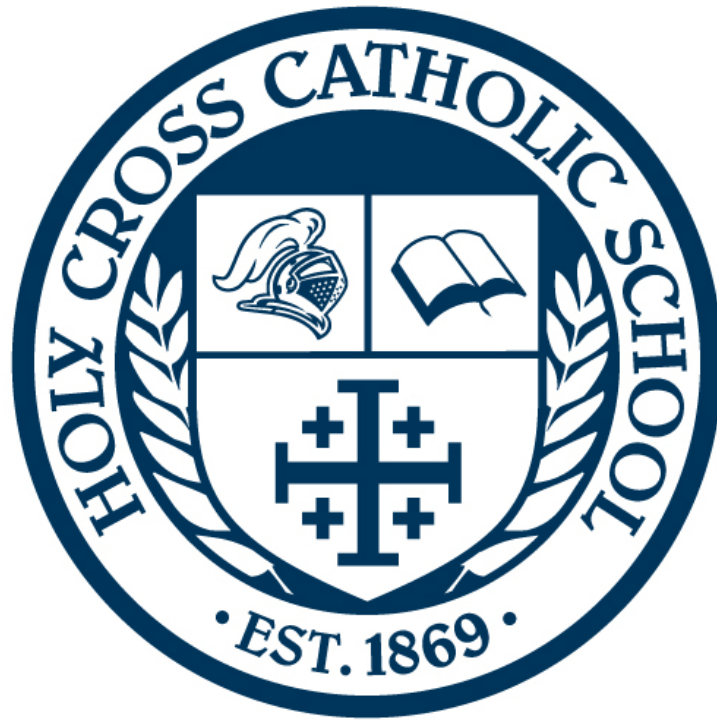


Summer Enrichment for Students Entering Kindergarten



Dear Crusader Families and Friends,

We are providing these summer enrichment activities for children entering grades kindergarten through eighth grade. Working with your child throughout the summer will lessen the likelihood of the “summer slide,” which is a phrase used to describe the slide backwards that many children experience in reading and math skills over the summer. You can combat the “summer slide” by encouraging your child to devote a small bit of time each day to keeping up skills.

Countless studies show that reading is one of the single most important things a child of any age can do. Reading strengthens vocabulary, exercises the brain, improves concentration, improves language skills, develops imagination, and helps children to develop empathy.

We hope you find these activities helpful! Take time to preview the activities together. We encourage you to have your child create a summer journal.

Thank you for partnering with us in your child’s education!

Sincerely Yours in Christ,

Betsy Davenport
Principal
Holy Cross Catholic School

School Readiness:

What Students Should Know and Be Able to Do Entering Kindergarten

All domains of learning are equally important as they can boost performance in cognitive skills including reading, writing, and mathematics. Social Studies, Science, and Fine Arts are embedded in each domain. The domains are on the following page.

Language and Literacy

Listening, asking, and answering questions

Identifying, blending, and segmenting syllables in spoken words

Recognizing rhyming words, speaking or expressing thoughts, feelings, and ideas clearly

Participating in conversations with adults and peers

Printing letters of own name

Printing meaningful words

Describing persons, animals, places, events, actions, etc.

Identifying the beginning, middle, and end of literary text

Speaking or expressing thoughts, feelings, and ideas clearly enough to be understood in a variety of settings

Determining the meaning of unknown words using conversations, pictures, or concrete objects

Using color, lines, and shapes to communicate ideas about the world they observe

Mathematics

Counting to 20

Naming written numerals and pairing them with concrete objects

Sorting multiple groups by one attribute (e.g., all red or all cats)

Comparing and describing two objects with a measurable attribute (e.g., longer/shorter, heavier/taller)

Ordering objects by measurable attributes (e.g., biggest to smallest)

Measuring length and volume using non-standard measurement tools

Matching similar shapes and naming two-dimensional shapes

Solving simple addition and subtraction problems with totals less than 5, using concrete objects

Using manipulatives to find the amount needed to complete the set

Physical Well-Being and Motor Development

Using large muscles to perform a variety of physical skills (e.g., running, hopping, jumping, and demonstrating these skills with control, coordination, and balance)

Identifying and following basic safety rules

Independently completing personal care tasks

Using classroom and household tools independently with eye-hand coordination to carry out activities (e.g., using a three-finger grasp of dominant hand to hold a writing tool)

Social Foundations

Expressing, understanding, and responding to feelings (emotions) of self and others

Following routines and multistep directions

Sharing materials and equipment with other children

Demonstrating the ability to delay gratification for short periods of time







Requesting and accepting guidance from familiar adults


Solving everyday problems based upon past experience


Explaining reasoning for the solution selected


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Reading/English Language Arts Summer Enrichment Calendar





<p style="text-align: center;">Fluency</p> 	<p style="text-align: center;">Comprehension</p> 	<p style="text-align: center;">Journal Entry/Writing</p> 	<p style="text-align: center;">Vocabulary</p> 	<p style="text-align: center;">Word Work</p> 
<p>Read a book about playing outside in the summer. Point to each word as you read and invite your child to join along as you read.</p> <p style="text-align: center;">Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>What was your favorite part of the book you heard yesterday? Read it again with a family member and draw a picture of your favorite part of the story and tell why you liked it (an adult can write the child’s thoughts). Ask your child if there is anything in the story they did not understand or want to know more about.</p>	<p>Write your first name in your journal. What is your favorite outdoor activity during the summer? Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Draw a picture of all the words you can think of that rhyme with sun. Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Do a letter hunt while walking in your community or driving in your car. Write one letter that you saw and draw a picture of three different outdoor activities that begin with that letter sound. Label your picture and spell the words the best you can by sounding out the words. Point out any stop signs you see and ask your child what it says.</p>
<p>Read a book and have your child listen for the beginning sounds in each food word in the book.</p> <p style="text-align: center;">Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Have your child discuss the steps they followed to make a fruit salad. Discuss that when you follow a recipe you are putting the steps in sequence. When we read stories, there is a sequence of events. Reread yesterday’s book and discuss what happened in the beginning, middle, and end.</p>	<p>Write your first name in your journal. What kind of foods would you likely eat on a hot summer’s day? Why? Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Plan an outdoor or indoor picnic with your family for lunch or dinner. Draw, label, and discuss all of the items that will be needed (blanket, food, paper plates, napkins, etc.) Enjoy your picnic and conversations!</p>	<p>Play Alphabet Hopscotch! Write ten letters on paper or the ground outside with sidewalk chalk. When you land on the letter, say the sound and two words that begin with it.</p> 

<p>Read a book about animals with your family. Say the tongue twister <i>Fuzzy Wuzzy</i> and ask your child to think about which words rhyme. https://www.starfall.com/h/ftw-twisters/fuzzywuzzy/?sn=ftw-twisters--fun-to-read</p> <p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Retell the story (beginning, middle, and end). Tell your parent your favorite part of the story and why.</p>	<p>Write your first name in your journal. Illustrate your favorite zoo animal. Write three words that describe it.</p> 	<p>Compare and contrast the habitats of two animals. Draw and label pictures to illustrate your understanding.</p>	<p>Use the following homonyms in a sentence to demonstrate your understanding. Have fun and be creative.</p> <p>*Play *Park *Left *Fly</p> <p>For example: I like to go to the park. Park the car on the street. The fly is on my food. The birds fly around in the sky.</p>
<p>Read a book and highlight the roles of the author and illustrator. Talk about who is the author and illustrator of your story.</p> <p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Reread yesterday’s story. How do the illustrations in the story help you to understand what is happening?</p>	<p>Write your first name in your journal. Illustrate one thing you would like to do at the beach. Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Have a conversation about people, places, and things at the beach. Write one question that you have about being safe at the beach. Have an adult/family member answer your question and write your question and answer.</p> <p>Illustrate and label a picture about being safe at the beach. Try to write your own sentence.</p>	<p>Write the beginning and ending sound for the following words. Read each word and emphasize the beginning and ending sounds.</p> <p>*sand----- <u> </u> an <u> </u> *pail----- <u> </u> ai <u> </u> *bucket--- <u> </u> ucke <u> </u> *fun----- <u> </u> un <u> </u> *sun ----- <u> </u> un <u> </u> *hot----- <u> </u> o <u> </u></p>
<p>Read a book with your family before going to bed. Ask Who was in this book? What happened? Where did this happen? How was a problem solved? Why did you like this book (or why not)?</p> <p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Reread your book. Ask: Who was in this book? What happened? Where did this happen? How was a problem solved? Why did you like this book (or why not)?</p>	<p>Write your first name in your journal. Ask your child if there is anything they don’t understand about the mountains or want to know more about. Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Visit the following YouTube site. Then sing and act out the song “The Bear Went Over the Mountain.” https://www.youtube.com/watch?v=PGJuoodm_BM</p> <p>Discuss and list the things that you see when climbing over a mountain.</p>	<p>Write the middle sound for each word. Read each word and emphasize the vowel sounds.</p> <p>*ran-----r <u> </u> n *jet-----j <u> </u> t *big-----b <u> </u> g *top-----t <u> </u> p *up----- <u> </u> p</p>

<p>Read a book that has the city as a setting. Talk about how the city is different from the beach and the mountains.</p> <p>Use the word cards on the last page of the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Compare and contrast experiences of characters at the beach, the mountains, and in the city. Ask your child if there is anything in the story they did not understand or want to know more about.</p>	<p>Write your first name in your journal. Illustrate one thing you like and one thing you do not like about the city. Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Have a conversation about where your child prefers to live. Ask the following questions:</p> <p>Would you like to live in the city or the country and why?</p> <p>Compare and contrast the city and country.</p>	<p>Make a list of singular and plural nouns you see in the city. For example:</p> <p>car and cars dog and dogs tree and trees ball and balls house and houses building and buildings bus and buses</p>
<p>Read a book. Talk about the letter sounds for p, l, n, t, and s. For children who already know letter sounds, stretch out the word “dig” as you say it and have your child try to spell the word dig.</p> <p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Pretend you are planting seeds. Discuss what a seed needs so that it will grow into a plant. Talk about the sequence of events when planting a seed. Draw and label a picture of your favorite plant.</p>	<p>Write your first and last name in your journal. Draw a picture of the things a seed needs to grow and label the pictures using the sounds you hear. Act out being a gardener and planting a seed.</p>	<p>Talk about the differences in the words soil and sand (soil can hold water and nutrients, while sand does not). Which is better for plants and seeds?</p>	
<p>Read a book about insects and have your child point out the letters or words they know from the book. Have your child sing along and try to make the words with the song: https://www.youtube.com/watch?v=RyRwuVOSPzA</p> <p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Reread your book about insects. Have a discussion about any insects in the story that you saw on your “insect hunt” or at the museum last Saturday. Do you like insects? Why or why not? Draw a picture of a time you saw or touched an insect and label or write a sentence about your picture.</p>	<p>Write your first and last name in your journal. Draw a poster that teaches people about insects. Is there any information you need before you complete your poster? Help your child find answers to the questions they have about insects.</p>	<p>Take a walk outdoors and draw one or two insects that you see while on your walk. Provide details in the illustration such as color, size, the number of legs, and locations where the bug was found. Have a conversation about the insects and encourage your child to ask questions to clarify understanding.</p>	<p>Make a list of all the words you can think of that rhyme with <i>bug</i>. Draw and label each picture.</p> <p>*hug *rug *slug *plug *tug</p> <p>Use letter tiles to make the words listed.</p>

<p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Ask your child to do a lunge or other exercise they do not know. Have them make up an exercise and then show them an illustration of the exercise to see if they can do it. Discuss how illustrations in a story can help us to understand what the text is telling us. Reread your story about exercise and have conversations about how the illustrations can help us understand.</p> 	<p>Write your first and last name in your journal. Illustrate three healthy habits. Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words and sentences independently, if able.</p>	<p>Play a game of charades with your family members and act out healthy habits.</p> <p>Such as: *brushing teeth *exercising *bathing</p> <p>Game players will guess the action that is being acted out.</p>	<p>Use the provided letter tiles at the end of this guide to make the words listed below.</p> <p>First, make the word families <i>it</i> and <i>et</i> and keep them together.</p> <p>Then provide the letters <i>b, l, j, h, m, n, p, r, s</i>, to make new words.</p> <p>Say a word and have the child pick out the beginning letter.</p> <p>Make the word. Have your child read the word back to you.</p> <p>For example: it words: bit, lit, jit, hit, mit, nit, pit, rit, sit et words: bet, let, jet, met, net, pet, ret, set</p> <p>Talk about the sound difference in short vowel (i) and (e).</p> <p>Stretch out each word to emphasize on the middle vowel sound.</p>
<p>Watch the story <i>David Goes to School</i> here: https://www.youtube.com/watch?v=JTUR5L8pOV8</p> <p>Clap out the syllables in David’s name; then, clap out your name, and the names of your family members. Think about the different people your child will meet at school and name who they are (teacher, principal, nurse). Clap out and count how many syllables are in those words.</p> <p>Use the word cards in the packet and go back through the book while your child goes on a “word hunt” to search for the words.</p>	<p>Watch the story <i>David Goes to School</i> again: https://www.youtube.com/watch?v=JTUR5L8pOV8</p> <p>Talk about one rule that David did not understand and draw a picture to show him how he can follow that rule. Why do you think David had a difficult time following the rules at school?</p>	<p>Write your first and last name in your journal. Write or illustrate a letter to your teacher about one rule that you think is important to have in a classroom. Why do you think that rule is important? Record the answer through drawing, family members writing the words the child is saying, labeling pictures using spelling that incorporates the sounds your child hears in the word (spelling does not have to be correct), or writing words independently, if able.</p>	<p>Discuss why rules and routines are important to keep you safe, happy, and healthy. Have a conversation about what things might happen if rules and routines are not followed. What rules do you have at home?</p>	<p>Using the letter tiles provided in the packet, find the first letter of each of the following words and other words you discovered in the Sunday activity.</p> <p>*teacher *nurse *school *rules *routines *principal *friends</p>

My Bedtime Chart

	Clean Up Toys
	Put on Pajamas
	Brush Teeth
	Drink of Water
	Potty Time
	Read Books
	Sleep Time

Sight Word List for Sunday Book Reading

Material: scissors

Cut the words out and have your child go on a word hunt after reading a book each Sunday to see if he/she can find any of these words.

no

not

run

mom

big

dad

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Letter Tiles

Materials: envelope, scissors, or Ziploc bag (to store letters)

Cut out the letter tiles on the following pages. Have your child select letter tiles to make words. Have your child write the words and use them in sentences. Then, have your child write the sentences in his/her journal. (See journal instructions on page 5.)

A	A	A	A	B	B
B	B	C	C	C	C
D	D	D	D	E	E
E	E	F	F	F	F
G	G	G	G	H	H
H	H	I	I	I	I

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J	J	J	J	K	K
K	K	L	L	L	L
M	M	M	M	N	N
N	N	O	O	O	O
P	P	P	P	Q	Q
Q	Q	R	R	R	R

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S	S	S	S	T	T
T	T	U	U	U	U
V	V	V	V	W	W
W	W	X	X	X	X
Y	Y	Y	Y	Z	Z
Z	Z				

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a	a	a	a	b	b
b	b	c	c	c	c
d	d	d	d	e	e
e	e	f	f	f	f
g	g	g	g	h	h
h	h	i	i	i	i

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j	j	j	j	k	k
k	k	l	l	l	l
m	m	m	m	n	n
n	n	o	o	o	o
p	p	p	p	q	q
q	q	r	r	r	r

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s	s	s	s	t	t
t	t	u	u	u	u
v	v	v	v	w	w
w	w	x	x	x	x
y	y	y	y	z	z
z	z				





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Mathematics Summer Enrichment Calendar

Some indicators that students leaving Pre-Kindergarten should be able to perform include, but are not limited to:

- Count to tell the number of objects up to 20
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Solve simple addition and subtraction problems up to 5 using objects
- Describe and compare measurable attributes (height, length, weight, size, etc.)
- Sort objects into categories, describe the sort, and compare the number in each group
- Identify and match 2-D shapes (circles, triangles, rectangles, and squares)
- Identify 3-D shapes in the environment (cylinder, sphere, rectangular prism, cube)

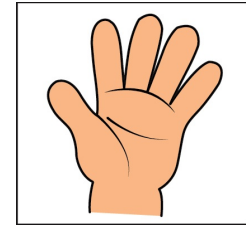
	<p>Touch and count the days of the week starting with Monday and stopping on Friday. How many days did you count?</p>	<p>Walk around your house and/or apartment. How many windows can you see? How many doors? Which object is there fewer of, doors or windows?</p>	<p>Count the total number of people in your house. Count the total number of pets in your house. Which is less?</p>	<p>Count the number of houses, buildings, and cars in your neighborhood. List your answers in a chart.</p>
<p>Take a tour of the kitchen. Count how many different squares, rectangles, circles, and triangles there are.</p>		<p>Go outside and find five leaves. Now find ten rocks. Now find more leaves to make it equal to the rocks. How many more leaves did you have to find?</p>	<p>Count all of the stairs in your house or apartment. Now count the number of bathrooms? Which is less?</p>	<p>Gather four or five toys of varying sizes. Order them from smallest to largest, largest to smallest. Then order them from tallest to shortest, shortest to tallest.</p>
	<p>Look for 13 items in your house that can be matched with the numbers 1 through 10. (ex. 3 pots, 1 microwave, etc.) Keep a record by drawing pictures of the items you found.</p>	<p>At the grocery store, count the items in your cart. How many food items do you have? How many non-food items do you have? Which do you have more of? Which do you have less of?</p>	<p>Cut out several shapes such as circles, squares, triangles, and rectangles from magazines. Sort them into piles. Count how many in each group. Write each number. Which group is the least? Which group has the most?</p>	<p>Write your name. Count the number of letters in your name. How many tall letters are there? How many short?</p>
<p>Sort the laundry together. Sort by type of clothing (socks, pants, shirts, etc.) Then sort again, this time by color or size. Have your child explain how they sorted. Can they identify the attribute (characteristic)?</p>	<p>Count out seven toys. Now count out two more toys. How many toys do you have altogether? What if you get four more toys, how many toys would you have now?</p>	<p>How many "Cheerios" do you think you can grab in a handful? Write down your estimate. Now grab a handful of "Cheerios." Count the number of Cheerios that are actually in your hand. Was your estimate close?</p>		<p>Write your first name. Count how many letters. Now write the name of another person in your family. Count the letters in their name. Circle the name with the most letters. Underline the name with the least number of letters.</p>

<p>Look for patterns on clothes. Copy a pattern you find onto a sheet of paper using crayons or markers. Describe your pattern. What repeats? What colors or shapes do you see?</p>	<p>Go on a shape hunt. Look through your house and your neighborhood to find things shaped like a circle, square, triangle, pentagon, and hexagon. Make a chart to show your results.</p>	<p>Look in your kitchen pantry. How many cylinders do you see? How many rectangular prisms do you see? Which group is less? Which is more?</p>	<p>Menu Math – Next time you are at a restaurant, hang on to the menu while you are waiting for your meal. Ask your child to count out the number of appetizers, desserts, meals, etc., listed, and compare the amounts in each group to each other. Which group has more? Less? Were any groups equal? Draw a picture eating your favorite dish from the menu.</p>	
<p>Write out the numbers 16-20. Draw a set of items for each number or cut out and glue pictures from magazines to match the numbers written.</p>	<p>Read a math book from the list. Then play a game of Chutes and Ladders, Candy Land, and/or Memory.</p>		<p>Compare the height of three people in your family by using measuring tape, blocks, yarn, or paper clips. Who is taller? Order them from tallest to shortest. Then order them from shortest to tallest.</p>	<p>Identify the change your parent receives back when making a purchase at the store or change you have at home. What does a penny look like? A dime? A nickel?</p> <p>Which coins are big, small, thick, and thin?</p>
<p>Use a calendar to find today's date. Touch and count out how many more days left before school starts. How many days did you count?</p>	<p>Find four different sized rocks while exploring outside. Order them from largest to smallest. Order them from heaviest to lightest, then lightest to heaviest.</p>	<p>Engage in calendar math. Count down the days until special events, like the first day of school, birthdays, holidays, and vacations.</p>		<p>Measuring ingredients is a perfect math lesson. Have your child tell you how much of an ingredient you will need. Have your child set the table or count out a certain number of cookies to each family member.</p>
<p>Predict how many jumping jacks and/or push-ups, you can do in 30 seconds. Test your prediction. Use the terms "less than" or "equal to" to compare your prediction and the actual count.</p>		<p>Estimate (Guess) and count how many bites it takes you to eat a sandwich (cookie, toast, etc.). Estimate and count how many bites it takes for an adult to eat a sandwich. Are the numbers equal or the same? Who took more bites? Who took less bites?</p>	<p>You do not need to leave the house, although this activity is ideal for vacations. Get out a map and compare the length between cities. How far is the distance from home to our destination? Choose other destinations and compare the length of the distance.</p>	<p>Numbers are all around roads if you look for them. Have your child identify numbers and letters on license plates and road signs as you travel about today.</p>

Mathematics Recommended Book List

Title	Author
10 Black Dots	Donald Crews
Shapes, Shapes, Shapes	Tana Hoban
Count and See	Tana Hoban
Dominoes Addition	Lynette Long
Just Enough Carrots	Stuart J. Murphy
Beep, Beep, Vroom, Vroom	Stuart J. Murphy
I Spy Shapes in Art	Lucy Micklethwait
The Shape of Things	Dayle Ann Dodds
From One to One Hundred	Teri Sloat
Two Ways to Count to Ten: A Liberian Folktale	Ruby Dee
What Comes in 2's, 3's, and 4's?	Suzanne Aker
Cubes, Cones, Cylinders, and Spheres	Tana Hoban
Inch by Inch	Leo Lionni
Ten Little Rubber Ducks	Eric Carle
Five Little Monkeys Jumping on the Bed	Eileen Christelow
Fish Eyes	Lois Ehlert

Mathematics Fluency Games



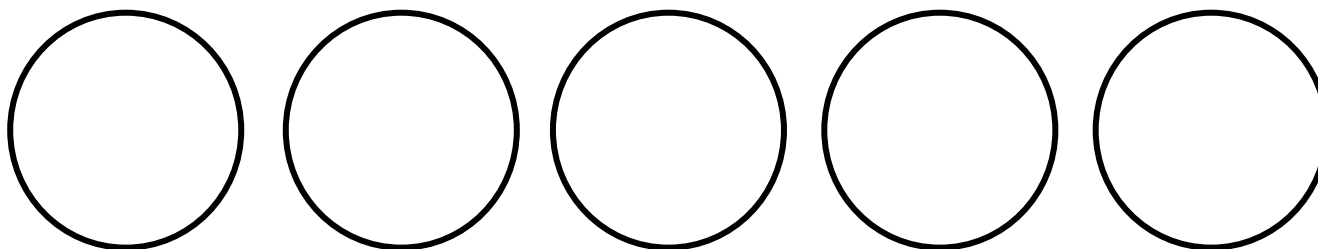
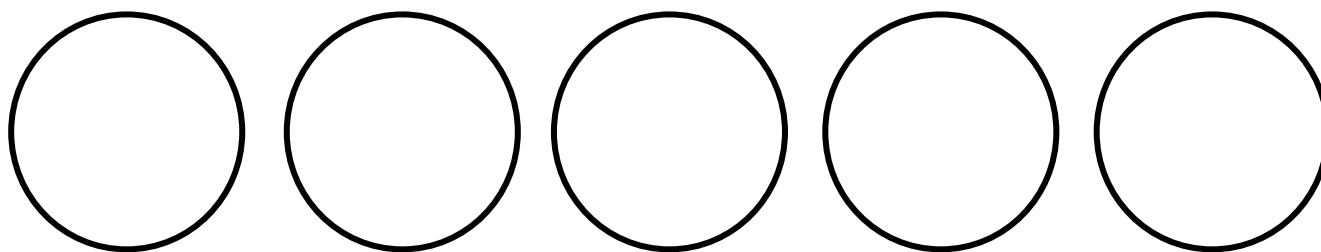
My Book of 5

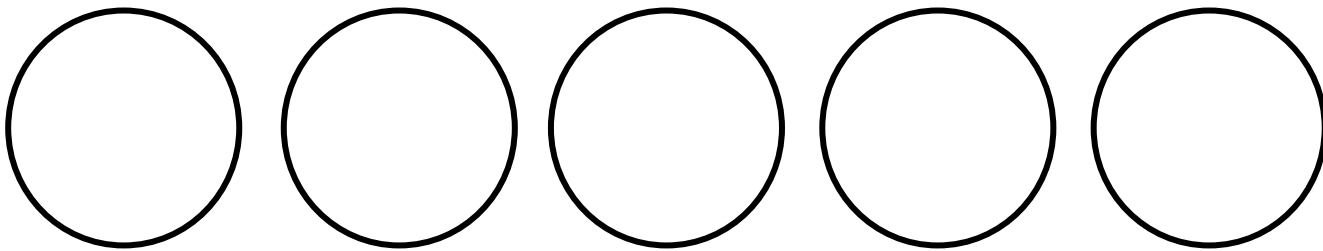
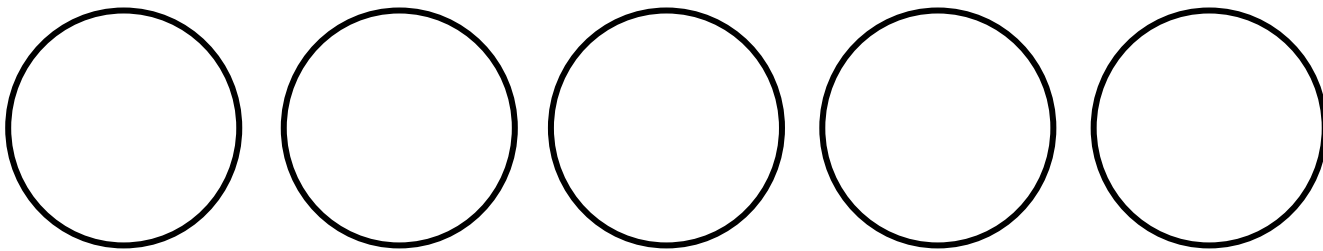
by _____



Directions

1. Choose two different color crayons.
2. In each row, color some dots one color and the rest another color.
3. Write down the way you made 5. (For example, 2 yellow and 3 red makes 5.)
4. Find a new way for the other rows.





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