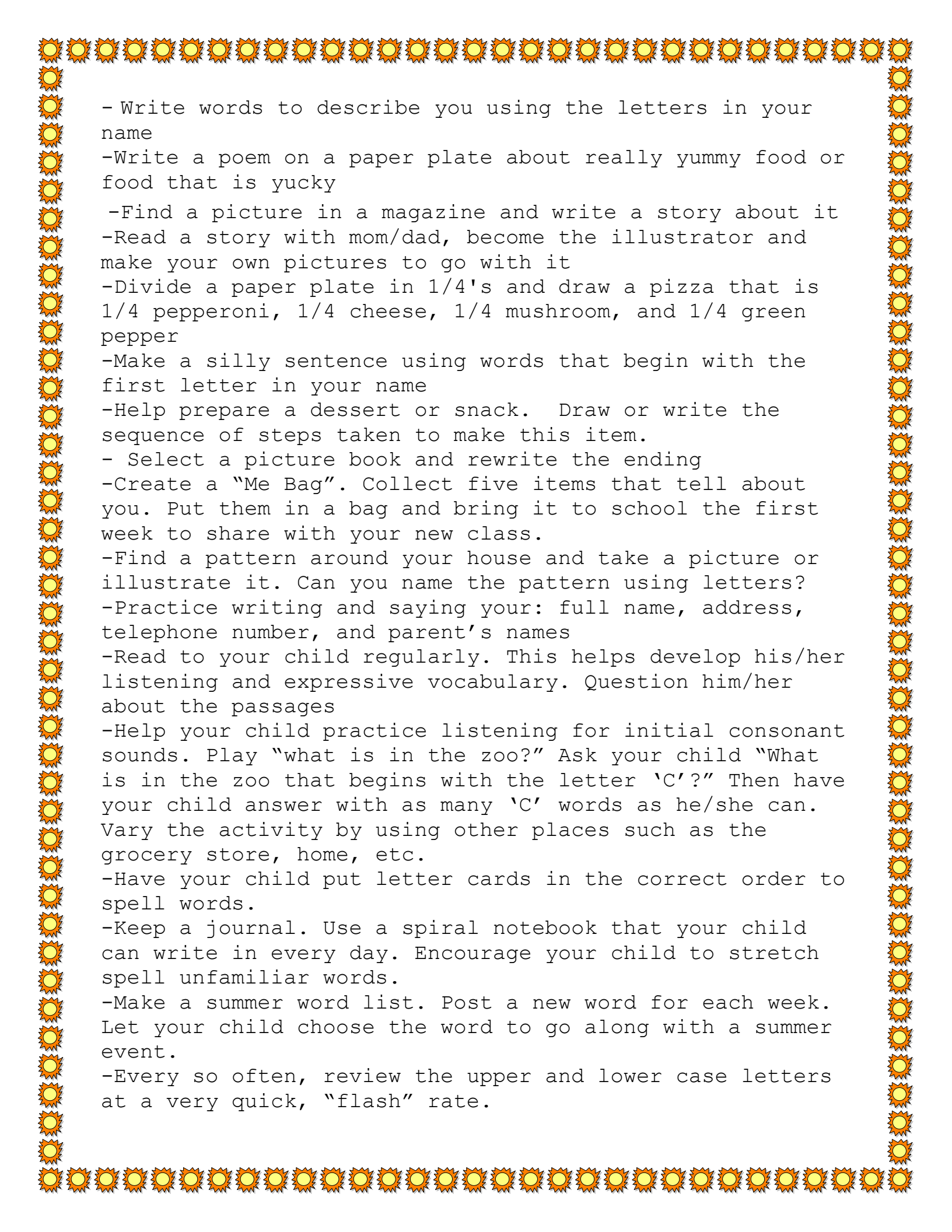
### **Some skills to work:**


- Book Awareness
  - Locating front and back covers, title page
  - Locating the title and the author
  - Pointing out where to begin reading and where to stop
  - Knowing what an author does
  - Knowing what an illustrator does
  - Tracking print, word to speech correspondence
- Story Elements
  - Identifying characters, setting, (time and place), problems and solutions
  - Telling the main idea of the story ("what is this story about")
  - Identifying events in a story
  - Telling the beginning and ending of a story
  - Sequencing of story events
  - Be an author and illustrator and create your own story
- Story Retelling
  - Including all the story elements (character, setting, events, beginning and ending)
  - Stop and close new literature at various points in the story. Have the children discuss what they think will happen in the story next, at the end, what they think the characters are feeling, have you child make real world connections, etc.
  - Create alternate endings for stories
- Identifying letters, sounds, and sight words

- 
- Naming upper and lower case letters
  - Telling sounds for consonants
  - Telling long and short vowel sounds
  - Phonetically spelling words
  - Identifying syllables in words
  - Sight Word Vocabulary
    - Reading color and number words
    - Reading high frequency words from learned this year
    - Reading developmentally appropriate stories
    - Use sight words to create sentences trying to use upper and lower case letters and punctuation appropriately
  - Basic Mathematics
    - Identifying numerals in random order to 20
    - Counting with one -to-one correspondence to at least 20
    - Practice counting by 5's and 10's
    - Identifying basic shapes (circle, square, triangle, rectangle, sphere, diamond)
    - Create AB, ABC, AABB, and ABB patterns
    - Sort and identify money

### **Suggested Summer Activities**


- Set a timer and see how long it takes to clean your room, put away your toys, etc.
- Create lists of words that have the same beginning or ending sound.
- Post a poster titled "Words I know," add words that you already know and then add more as the summer goes on. Cut and paste environmental print word on the list (ex: the name of a favorite cereal)
- Create a calendar of illustrations - make a picture for each month - write a sentence about what you like to do in that month.
- Provide your child with post-its and let them label things around the house.
- Collect shells at the shore and sort them.

- 
- Write words to describe you using the letters in your name
  - Write a poem on a paper plate about really yummy food or food that is yucky
  - Find a picture in a magazine and write a story about it
  - Read a story with mom/dad, become the illustrator and make your own pictures to go with it
  - Divide a paper plate in 1/4's and draw a pizza that is 1/4 pepperoni, 1/4 cheese, 1/4 mushroom, and 1/4 green pepper
  - Make a silly sentence using words that begin with the first letter in your name
  - Help prepare a dessert or snack. Draw or write the sequence of steps taken to make this item.
  - Select a picture book and rewrite the ending
  - Create a "Me Bag". Collect five items that tell about you. Put them in a bag and bring it to school the first week to share with your new class.
  - Find a pattern around your house and take a picture or illustrate it. Can you name the pattern using letters?
  - Practice writing and saying your: full name, address, telephone number, and parent's names
  - Read to your child regularly. This helps develop his/her listening and expressive vocabulary. Question him/her about the passages
  - Help your child practice listening for initial consonant sounds. Play "what is in the zoo?" Ask your child "What is in the zoo that begins with the letter 'C'?" Then have your child answer with as many 'C' words as he/she can. Vary the activity by using other places such as the grocery store, home, etc.
  - Have your child put letter cards in the correct order to spell words.
  - Keep a journal. Use a spiral notebook that your child can write in every day. Encourage your child to stretch spell unfamiliar words.
  - Make a summer word list. Post a new word for each week. Let your child choose the word to go along with a summer event.
  - Every so often, review the upper and lower case letters at a very quick, "flash" rate.

- 
- Think of words that rhyme. Check rhyming books out of the library.
  - Have your child practice writing his /her first and last name every once in a while - especially in August. Remind them to use upper case letters only for the first letter of their name.
  - To keep your child in the habit of listening carefully, give him/her a series of oral directions. Check to see if they were followed correctly.
  - Use the calendar when planning your vacation. Show your child the month, count the days, countdown to an event marked on the calendar, etc.
  - Count things. Group them into sets of 5, and then count the groups of 5. Group them into sets of 10, and then count them by 10s.
  - Do addition and subtraction using objects. Children need to see what addition and subtraction is - putting groups together and counting the total. Make up problems or stories. For example, using M&Ms: I have 2 red M&Ms and you give me 5 brown M&Ms. How many will I have? Make up similar subtraction: I had 8 cookies and I ate 4. How many do I have left?
  - Ask your child to identify things that are alike and different. For example, at the dinner table, ask which utensils are alike and different and tell why.
  - Make collections - sort and organize rocks, leaves, shells, etc. Find a book that gives you information about your collection or write your own.
  - Ask for assistance in the kitchen. Children love to stir, knead, and roll out cookie dough - not to mention using the cookie cutters. Tasks such as these help to improve your child's fine motor skills.
  - Send letters out to family and friends.
  - Practice problem solving skills- use books and made up stories.

### **Social Emotional Development**

We have been working this year on teaching children how to appropriately interact with peers. This includes: problem solving; understanding how their actions and words affect others feelings; expressing their feelings through words; sharing; etc. These skills are more



difficult to develop than the academics. They take continued reinforcement, lots of talking, and time. Modeling these skills is the best way to teach them. It is also important to use stories and situations to discuss feelings and emotions. Attached are some books that focus on friendships. Please take time to read and discuss these books over the summer.

**God bless and have a wonderful summer!!!**