

## Summer Practice Packet Pre-K 4 to Kinder

Student Name \_\_\_\_\_

Dear Parents,

The summer has arrived and what a better way to spend these fun days than with a great book! Families are encouraged to support their child's summer reading and foster their interest by making it a priority, especially during this time of the year when, according to reading experts, young readers suffer a "slide back".

Attached you will find the following:

- Reading assignment
- Math assignment

### **Reading Assignment:**

Below is the summer reading list and activities for students entering Kindergarten in August. Your child will choose **two books** from the list and complete **two journal entries (one for each book)**. Please remember, the writing and illustrations should be completed by the students; we would love to see their work! They are due the first day of school and it will be the first reading grade for the 1<sup>st</sup> grading period.

Book List:

- *The Napping House* by Audrey Wood
- *The Very Hungry Caterpillar* by Eric Carle
- *The Pigeon Needs a Bath* by Mo Willems

**Journal Entry #1:** Who is the story about? Draw and color a picture about a character of the story. Then, write who that character is or a sentence about your picture (if possible).

**Journal Entry #2:** Where does the story take place? Draw and color a picture about the story. Then, write what is in your picture or a sentence about your picture (if possible).

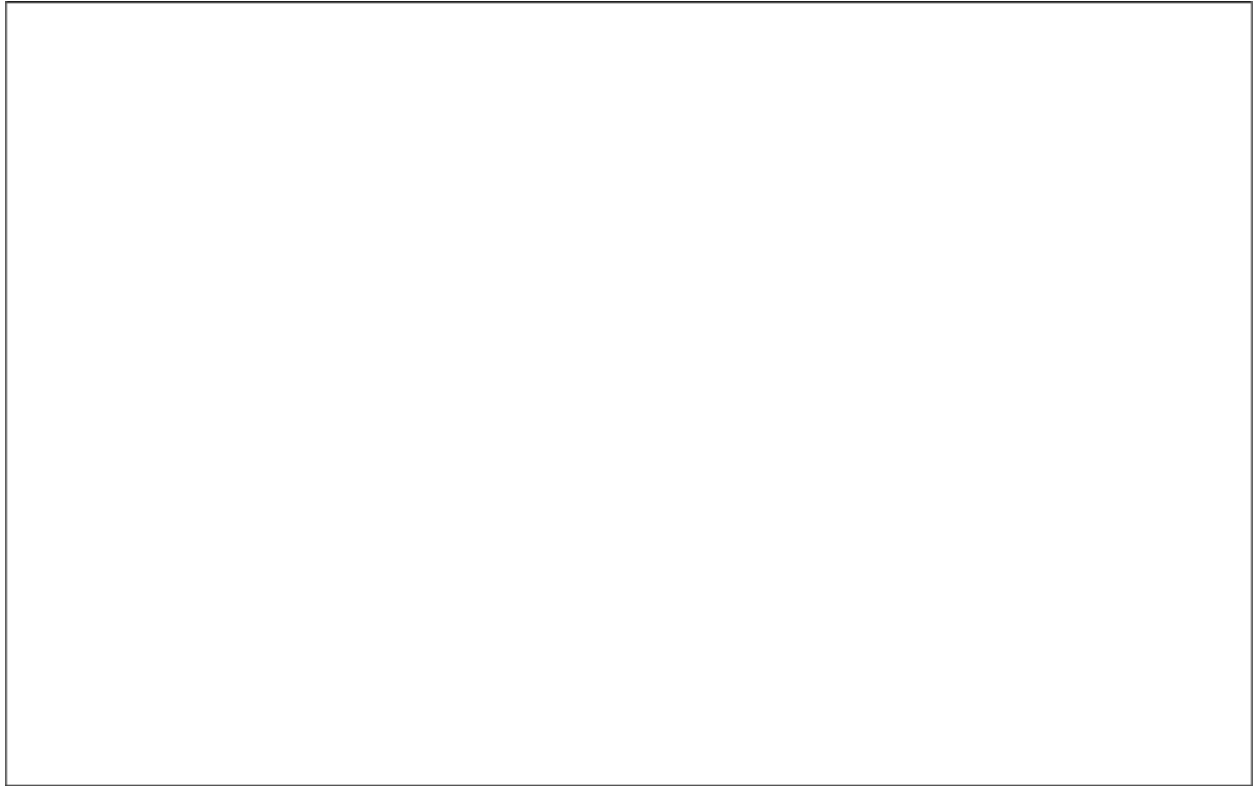
### **Math assignment**

Math packets for the summer are attached here; this packet will be the first math grade for the 1<sup>st</sup> quarter of the year. Please ensure that it is thoroughly completed. If your child has a difficult time with a specific skill please mark the particular problem for the teacher to know when he/she reviews the packets upon returning to school.

***\*All students are required to complete and turn in this entire packet on the first day of school.***

We hope you have a fun and exciting summer as you play, relax, and enjoy the warm days off. If you have any questions, please email Ms. Lanuza at [rlanuza@keypointschools.com](mailto:rlanuza@keypointschools.com)

Name: \_\_\_\_\_ Date: \_\_\_\_\_



---

---

---

---

---

---

---

---

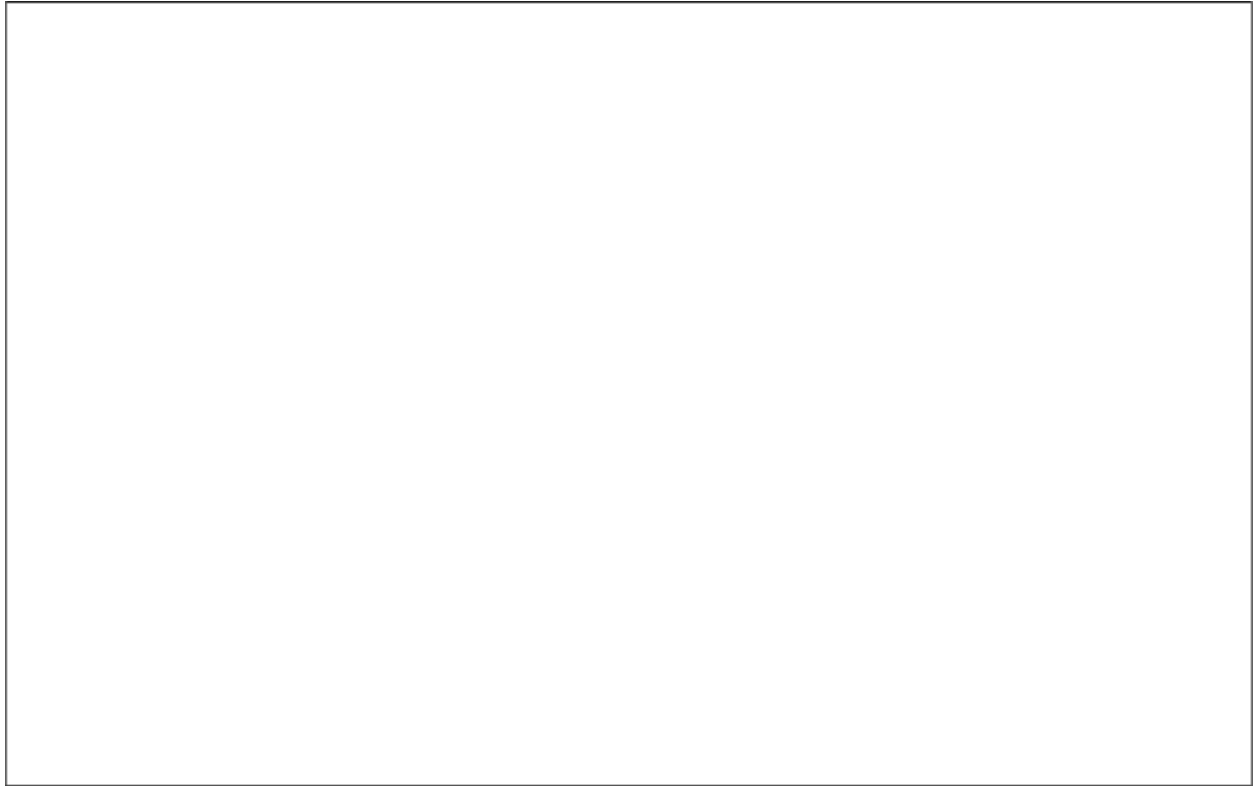
---

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_



---

---

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fab 5 Writing Checklist



Name \_\_\_\_\_

 Did I stretch out my words? 	  
 Did I use capital letters? <u>M</u> y name is <u>S</u> am.	  
 Did I use finger space? 	  
 Did I use punctuation marks? 	  
 Does my writing make sense? 	  

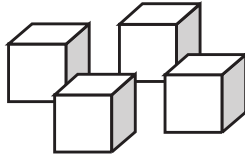
<http://firstideasandnegotiations.com>

## Fab 5 Writing Checklist

Name \_\_\_\_\_

 Did I stretch out my words? 	  
 Did I use capital letters? <u>M</u> y name is <u>S</u> am.	  
 Did I use finger space? 	  
 Did I use punctuation marks? 	  
 Does my writing make sense? 	  

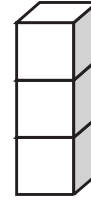
<http://firstideasandnegotiations.com>



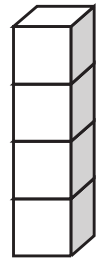
☐



☐



☐



☐



2  
two



1 2 3 4 \_\_\_\_\_

6

☐

5

☐

4

☐

6

☐

**DIRECTIONS** 1. Jake uses the blocks to build a four-block tower. Mark under the picture that shows his tower. 2. The first circle is colored black. Mark beside the picture that shows the fourth circle colored gray. 3. Mark beside the set that shows two. 4. Mark under the number that comes next.

**GO ON**

Child's Name \_\_\_\_\_

5



6

☐

3

☐

2

☐

1

☐

6



3

☐

4

☐

5

☐

6

☐

7


☐

☐

☐

☐


8


☐



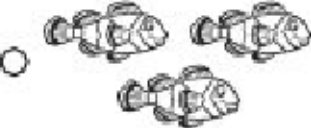


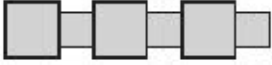

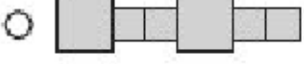
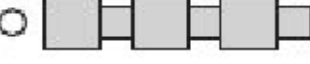









☐

☐

☐


**DIRECTIONS** 5. Mark under the number that tells how many beads are in the box. 6. Mark under the number that tells how many hearts there are. 7. Mark beside the counters that show the same number of objects as there are in the set of toy trucks. 8. Count the gray stars. Mark beside the set that shows more white stars.

**GO ON**

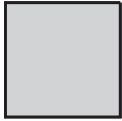
<p><b>9</b></p> 	   
<p><b>10</b></p> 	   
<p><b>11</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <input type="radio"/> </div> <div style="text-align: center;">   <input type="radio"/> </div> <div style="text-align: center;">   <input type="radio"/> </div> <div style="text-align: center;">   <input type="radio"/> </div> </div>	
<p><b>12</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <input type="radio"/> </div> <div style="text-align: center;">   <input type="radio"/> </div> <div style="text-align: center;">   <input type="radio"/> </div> <div style="text-align: center;">   <input type="radio"/> </div> </div> <p style="text-align: right; margin-right: 50px;">first</p>	

**DIRECTIONS** 9. Mandy has 2 fish. The number of fish Ron has is less. Mark beside the number of fish Ron has. 10. Mark beside the shape that is the same. 11. Mark under the arrow that points down. 12. Mark under the child that is last in line.

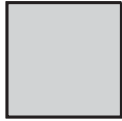


Child's Name \_\_\_\_\_

13



☐



☐

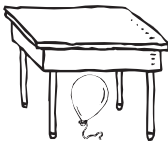


☐

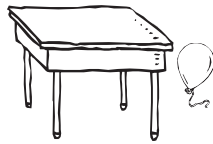


☐

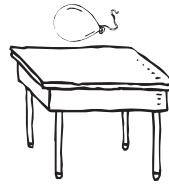
14



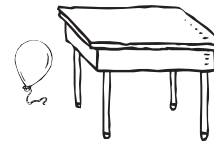
☐



☐



☐



☐

15



☐



☐



☐



☐



16



☐



☐



☐



☐

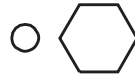


**DIRECTIONS** 13. Mark under the small square. 14. Mark under the picture that shows the balloon over the table. 15. Mark beside the food that is alike. 16. Mark beside the stuffed animal that is different.

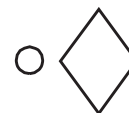
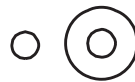
GO ON 



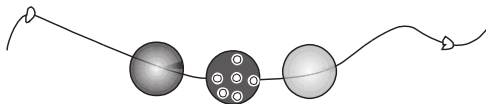
17



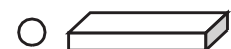
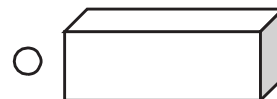
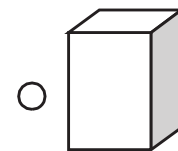
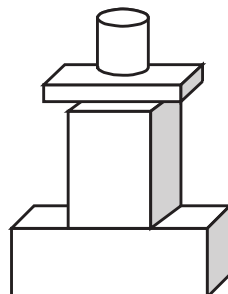
18



19



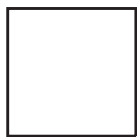
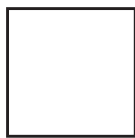
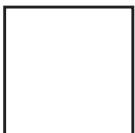
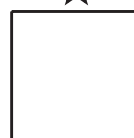
20



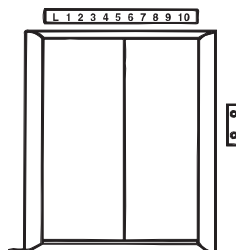
**DIRECTIONS** 17. Mark beside the shape that is the same as the one to the right of the black triangle. 18. Mark beside the shape that is the same as the one on the left at the beginning of the row. 19. Mark beside the bead that is like the one in the middle. 20. Mark beside the block that is the same as the one on the top of the tower.

**GO ON**

21


☐

☐

☐

☐


22


☐

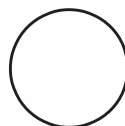
☐

☐

☐


23


☐

☐

☐

☐

24


☐

☐

☐

☐


**DIRECTIONS** 21. Seth draws a square. Then he draws a star under the square. Mark beside the picture Seth draws. 22. The man pushes a button to go up on the elevator. Mark beside the button that has an arrow pointing up. 23. Mark under the big circle. 24. Mark beside the object that does not belong in the group.



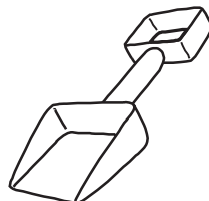
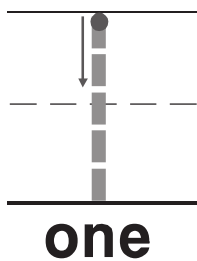
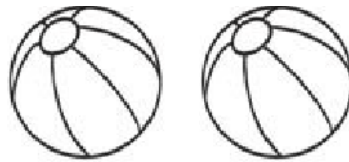
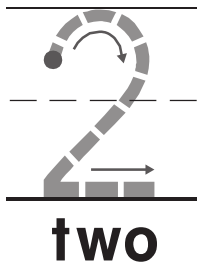
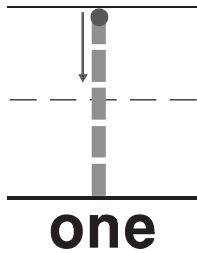
Name \_\_\_\_\_

Lesson I.I  
Reteach

COMMON CORE STANDARD CC.K.CC.4a

Count to tell the number of objects.

# Model and Count 1 and 2



**DIRECTIONS** Draw a dot on each toy as you count. Use cubes to show the number of objects. **1.** Say the number. Trace the number and the cube. **2–3.** Say the number. Trace the number. Draw the cubes.

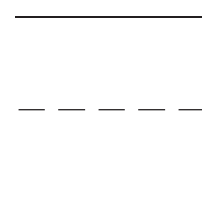
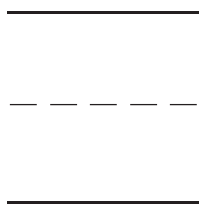
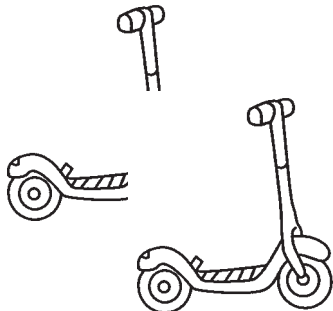
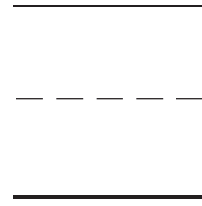
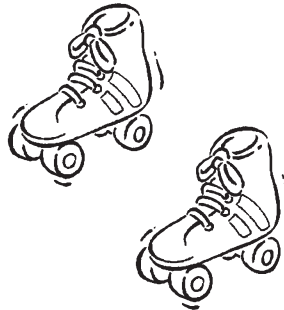
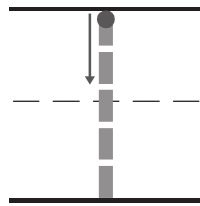
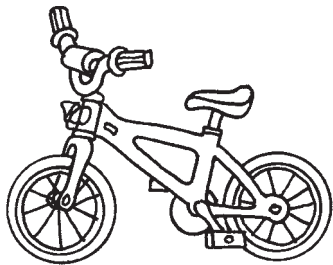
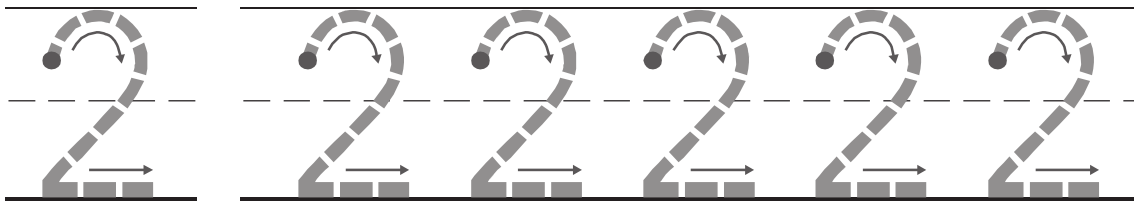
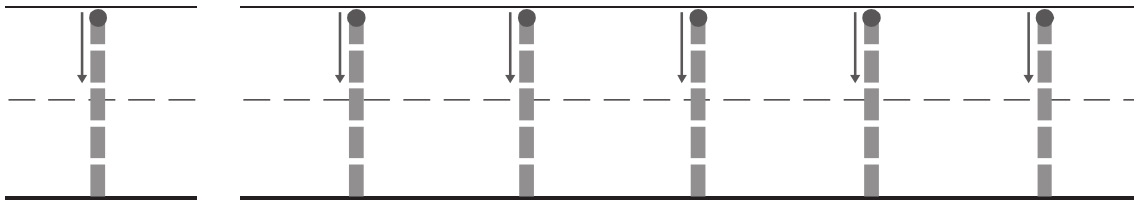
Name \_\_\_\_\_

Lesson I.2  
Reteach

# Count and Write 1 and 2

COMMON CORE STANDARD CC.K.CC.3

Know number names and the count sequence.



**DIRECTIONS** 1–2. Say the number. Trace the numbers. 3. Draw a dot on each object as you count. Tell how many. Trace the number. 4–6. Draw a dot on each object as you count. Write the number.

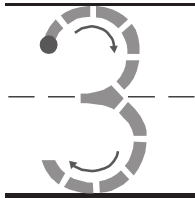
Name \_\_\_\_\_

Lesson I.3  
Reteach

COMMON CORE STANDARD CC.K.CC.4a

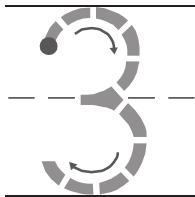
Count to tell the number of objects.

# Model and Count 3 and 4



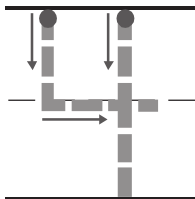
three

--	--	--	--	--



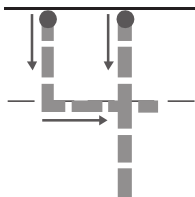
three

--	--	--	--	--



four

--	--	--	--	--



four

--	--	--	--	--

**DIRECTIONS** 1. Say the number as you trace it. Count out that many cubes in the five frame. Trace the cubes. 2–4. Say the number as you trace it. Count that many cubes in the five frame. Draw the cubes.

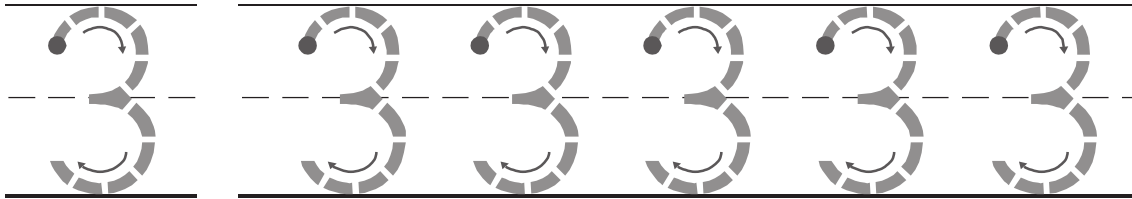
Name \_\_\_\_\_

COMMON CORE STANDARD CC.K.CC.3

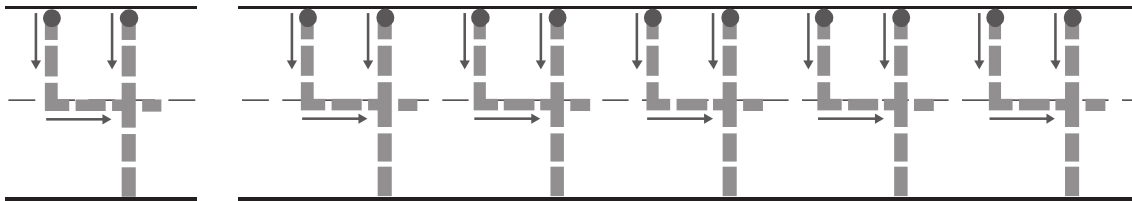
Know number names and the count sequence.

# Count and Write 3 and 4

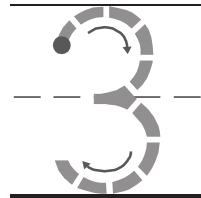
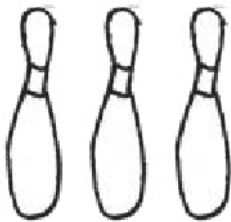
1



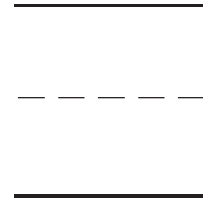
2



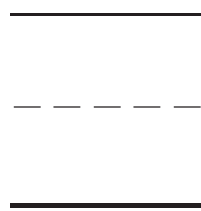
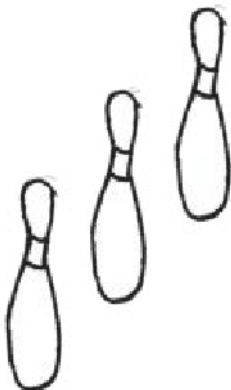
3



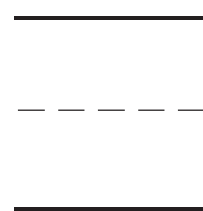
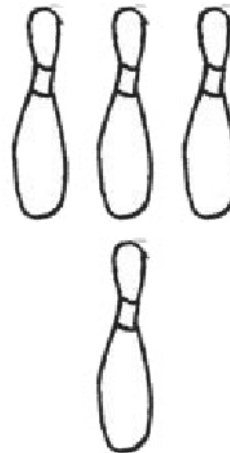
4



5



6



**DIRECTIONS** 1–2. Say the number. Trace the numbers. 3. Draw a dot on each object as you count. Tell how many. Trace the number. 4–6. Draw a dot on each object as you count. Write the number.

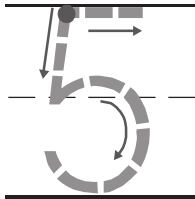
Name \_\_\_\_\_

Lesson I.5  
Reteach

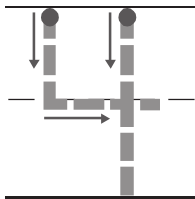
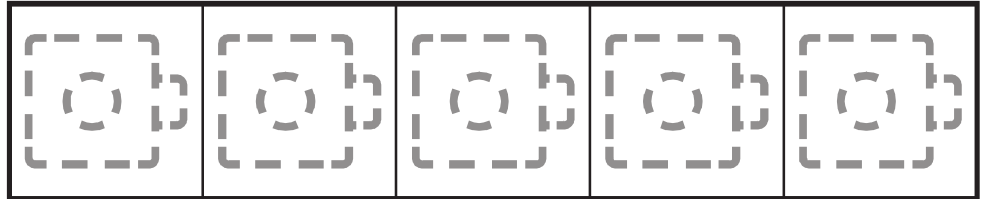
COMMON CORE STANDARD CC.K.CC.4a

Count to tell the number of objects.

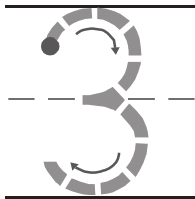
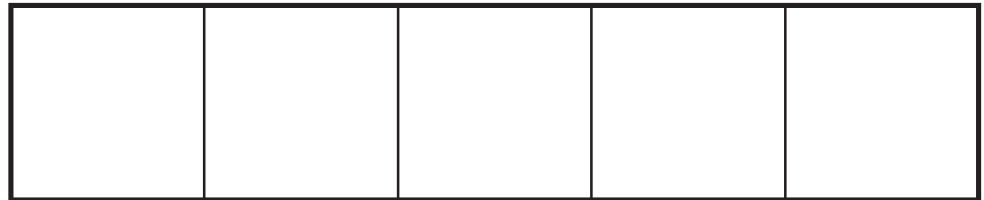
# Model and Count 5



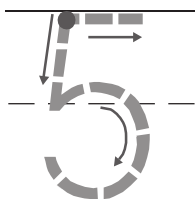
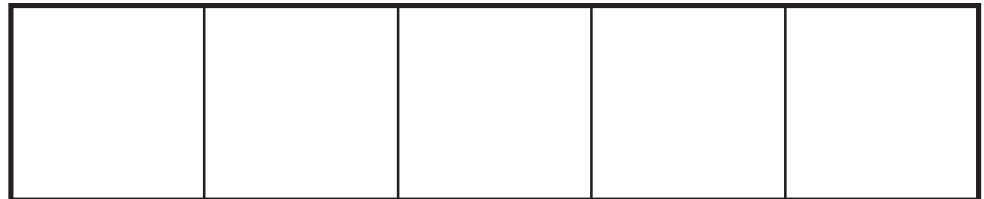
five



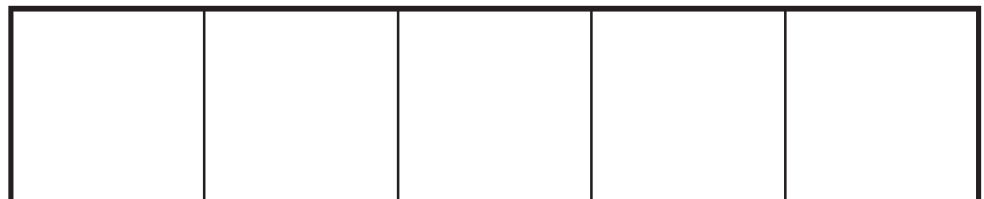
four



three



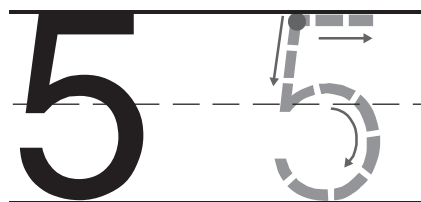
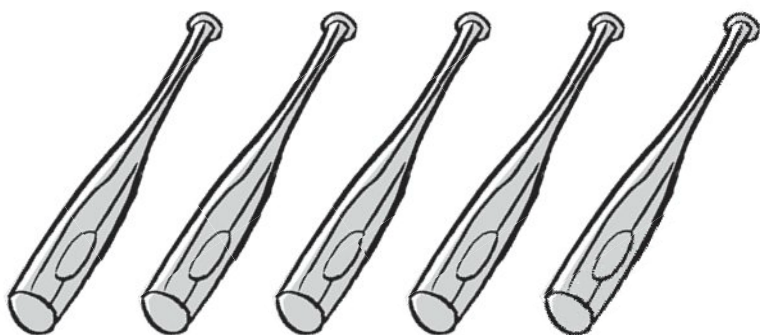
five



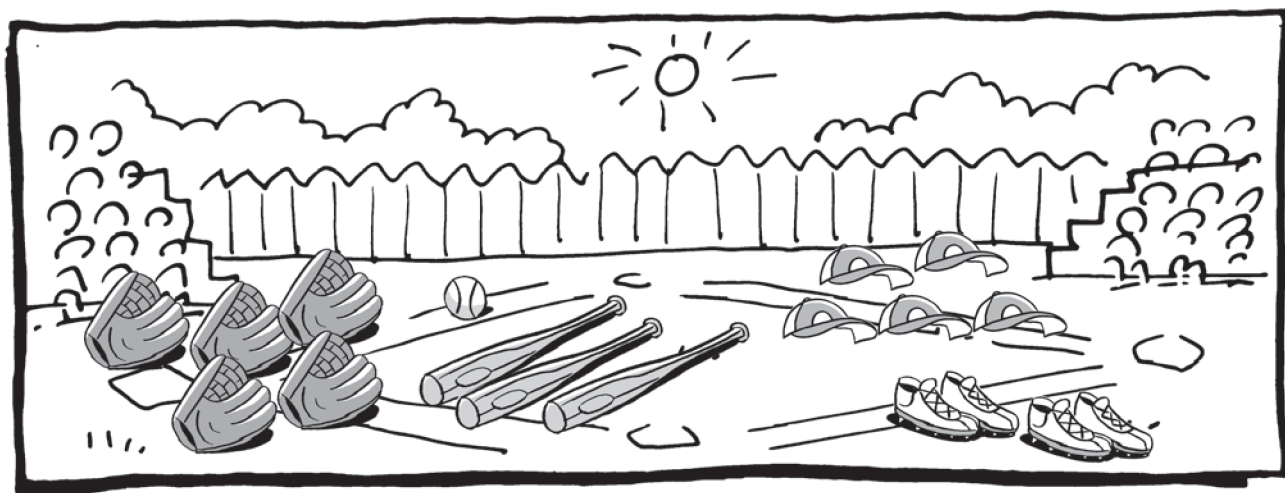
**DIRECTIONS** 1. Say the number as you trace it. Place cubes to show the number. Trace the cubes. 2–4. Say the number as you trace it. Place cubes to show the number. Draw the cubes.

Name \_\_\_\_\_

# Count and Write to 5



five



**DIRECTIONS** 1. Draw a dot on each baseball bat as you count. Tell how many. Trace the number. Draw one baseball above each bat to show a set of five baseballs. 2. Circle the sets of five objects.



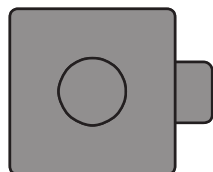
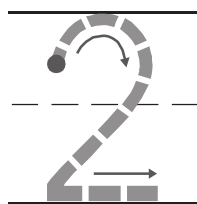
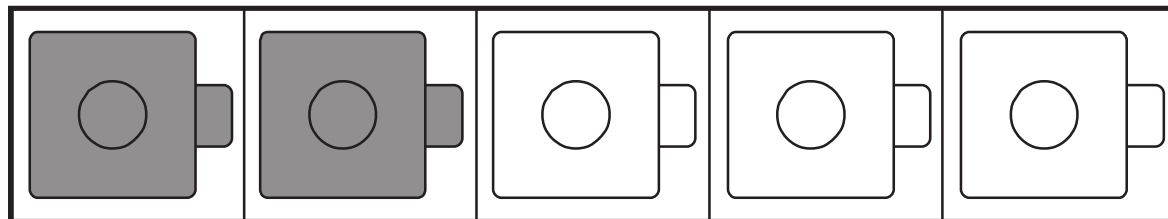
Name \_\_\_\_\_

Lesson I.7  
Reteach

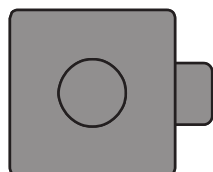
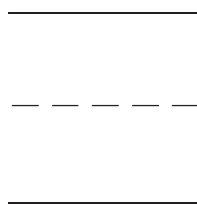
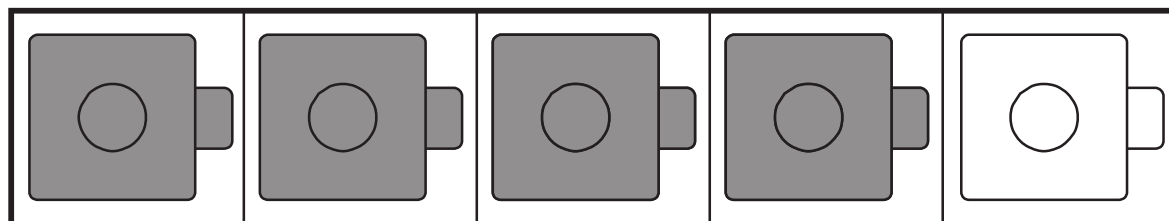
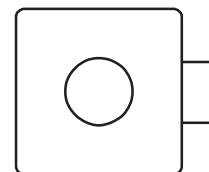
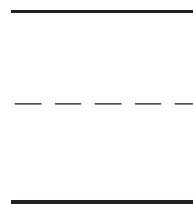
COMMON CORE STANDARD CC.K.OA.3

# Algebra • Ways to Make 5

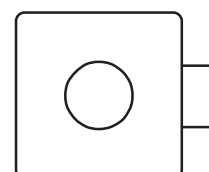
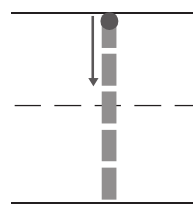
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



and



and



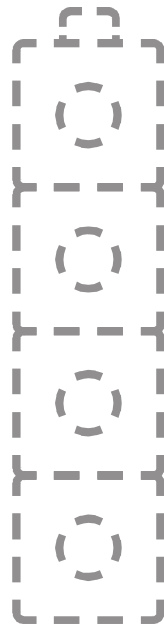
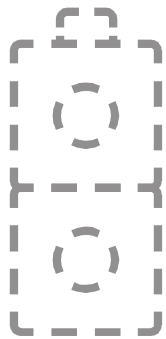
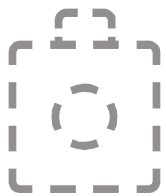
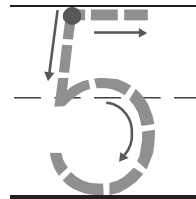
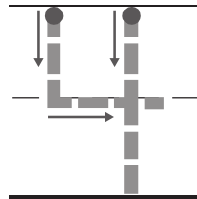
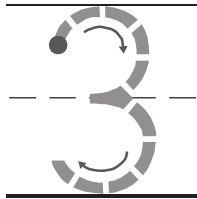
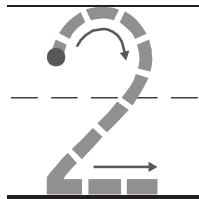
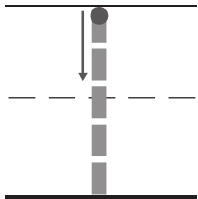
**DIRECTIONS** 1. Count the gray cubes in the five frame. Trace the number. Count the white cubes in the five frame. Write the number to show a way to make 5. 2. Count the gray cubes in the five frame. Write the number. Count the white cubes in the five frame. Trace the number to show a way to make 5.

Name \_\_\_\_\_

COMMON CORE STANDARD CC.K.CC.4c

Count to tell the number of objects.

# Count and Order to 5



**DIRECTIONS** 1. Trace the numbers. Make a cube tower to show each number. 2. Place the cube towers in order. Trace the cube towers. Write the number of cubes for each tower.

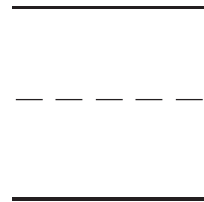
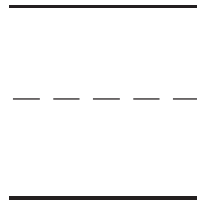
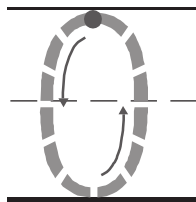
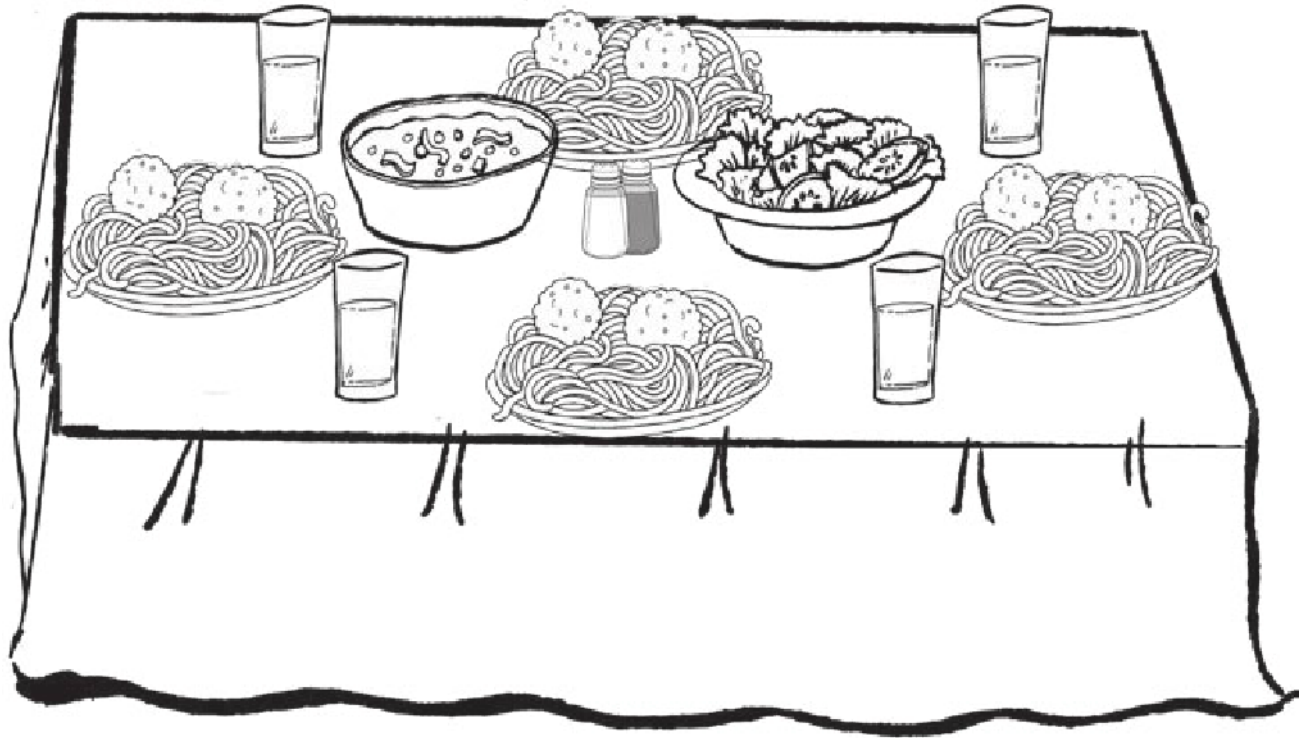
Name \_\_\_\_\_

Lesson I.9  
Reteach

# Problem Solving • Understand 0

COMMON CORE STANDARD CC.K.CC.3

Know number names and the  
count sequence.



**DIRECTIONS** 1. Place a cube on the dinner table. Take the cube off the dinner table. How many cubes are on the dinner table now? Trace the number. 2. Place a cube on each plate. Take the cubes off the plates. How many cubes are on the plates now? Write the number. 3. Place a cube on each bowl. Take the cubes off the bowls. How many cubes are on the bowls now? Write the number.

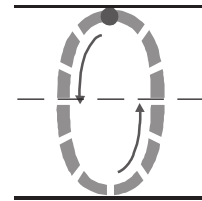
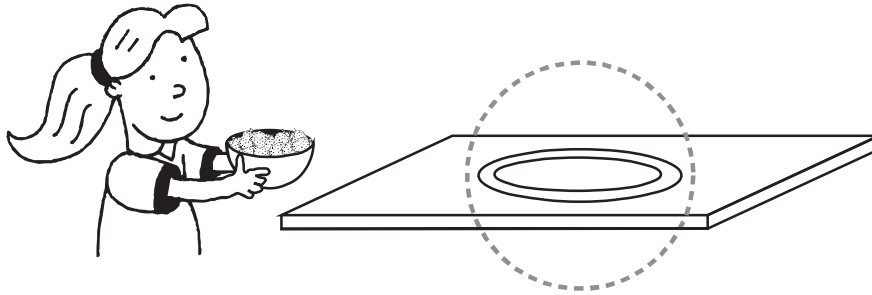
Name \_\_\_\_\_

**COMMON CORE STANDARD CC.K.CC.3**

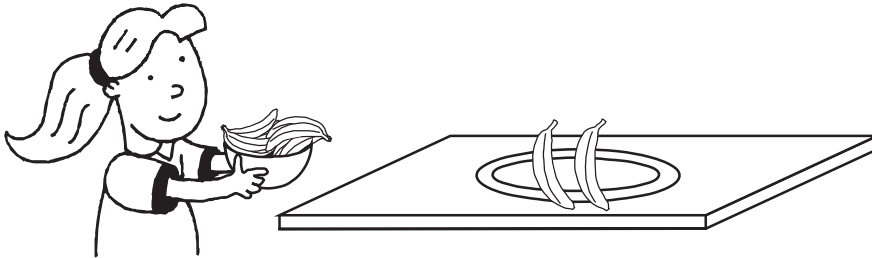
Know number names and the count sequence.

# Identify and Write 0

1



2

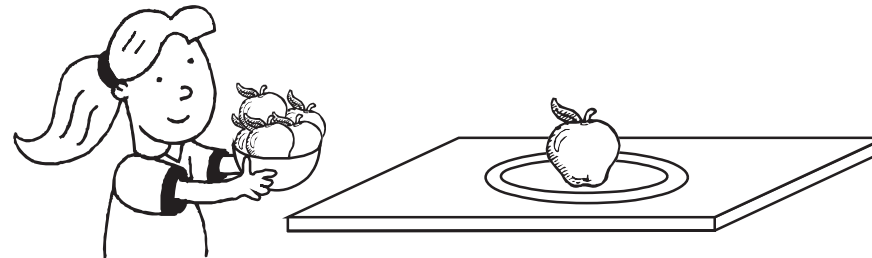



---

---

---

3

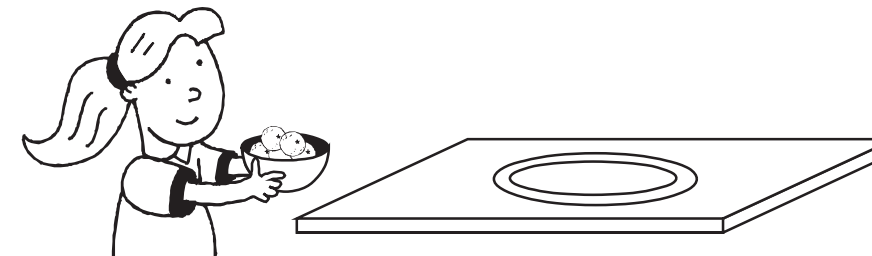



---

---

---

4




---

---

---

**DIRECTIONS** 1. Touch each piece of fruit on the plate. How many did you touch? Trace the number. Circle the plate if it has 0 pieces of fruit. 2–4. Which plates have 0 pieces of fruit? Circle the plates. Write how many pieces of fruit.