

Jump Start into Kindergarten

Summer 2019

Dear Future Kindergarten Parents,

Thank you for choosing The Galloway School. We look forward to an exciting year. We have prepared some summer practices to keep the children's skills sharp. Please choose no more than one reading readiness and one math skill to practice each week; and remember it is not necessary to complete everything listed. These are some of the hands-on activities we use in reading and math and will help prepare your child for Kindergarten. Have a fun-filled, adventurous summer and be sure to spend some time reading and counting.

Your Kinder Team

Summer Jump Start into Kindergarten

Reading Readiness:

- Identifying Beginnings Sounds (challenge: ending sounds)
 - Identify beginning sounds of objects and toys.
Ex. What sound does truck start with? What sound do you hear first in macaroni?
 - Label objects for each letter of the alphabet.
Ex. Give your child 3 sticky notes with 3 different consonant letters. Have him/her find something in the house/ room that starts with that letter. Then you can play a hide and seek game to find what was labeled.
 - Have your child make a list of words or draw a picture for each letter of the alphabet.
Ex. Write the alphabet. Allow your child to think of something that starts with each letter of the alphabet. Ex. A- apple, X- x-ray. This should be an ongoing activity and not completed in one day.
 - Challenge: Practice identifying the ending sound heard.
Ex. What is the last sound you hear in pig? The last sound heard might not be the actual letter in the spelling of the word. Ex. Bike, the last sound is /k/ not the letter e.
- Sight Word list 25 located on back. (work on no more than 3 words a week)
 - Practice sight words by using flash cards.
 - Write sight words using red crayon for the vowels and blue crayon for the consonants.
 - Find the sight words in books.
 - Challenge: Spell words independently.
- Reading comprehension
 - Read/ listen to stories daily. Choose one of the questions located on the back to discuss.
 - Practice telling a family member your favorite part of the story and why.
 - Practice retelling the story.
 - Challenge: Write or draw about what you read.
Ex. I like..., I think...

Math:

- Counting
 - Practice counting 20 objects. Start with 10 objects. Have your child touch each object as he/she counts and slide the object away from the group to create a new "already counted" pile.
 - Write a number down between 1-20. Have your child count and create a group/ pile of that number.
 - Challenge: Count orally to 100 by 10s.
- Number recognition
 - Practice recognizing numbers to 50 in random order by using flash cards. Start with flash card numbers to 10, then when your child is ready practice to 20, etc.
 - Write numbers to 20, using different materials, such as crayons, markers, or Play Doh.
 - Challenge: Orally count to 100 or recognize number flash cards to 100.
- Comparing
 - Make 2 groups of objects. Identify which group has more and which has less.
Ex. Grab two handfuls of beans. Be sure that each pile/group of beans does not exceed 10. Have your child count each group, then tell which has more and which has less.
 - Identify things that are bigger and smaller, taller and shorter, heavier and lighter.
Ex. Have your child pick his/her 2 favorite toys. Then have him/her tell you which is bigger and which is smaller.
 - Challenge: Sort shapes by number of sides and corners. Find these shapes in the environment. Ex. What shape is the yield sign? You can also have your child cut out images in a magazine that are the shapes of a circle, triangle, square, and rectangle.

“Thinking about Reading Questions”

Use these questions to talk about the books you read with your child. One question per book is recommended.

1. Who are the characters in the story? How are they feeling in the story?
2. Tell where the story took place?
3. Talk about what you see in the pictures.
4. Retell the story with a beginning, middle, and end.
5. Tell something you like about the book and why.

25 High Frequency words

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| 1. no | 10. so | 19. go |
| 2. is | 11. on | 20. it |
| 3. can | 12. in | 21. do |
| 4. me | 13. up | 22. an |
| 5. you | 14. am | 23. the |
| 6. and | 15. we | 24. my |
| 7. he | 16. like | 25. to |
| 8. at | 17. see | |
| 9. a | 18. I | |