



Dear Incoming First Graders,

As we approach the end of the school year, we are excited to provide your child with a Summer Skills Review Packet. This initiative aims to reinforce the concepts and skills learned throughout the year, ensuring a smooth transition into First Grade.

The goal of the Summer Packet is to review and practice essential skills in reading, writing and math. Engaging in regular practice will prevent a “Summer Learning Loss” and help prepare your child for the upcoming year while building confidence and readiness for First Grade.

The Summer Packet includes:

- **Review Activities in Reading and Math** – Pages are quick and easy to complete. Please complete a page or two a day!
- **Sight Word List** – Please review sight words! Included are the “First 100 Sight Words” list. If your child is interested, encourage him/her to learn all 100! You can make flashcards, create matching games, make “passwords” throughout your house – there are so many ways to make it fun!
- **A Writing Journal** – Keep them writing with these summer-themed writing prompts. Please make sure they are incorporating sight words, using correct sentence formation: uppercase to start, spaces between words, and correct ending punctuation. “Inventive Spelling” is encouraged! They can “sound out” words to approximate words they don’t know. Encourage them to colorfully illustrate with details!

You may also choose to use the following free websites for online reading practice: [www.starfall.com](http://www.starfall.com), [www.education.com/games/alphabet](http://www.education.com/games/alphabet), [www.pbskids.org/games/abc](http://www.pbskids.org/games/abc), and [www.abcya.com](http://www.abcya.com).

Please return the completed packet on the first day of school. Best wishes for a healthy, happy, and productive summer!

Love,

The First Grade Team

*Building A Legendary School* 

Address: 6501 W Sunrise Blvd • Plantation, FL • 33313  
Phone: 786.579.9918

## Reading Aloud Tips

Reading Aloud is one of the most important things parents can do with their children. Reading Aloud is a conversation between you, your child, and the story. You'll be asking questions, introducing rich new words, providing a model of fluent, expressive reading, and letting your child know how wonderful books and reading can be.

### 1. Make Connections!

When children connect what they already know to what they read, it helps them focus. Show your child how to make connections when you read aloud. If a book mentions places you've been to with your child, talk about those memories. Then have your child give it a try.

### 2. Ask Questions As You Read!

Ask questions about what is happening in the illustrations. Why a character might feel a certain way, or what you think will happen next. You can also ask your child to take turns being the detective and asking you questions. Asking questions encourages children to look for clues in the text. Ask questions to spark your child's curiosity - "How is that character feeling?"

### 3. Look for Clues!

When you combine what you already know with clues from a story, you can make guesses or predictions. These are inferences. And making them is a great way to build reading comprehension. For example, when we read "Jan's eyes were red and her nose was runny," we can infer that Jan has a cold or allergies. Help your child do this as you read. If a character is wearing gym clothes and sweating, ask your child what the character might have been doing before.

#### **4. What Is Important?**

Ask your child: Who are the main characters? Where is the setting? What's the most important thing that has happened in the story so far? What problem are the characters trying to solve? When kids can point out what's important, they're more likely to understand what they read.

#### **5. Check For Understanding.**

It helps to encourage kids to stop and ask themselves, "Is this making sense?" If your child gets stuck, suggest rereading the part that didn't make sense. What about it was confusing? Were there specific words that tripped your child up?

#### **6. After Reading You Can Ask...**

- What was your favorite part? Why?
- Who was your favorite character? Why?
- What was the most interesting thing you learned? Why?
- Why do you think the author wrote this book?
- Would you have ended the book differently? Did it end the way you thought it would?
- If you could change one thing in the book, what would it be?
- Can you make up a different ending to this story?

## Benefits of Reading Aloud

### Boosts Early Literacy Skills

Studies have shown that children who are read to regularly are more likely to develop early literacy skills, such as rhyming, letter recognition, and phonemic awareness (hearing the sounds in spoken words). These skills are essential for becoming a skilled reader while achieving success in school.

### Helps Children Develop Language and Literacy Skills

Books provide rich language experiences and expose children to **vocabulary** not used as often in everyday spoken conversation. When children hear new words and phrases, it helps them expand their “word bank” and learn how to use language effectively. Reading aloud helps children understand **text structure**— how a narrative story is pieced together, with a beginning, middle, and end. Reading aloud also helps children develop additional **comprehension** skills, such as inferencing, predicting, and understanding characters’ actions and motivations.

### Builds Background Knowledge

When you read all different kinds of books with your child — fiction, poetry, fantasy, science fiction, historical fiction, biography, narrative nonfiction, and informational texts — you help them develop a better understanding of the world around them. As you read, keep the dialogue around the books open and lively, and encourage your child to ask questions. If you don’t know the answer to questions, explore more together through more books, web resources, hands-on activities, and local field trips. It’s a great model for being a lifelong learner!

### “Windows and Mirrors”

Books that reflect different cultures and family experiences will give your child a window into the diverse world we live in. Exposure to a wide range of books helps build both empathy and background knowledge— introducing children to different cultures and time periods will help them develop a broader understanding of the world around them. Other books give children a chance to see someone who looks like them as an empathetic character, hero, or important historical figure, contributing to a sense of self-esteem.





### **Nurtures a Love of Reading**

When children are exposed to books and stories from a young age, they are more likely to develop a love of reading as they get older. That's because reading aloud helps them associate books with the joy of spending time with their parents and being read to in a warm and loving environment. And reading takes you places and teaches you things — you're dipping in and out of real and imagined worlds, meeting interesting characters, learning something new, or deepening an understanding of something you're already fascinated by.

### **Promotes Social-Emotional Development**

Reading aloud can help your child develop social-emotional skills, such as empathy, understanding big emotions, and problem-solving. Many children's books explore topics such as friendship, conflict resolution, and dealing with difficult emotions. Sharing stories with children can help them learn how to understand and manage their own emotions, as well as how to interact with others in a positive and productive way. This is where conversations around shared stories are so important!

### **Strengthens Family Bonds**

Reading aloud is a great way to bond with your child. It's a time when you can relax together, snuggle up, and share a story. It is also a great opportunity for parents and children to talk about the book, share their thoughts and feelings, and ask questions.

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Name \_\_\_\_\_

## Fry Words 1 – 100

### List 1

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I  
at  
be  
this  
have  
from

### List 2

or  
one  
had  
by  
words  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said  
there  
use  
an  
each  
which  
she  
do  
how  
their  
if

### List 3

will  
up  
other  
about  
out  
many  
then  
them  
these  
so  
some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see

### List 4

number  
no  
way  
could  
people  
my  
than  
first  
water  
been  
called  
who  
am  
its  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part

# SUMMER REVIEW PACKET

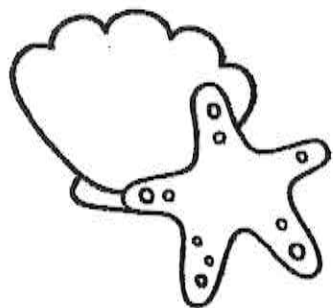


 Shorashim  
ACADEMY

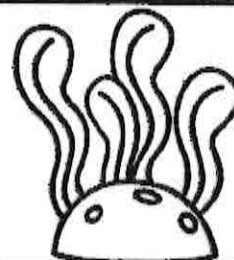
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# Penmanship Practice

Directions: Write the uppercase and lowercase letters from A-Z.



|                   |                   |                   |                   |
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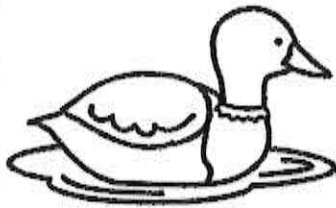




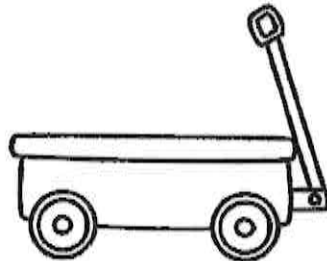
Name: \_\_\_\_\_

# Beginning Sounds Picnic

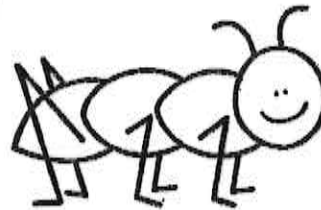
Directions: Say each word. Circle the beginning sound.



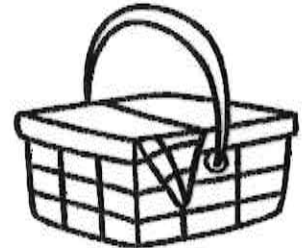
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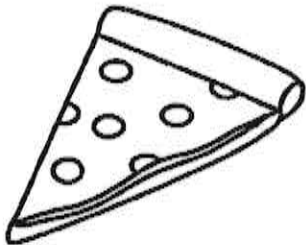
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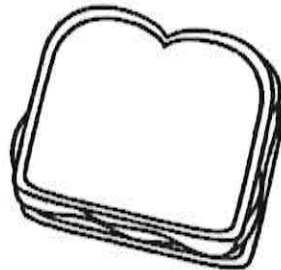
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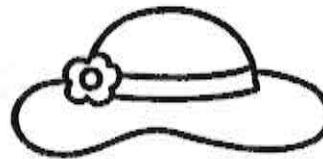
y b o



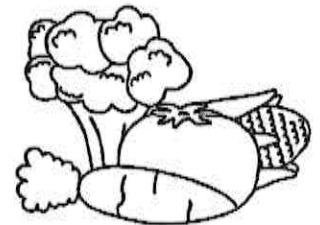
p w q



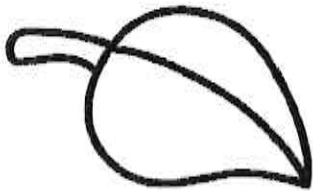
l r s



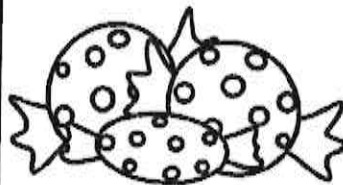
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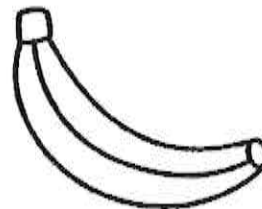
t v p



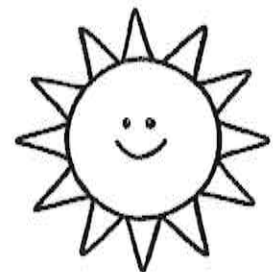
j d l



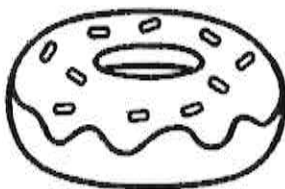
h a c



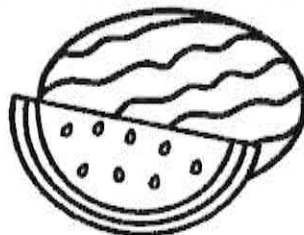
x b u



r w s



i r d



g w e



f s t



p k n

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

# Number Words

Directions: Count the drops. Cut and paste to match.



one

two

three

four

five

six

seven

eight

nine

ten

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



# Scrambled Sentences

Directions: Unscramble the words to make a sentence.  
Write your sentence on the line.

1. cap My blue. is

\_\_\_\_\_

\_\_\_\_\_

2. is The rat big

\_\_\_\_\_

\_\_\_\_\_

3. yellow. bug The is

\_\_\_\_\_

\_\_\_\_\_

4. in Come here. play

\_\_\_\_\_

\_\_\_\_\_

5. see cab. I the

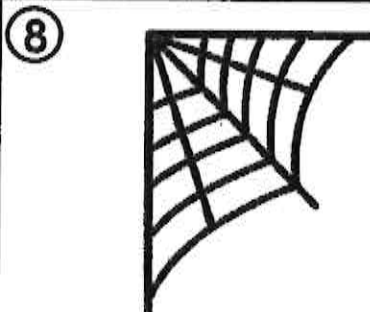
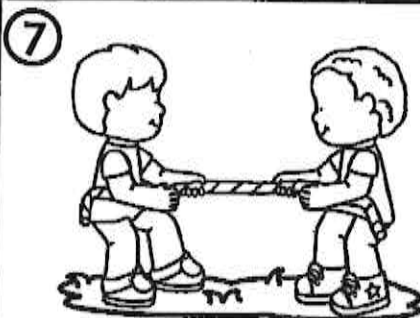
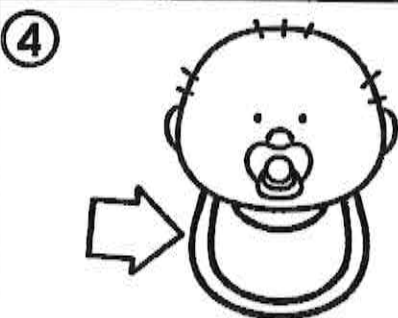
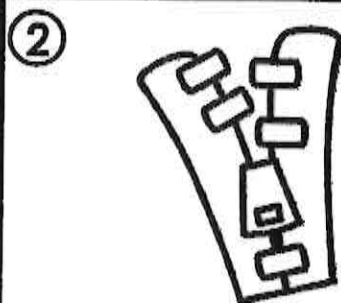
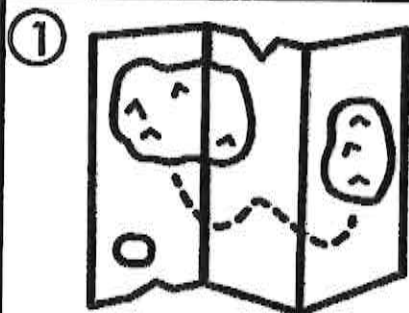
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Name: \_\_\_\_\_

# I Can Write a CVC Word

Directions: Say the word. Sound it out to write the word on the lines.

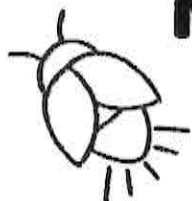




Name: \_\_\_\_\_



# Real & Nonsense Words



Directions: Cut out the words, read and sort the bugs into the correct jar.


**Real**

**Nonsense**

Week 1: Day 4


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nug

bat  


bap  



  
nap

jug  


  
rab

lig  


pen  

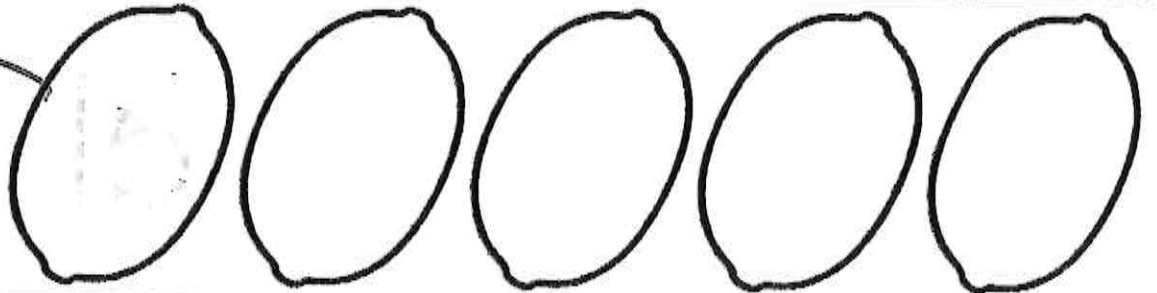
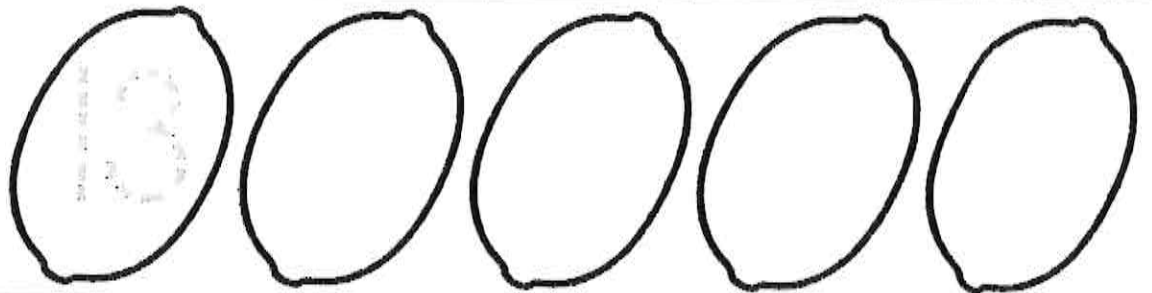
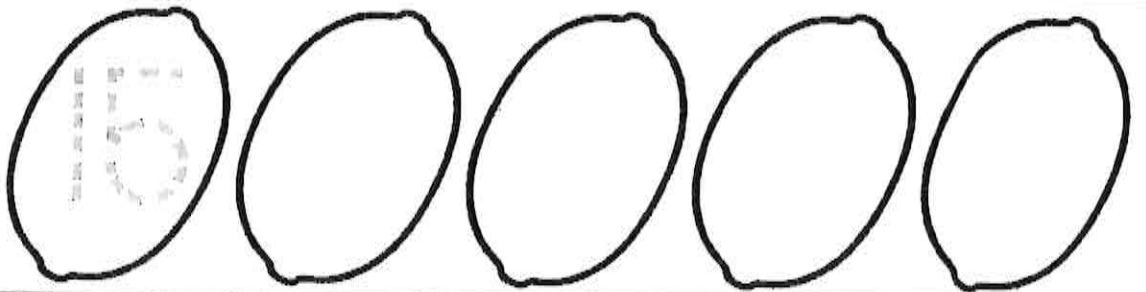
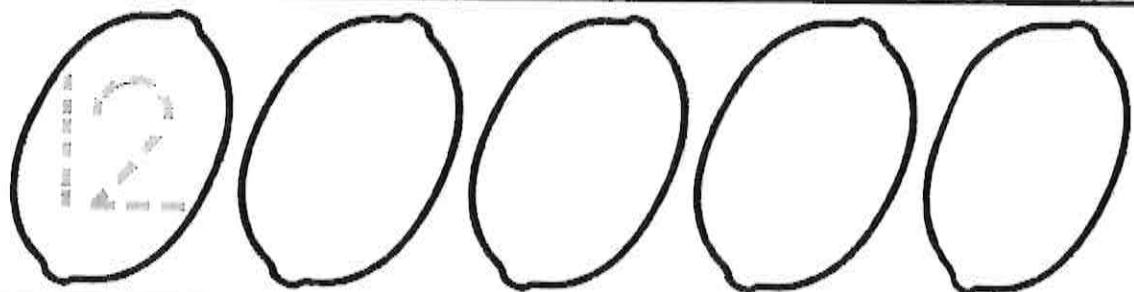
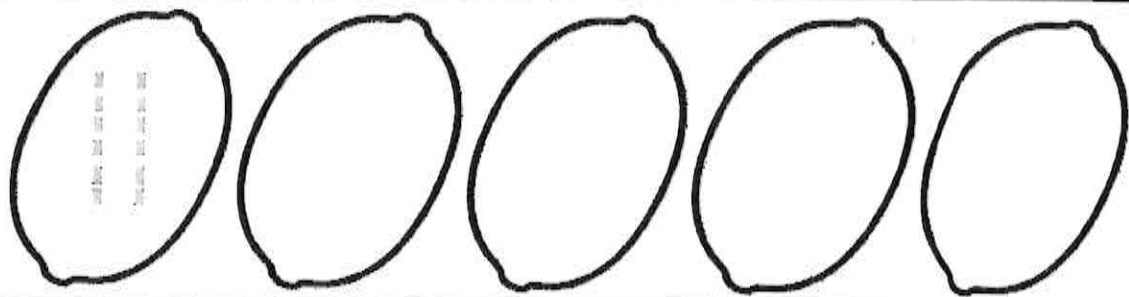

  
hug

win  


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

# What Comes Next?

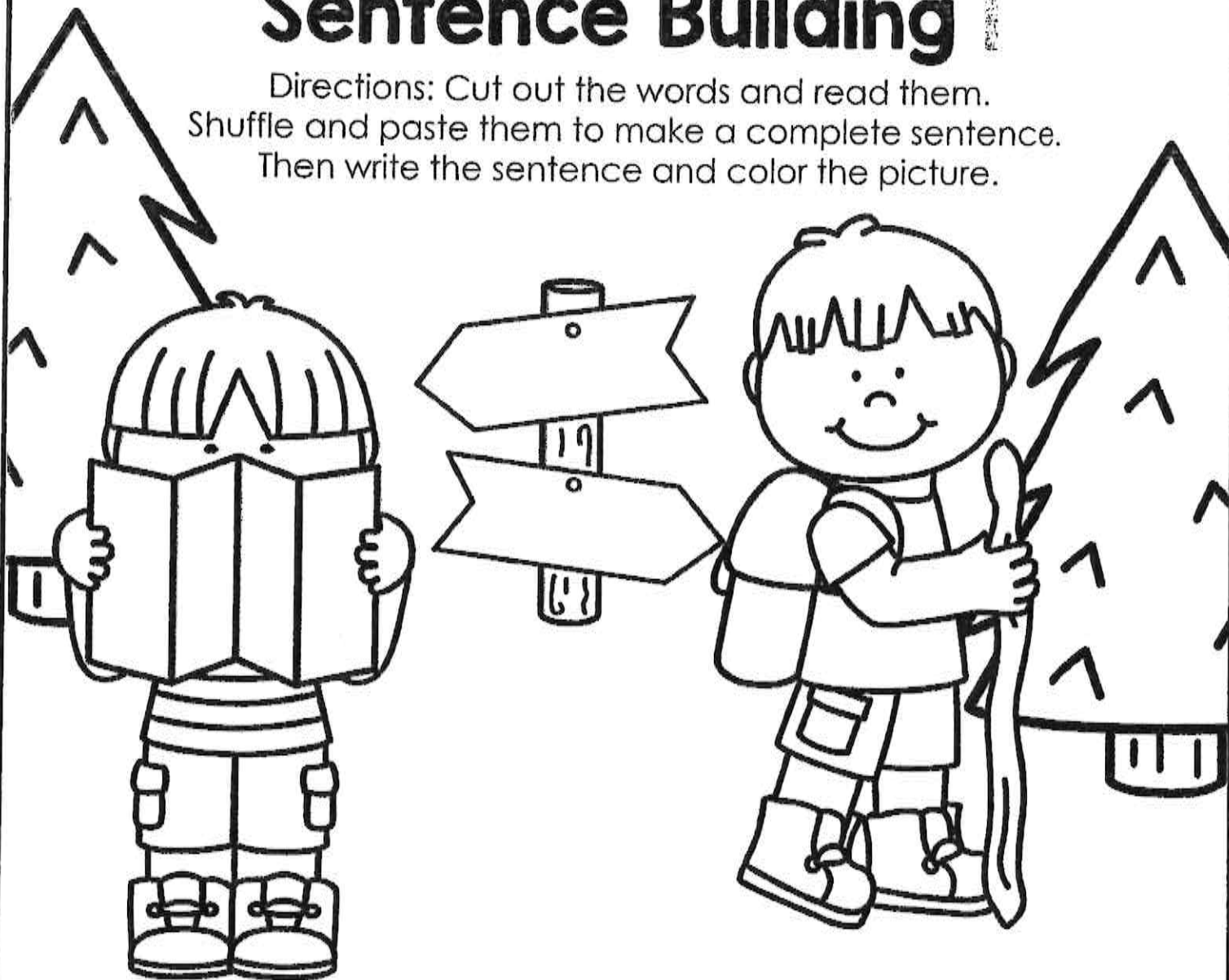
Directions: Trace dotted numbers and fill in the missing numbers.



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

# Sentence Building

Directions: Cut out the words and read them.  
Shuffle and paste them to make a complete sentence.  
Then write the sentence and color the picture.



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Week 1: Day 2

© Annie Moffatt @ The Moffatt Girls

go

hike.

on

Let's

a

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



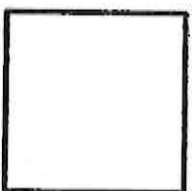
# Shapes: Sides and Corners

Directions: Color the sides and circle the number that matches.  
Circle the corners and circle the number that matches.



sides:

|   |   |   |
|---|---|---|
| 2 | 4 | 3 |
|---|---|---|



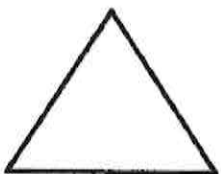
corners:

|   |   |   |
|---|---|---|
| 1 | 5 | 4 |
|---|---|---|



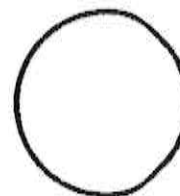
sides:

|   |   |   |
|---|---|---|
| 6 | 3 | 2 |
|---|---|---|



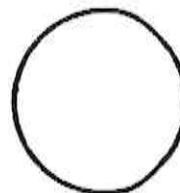
corners:

|   |   |   |
|---|---|---|
| 3 | 4 | 5 |
|---|---|---|



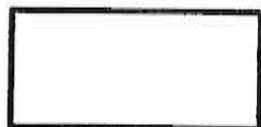
sides:

|   |   |   |
|---|---|---|
| 4 | 0 | 3 |
|---|---|---|



corners:

|   |   |   |
|---|---|---|
| 1 | 2 | 0 |
|---|---|---|



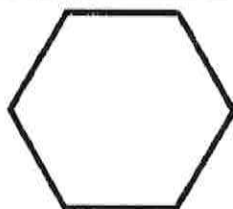
sides:

|   |   |   |
|---|---|---|
| 7 | 5 | 4 |
|---|---|---|



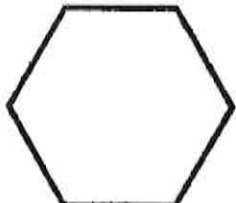
corners:

|   |   |   |
|---|---|---|
| 4 | 3 | 1 |
|---|---|---|



sides:

|   |   |   |
|---|---|---|
| 6 | 3 | 4 |
|---|---|---|



corners:

|   |   |   |
|---|---|---|
| 4 | 6 | 7 |
|---|---|---|



sides:

|   |   |   |
|---|---|---|
| 6 | 2 | 4 |
|---|---|---|

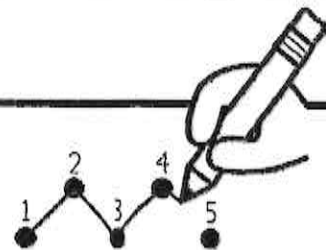


corners:

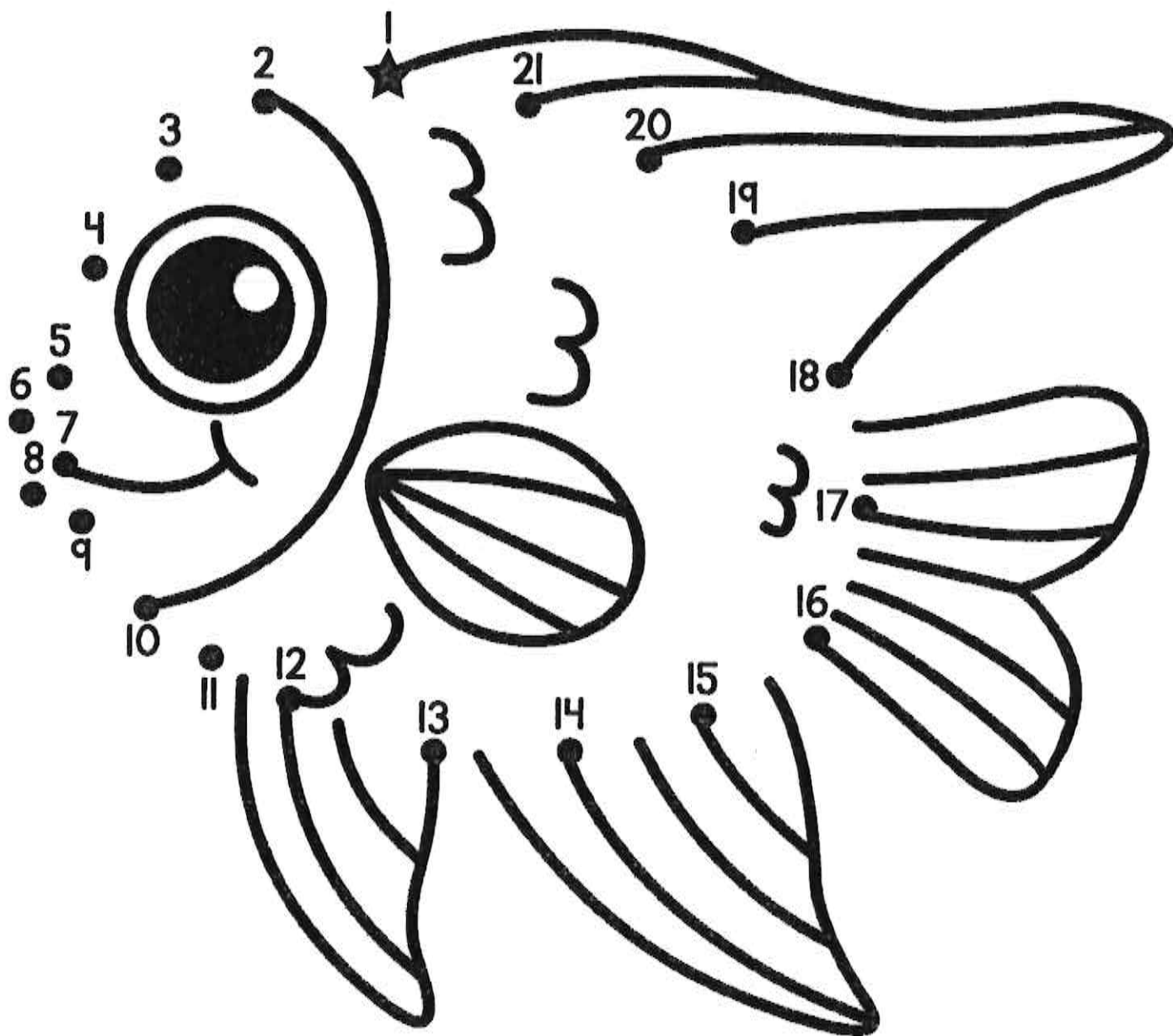
|   |   |   |
|---|---|---|
| 4 | 5 | 3 |
|---|---|---|

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

# Dot-to-Dot



Directions: Draw lines to connect the dots in order from 1-21 and back to 1. Then color the picture.



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

# I Can Read!



I got a red bike.



Here is my jet.



It is a big crib.



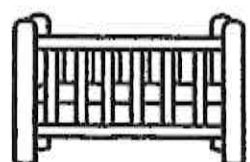
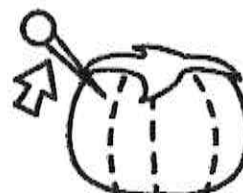
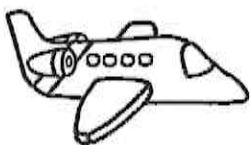
Look at the pin.



The can has a tab.

Week 2: Day 1

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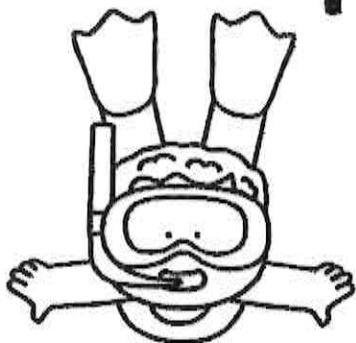




Name: \_\_\_\_\_

# Penmanship Practice

Directions: Write the uppercase letter on the line next to the lowercase letter.



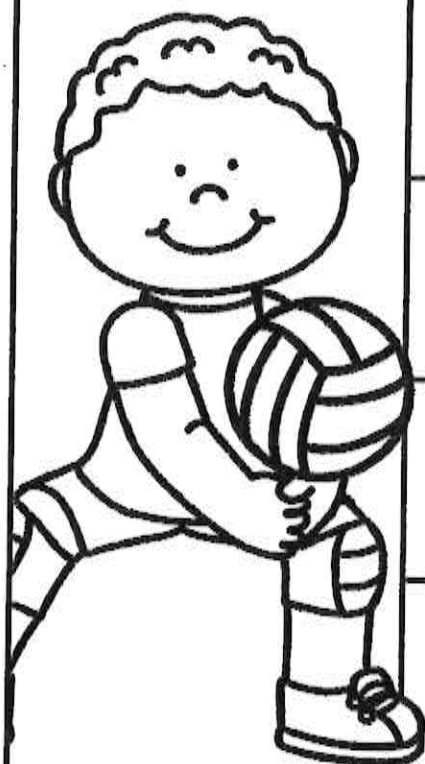
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Name: \_\_\_\_\_

# Summer Sports Numbers

Directions: Write the missing numbers 1-20.



|    |   |    |   |   |
|----|---|----|---|---|
| 1  |   |    |   | 5 |
|    | 7 |    | 9 |   |
|    |   | 13 |   |   |
| 16 |   |    |   |   |

## Before and After

Directions: Write the numbers that come before and after.

\_\_\_\_ 3 \_\_\_\_  
\_\_\_\_ 9 \_\_\_\_  
\_\_\_\_ 16 \_\_\_\_  
\_\_\_\_ 7 \_\_\_\_



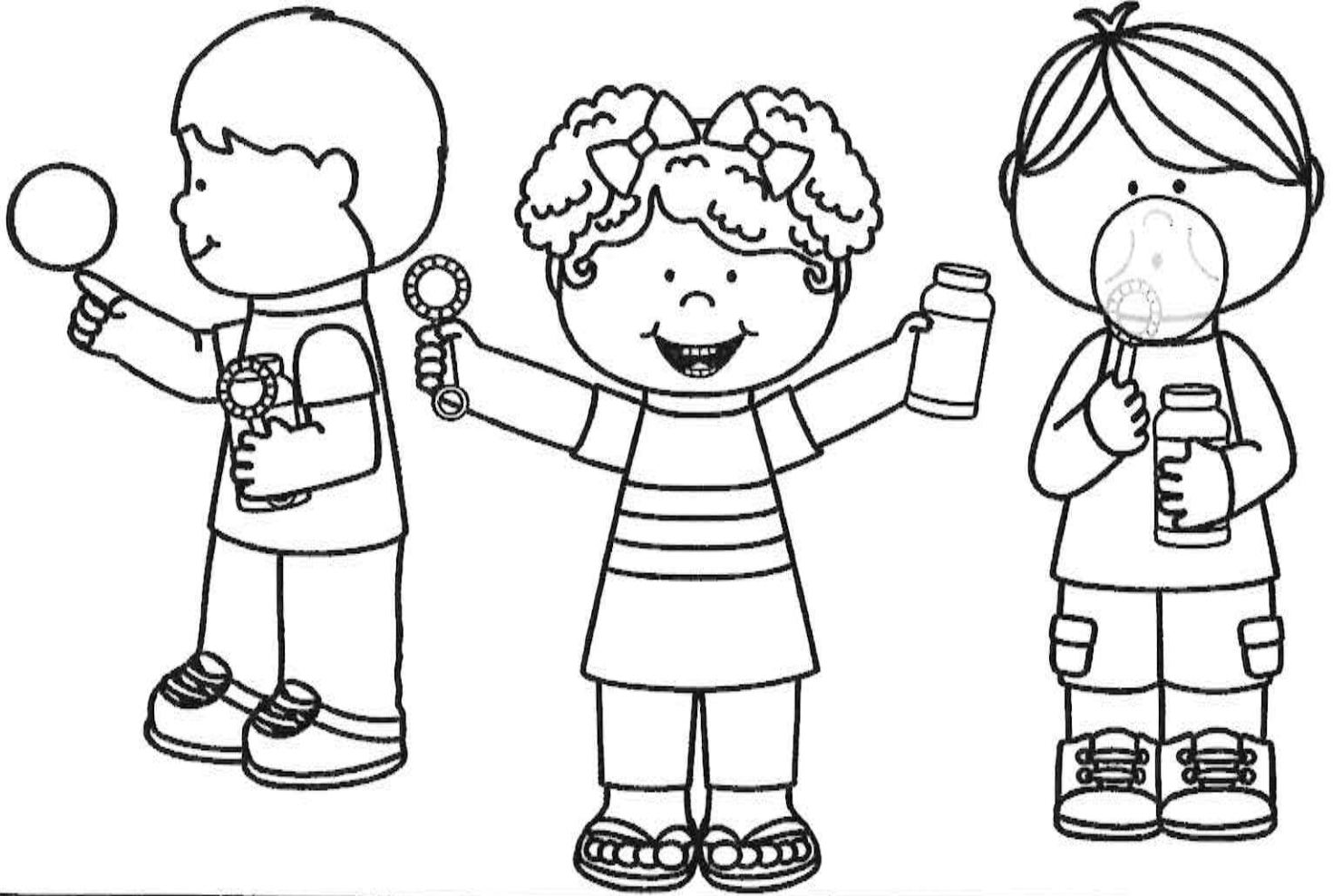
\_\_\_\_ 2 \_\_\_\_  
\_\_\_\_ 12 \_\_\_\_  
\_\_\_\_ 19 \_\_\_\_  
\_\_\_\_ 5 \_\_\_\_



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

# Sentence Building

Directions: Cut out the words and read them.  
Shuffle and paste them to make a complete sentence.  
Then write the sentence and color the picture.



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

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can

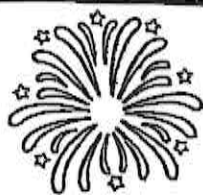
We

big!

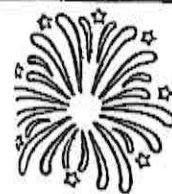
them

make




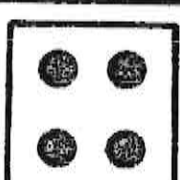

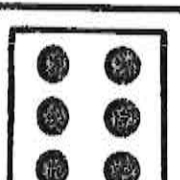
Name: \_\_\_\_\_



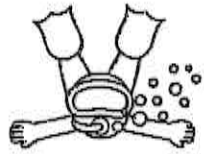
# Roll, Read & Trace



Directions: Roll a die. Read and trace a sight word in that column.  
Continue until all of the words have been traced.

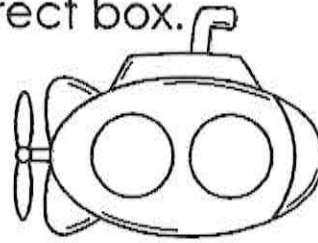
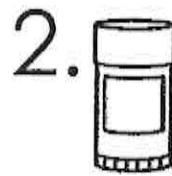
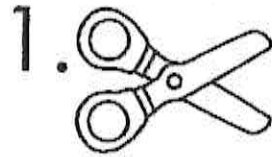
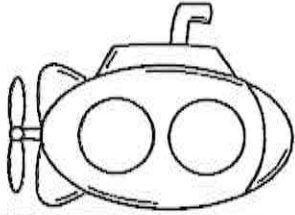
|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
| like   | by  | me  | yes   | have  | his   |
|  |  |  |  |  |  |

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



# Sorting by Position

Cut and paste to the correct box.

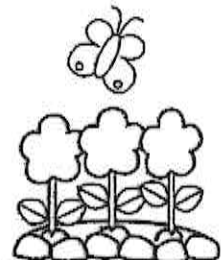
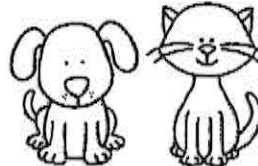


**above**

|  |  |
|--|--|
|  |  |
|  |  |

**next to**


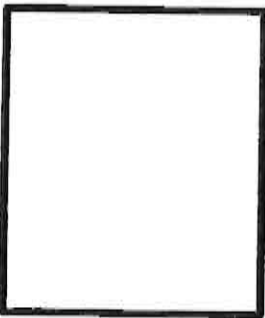

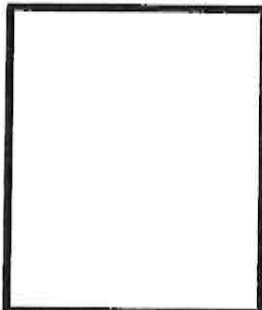



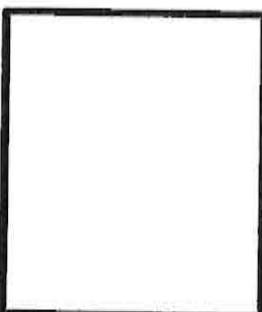





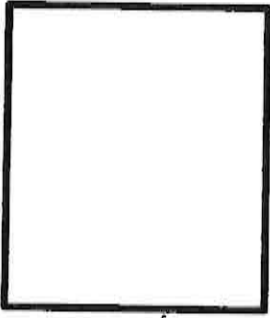

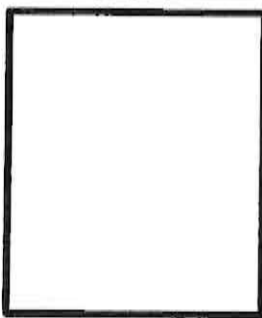


|  |  |
|--|--|
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|  |  |

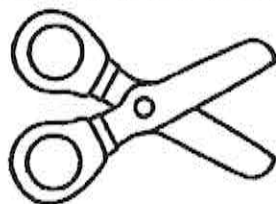


Name: \_\_\_\_\_

# Place Value Make a Match

Directions: Cut and paste each set to the correct number.

|   |   |   |  |   |   |
|---|---|---|--|---|---|
| <br>15   |    | <br>11   |    | <br>13   |    |
| <br>18  |   | <br>14  |   | <br>12  |   |
| <br>19 |  | <br>17 |  | <br>16 |  |



|                 |                 |                 |                          |
|-----------------|-----------------|-----------------|--------------------------|
| 1 ten<br>7 ones | 1 ten<br>3 ones | 1 ten<br>9 ones | 1 ten<br>5 ones          |
| 1 ten<br>4 ones | 1 ten<br>8 ones | 1 ten<br>6 ones | 1 ten<br>1 one<br>2 ones |

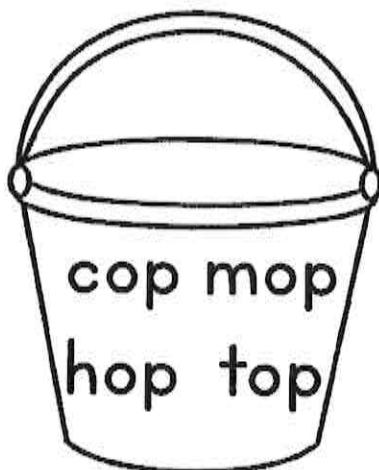
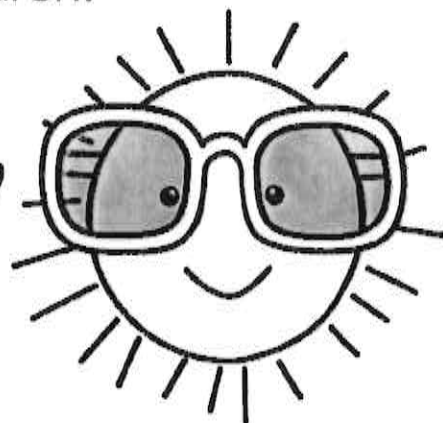
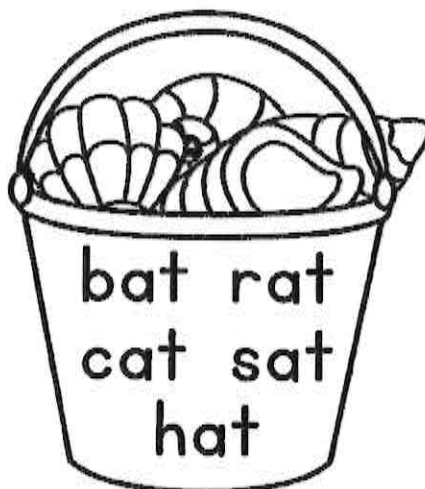
Name: \_\_\_\_\_

# CVC Word Family Searches

Directions: Read each word on a bucket.

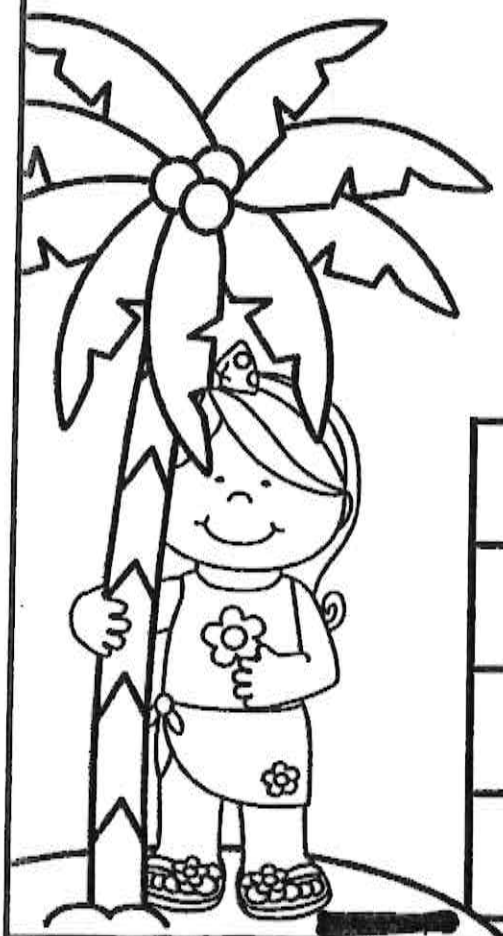
Find the words in the word search.

|   |   |   |   |
|---|---|---|---|
| f | s | r | b |
| c | a | a | a |
| a | t | t | t |
| t | h | a | t |



|   |   |   |   |
|---|---|---|---|
| p | t | a | s |
| c | o | p | t |
| h | o | p | o |
| v | m | o | p |

|   |   |   |   |
|---|---|---|---|
| r | c | a | n |
| a | a | p | f |
| n | o | a | a |
| m | a | n | n |





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

# Number Words 11-20

Directions: Read the word on the hotdogs.  
Color the number that matches.



|    |    |    |
|----|----|----|
| 17 | 16 | 14 |
|----|----|----|



|    |    |    |
|----|----|----|
| 18 | 19 | 20 |
|----|----|----|



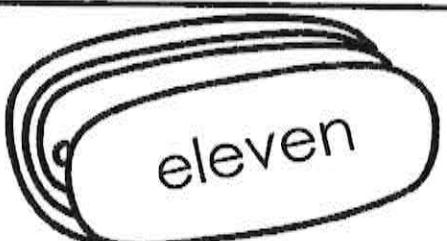
|    |    |    |
|----|----|----|
| 15 | 14 | 11 |
|----|----|----|



|    |    |    |
|----|----|----|
| 12 | 13 | 20 |
|----|----|----|



|   |    |    |
|---|----|----|
| 3 | 13 | 15 |
|---|----|----|



|    |    |    |
|----|----|----|
| 12 | 17 | 11 |
|----|----|----|



|    |    |    |
|----|----|----|
| 19 | 18 | 16 |
|----|----|----|



|    |    |   |
|----|----|---|
| 20 | 12 | 2 |
|----|----|---|



|    |    |    |
|----|----|----|
| 13 | 19 | 14 |
|----|----|----|

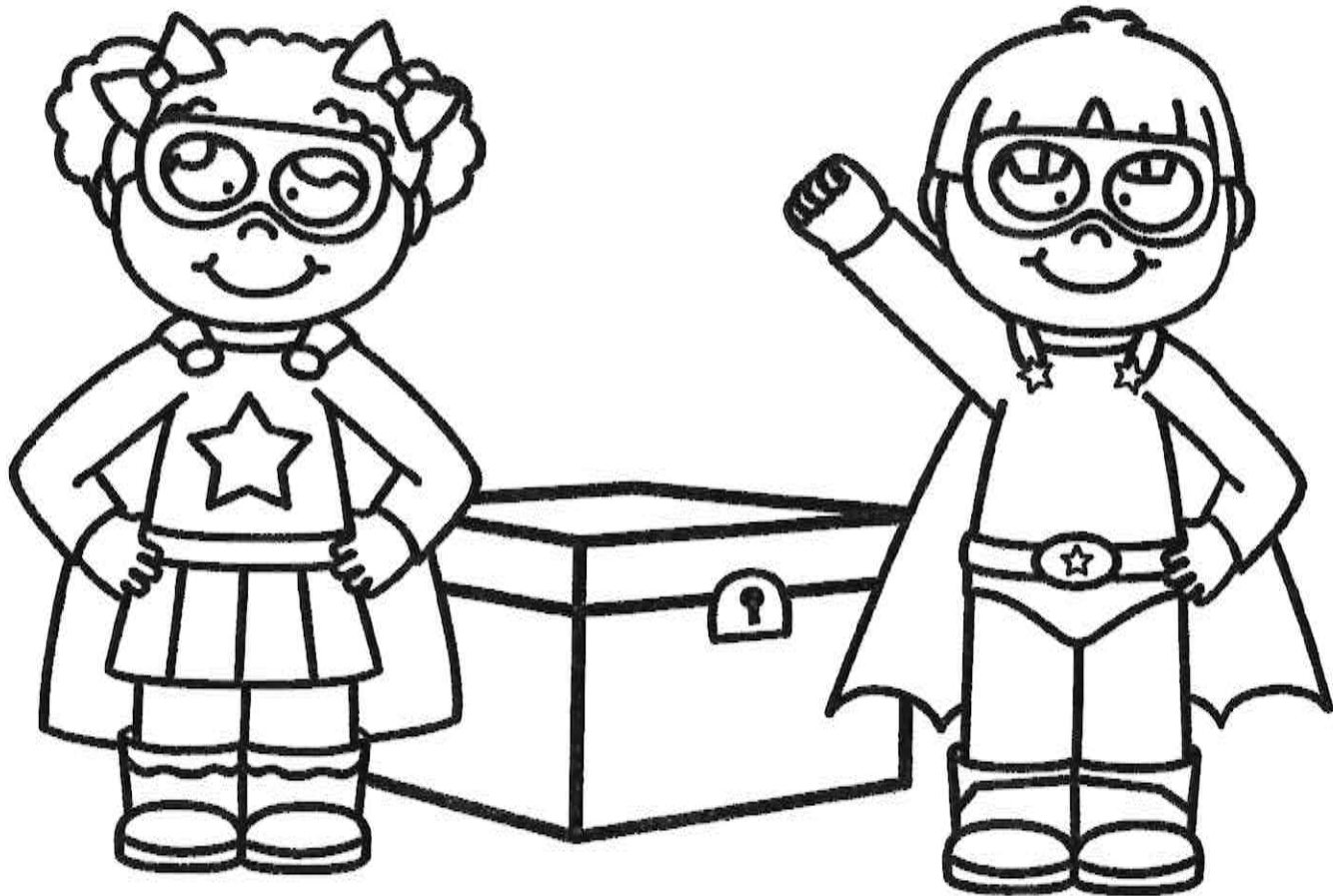


|    |    |    |
|----|----|----|
| 13 | 16 | 17 |
|----|----|----|

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

# Sentence Building

Directions: Cut out the words and read them.  
Shuffle and paste them to make a complete sentence.  
Then write the sentence and color the picture.



|  |  |  |  |  |
|--|--|--|--|--|
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up.

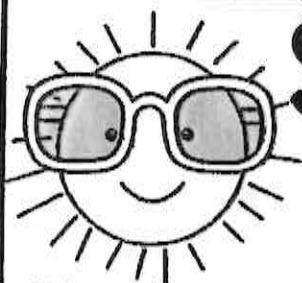
want

dress

to

I

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



# Sunny Summer Addition

Directions: Cut out the suns and use them to help you solve the addition problems.

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

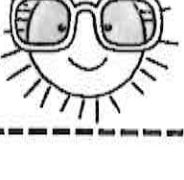
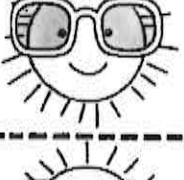
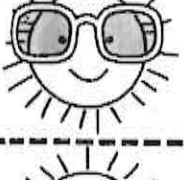
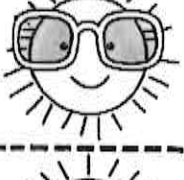
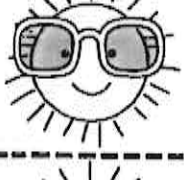
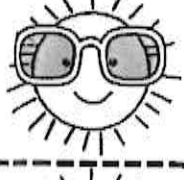
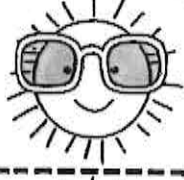
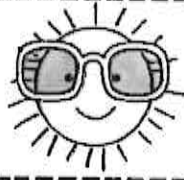
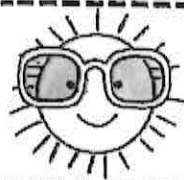
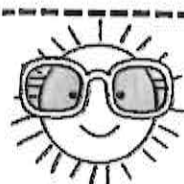
$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$





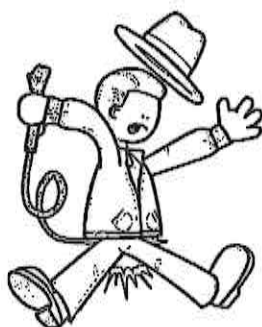
Name: \_\_\_\_\_



Fill in the digraph.



ba \_



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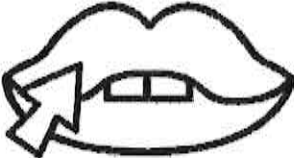

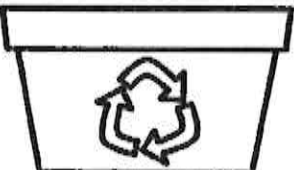


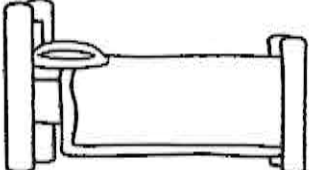


fi \_

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

# Making New Words

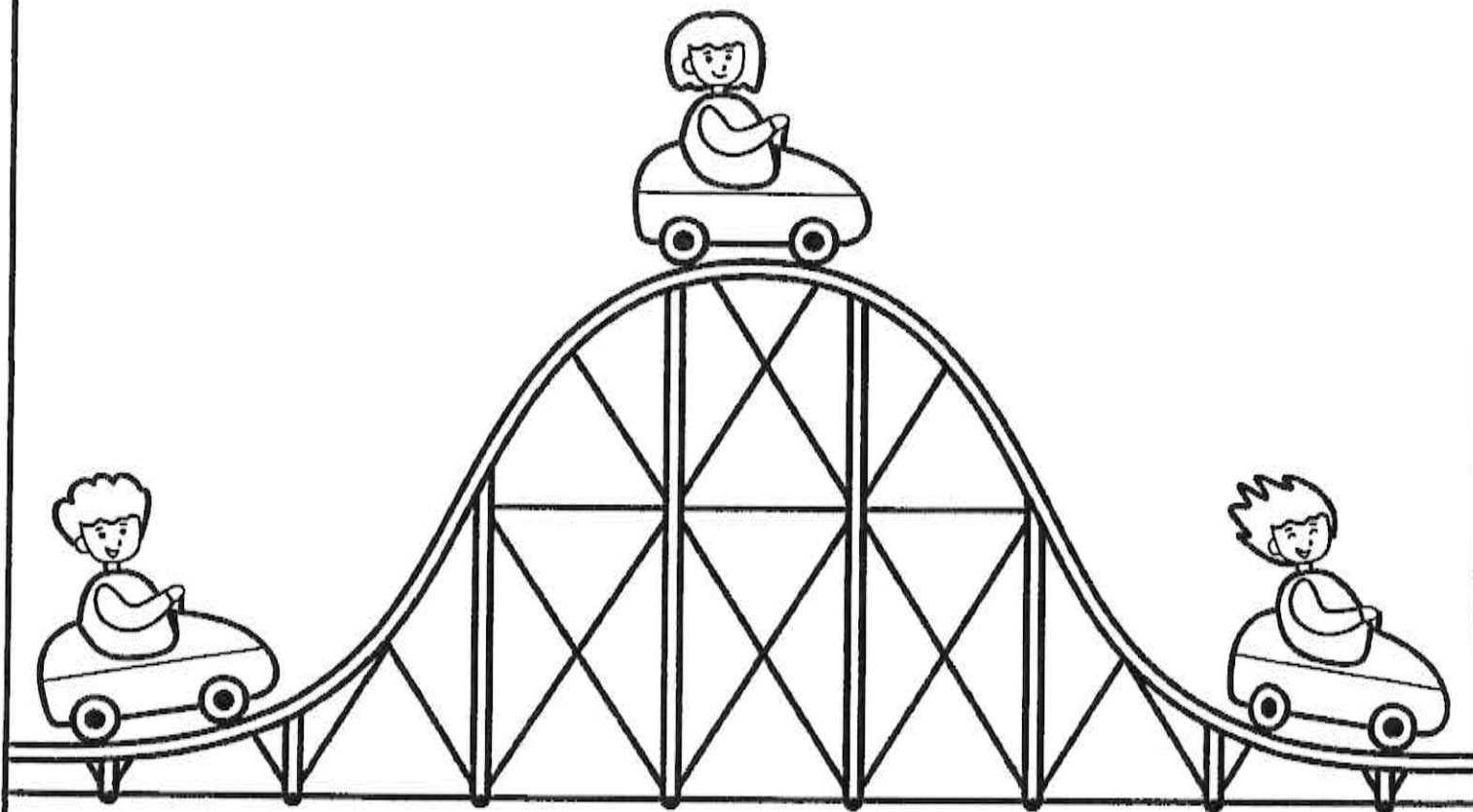
Directions: Read a word in the first column. Change the **middle** sound to make the word in the middle column. Write the new word.

|     |   |                         |
|-----|---|-------------------------|
| tip |    | _____<br>_____<br>_____ |
| lap |    | _____<br>_____<br>_____ |
| ten |   | _____<br>_____<br>_____ |
| bun |  | _____<br>_____<br>_____ |
| zap |  | _____<br>_____<br>_____ |
| fix |  | _____<br>_____<br>_____ |
| bad |  | _____<br>_____<br>_____ |

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

# Sentence Building

Directions: Cut out the words and read them.  
Shuffle and paste them to make a complete sentence.  
Then write the sentence and color the picture.



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

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went

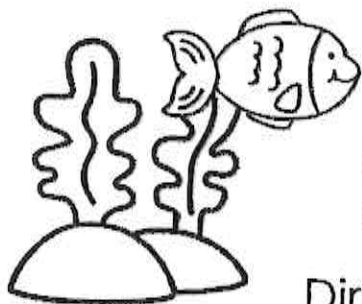
We

and

down.

up

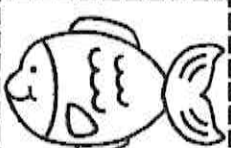
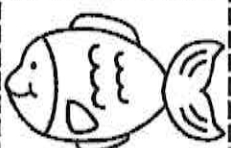
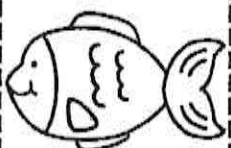
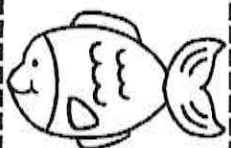
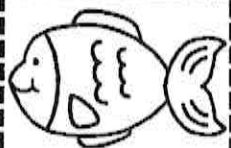
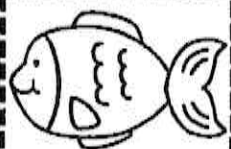
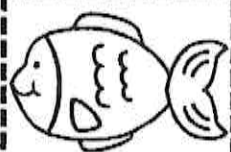
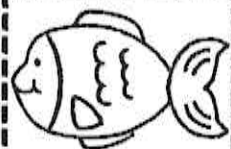
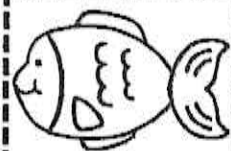
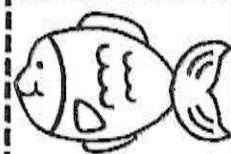
Name: \_\_\_\_\_



# Fishy Fun Subtraction

Directions: Cut out the fish.

Use them to help you solve the subtraction problems.



$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

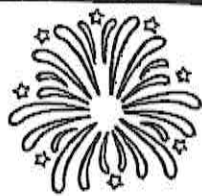
$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

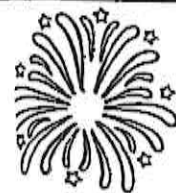
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$







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



# Roll, Read & Trace



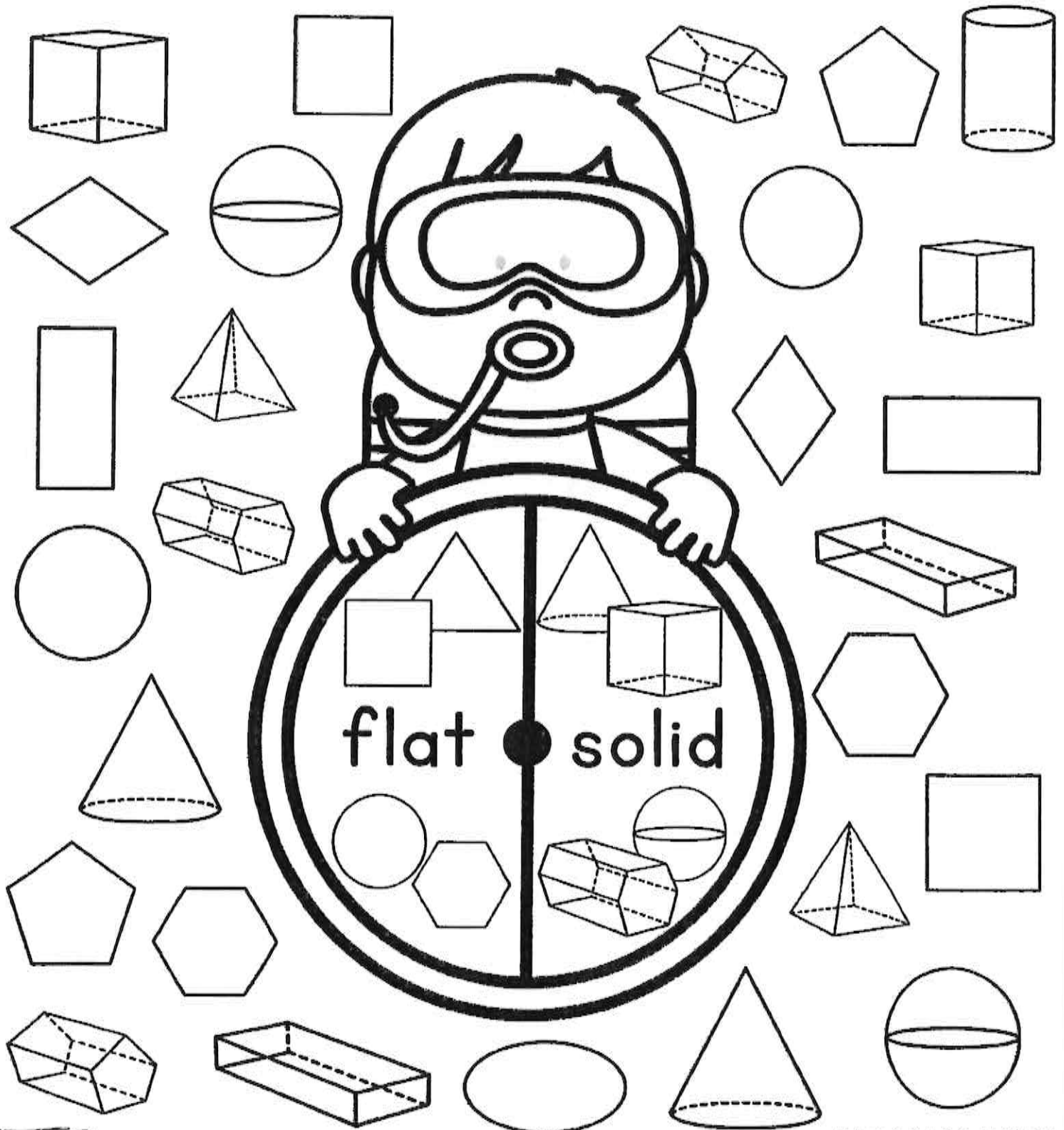
Directions: Roll a die. Read and trace a sight word in that column.  
Continue until all of the words have been traced.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
| got  | her   | take  | day   | you   | and   |
|  |  |  |  |  |  |

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

# Color a 2D or 3D Shape

Color a shape that matches.





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

# What Type of Sentence?

Directions: Cut and paste the correct ending mark for each sentence.

1. I have a funny cat

2. Do you like to hike

3. You are the best

4. Do you like to eat cake

5. Wow, you can swim fast

6. The dog ran away

7. The dog had a bone

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?

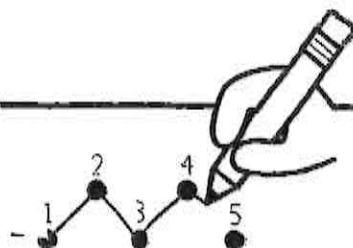
?

!

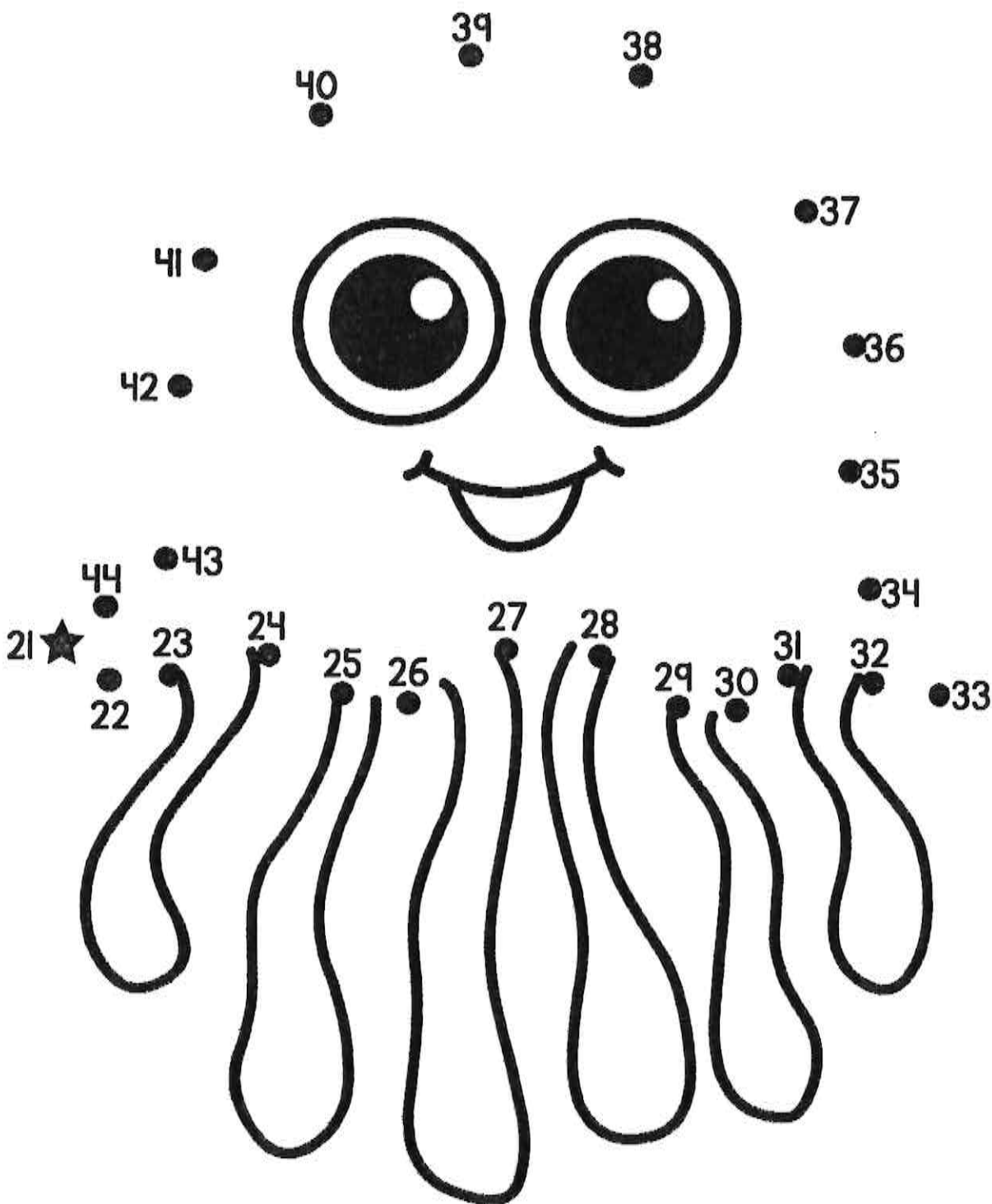
!

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

# Dot-to-Dot



Directions: Draw lines to connect the dots in order from 21-44 and back to 21. Then color the picture.



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

## Sight Words Fluency

Look for and circle these words: are, was, did, now, at

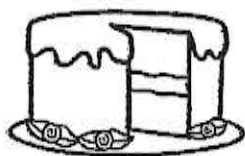
Are you on a bike?

Did you see the cake?

Now I will rake.

I was in my home.

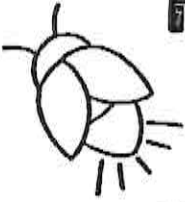
We are at the mine.



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

# Real & Nonsense Words

Directions: Cut out the words, read and sort the bugs into the correct jar.



Real

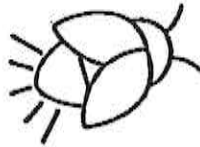
Nonsense

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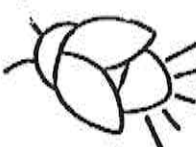


pife

tine



kite



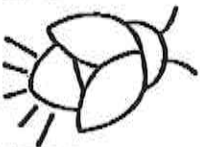
keme

tune



life

cake



note



rope

zaze

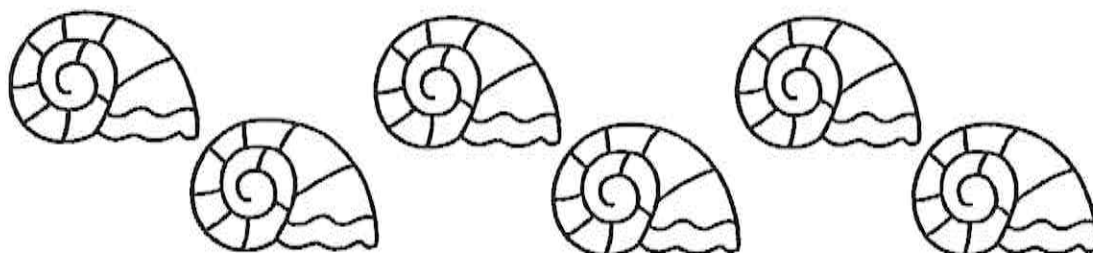
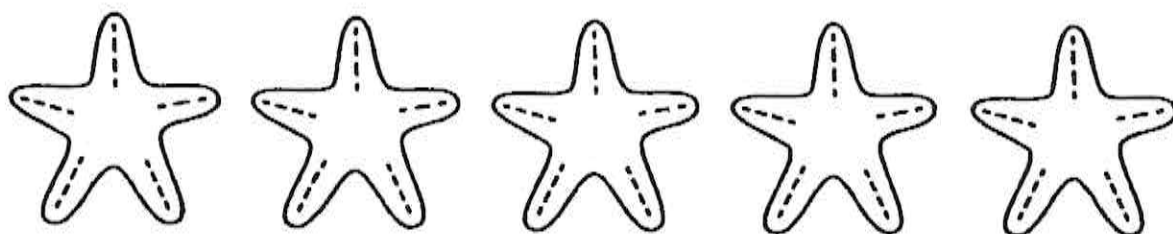
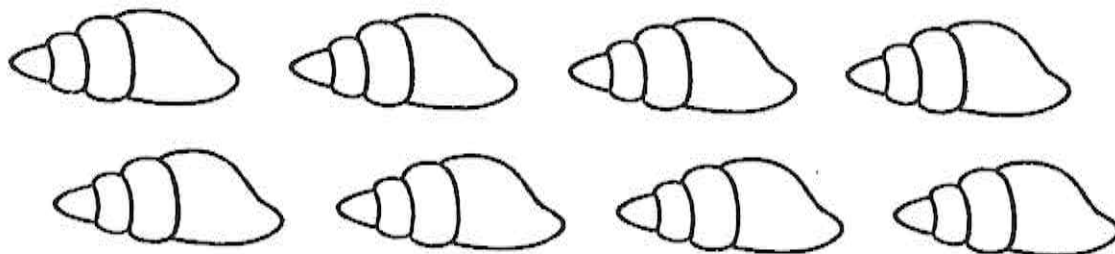


Name: \_\_\_\_\_



# Summer Comparisons

Directions: Count each group. Write the number.



Directions: Color the correct answer.

1. Which group has **more**?



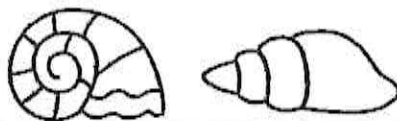
2. Which group has **less**?



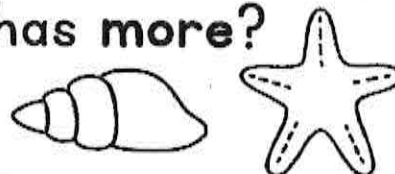
3. Which group has **more**?



4. Which group has **less**?



5. Which group has **more**?



6. Which group has **less**?



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

# What Type of Sentence?

Directions: Cut and paste the correct ending mark for each sentence.

1. I have a funny cat

2. Do you like to hike

3. You are the best

4. Do you like to eat cake

5. Wow, you can swim fast

6. The dog ran away

7. The dog had a bone

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.

.

?

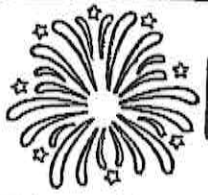
?

!

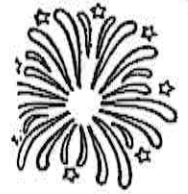
!



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



# Roll, Read & Trace



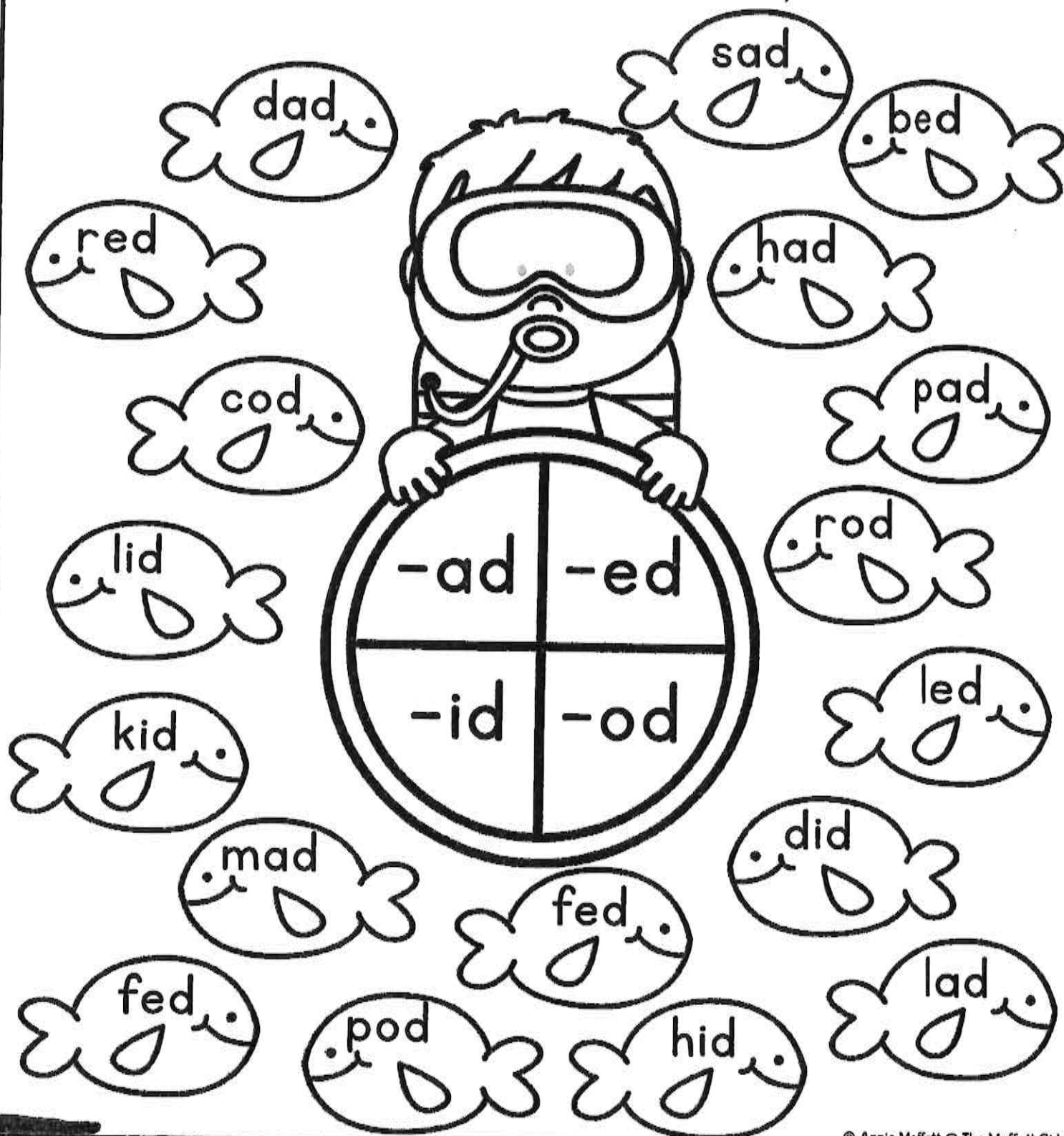
Directions: Roll a die. Read and trace a sight word in that column.  
Continue until all of the words have been traced.

|      |     |     |     |    |     |
|------|-----|-----|-----|----|-----|
|      |     |     |     |    |     |
|      |     |     |     |    |     |
|      |     |     |     |    |     |
|      |     |     |     |    |     |
|      |     |     |     |    |     |
| what | get | can | see | am | for |
|      |     |     |     |    |     |

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

# Color Word Families

Directions: Use a paper clip and pencil to spin the spinner.  
Color a fish that is in the word family.



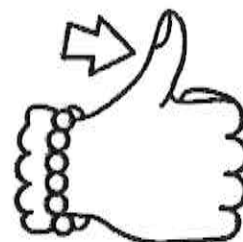
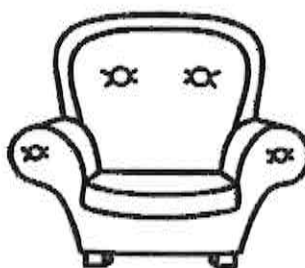
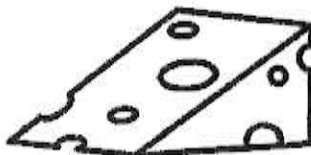
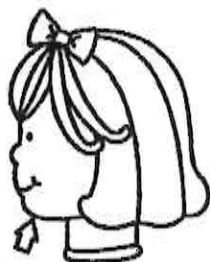
Name: \_\_\_\_\_

# Sorting ch Digraph Words

Directions: Cut and paste the picture to the correct column.

**Ch Digraph**

**NOT a Ch Digraph**

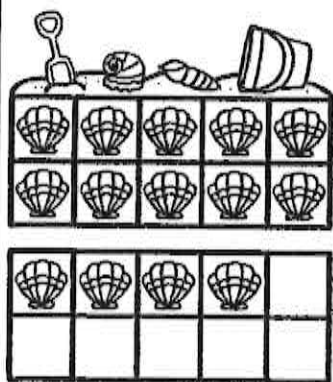


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Name: \_\_\_\_\_

# Teen Number Frames

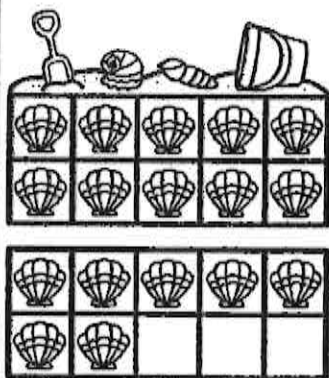
Directions: Count the shells in each set.  
Color a number to match.



13

14

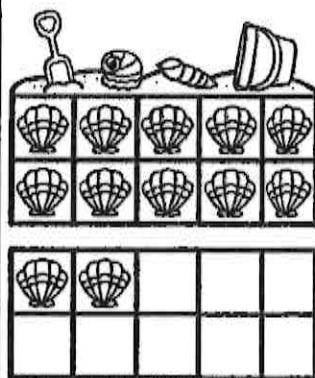
15



12

15

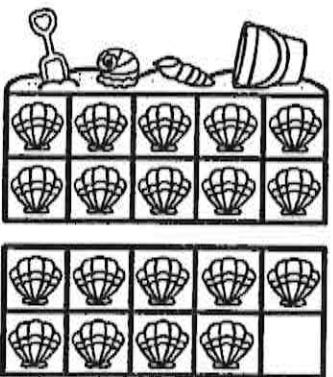
17



12

11

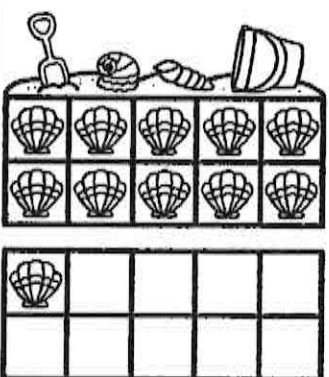
16



19

18

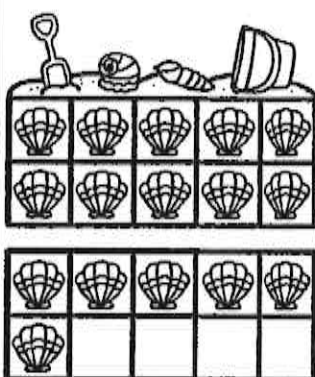
17



16

11

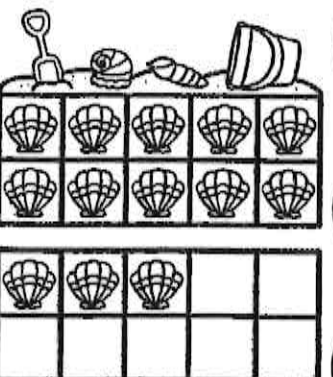
15



11

14

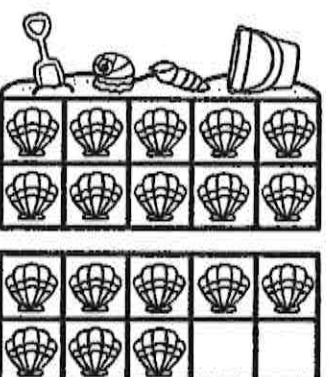
16



15

12

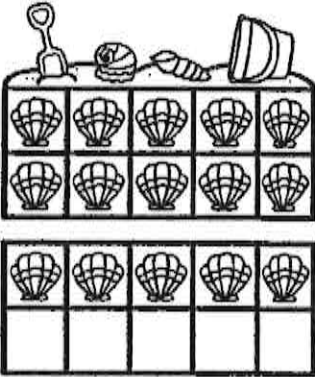
13



18

17

13



16

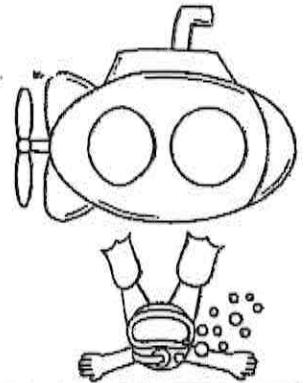
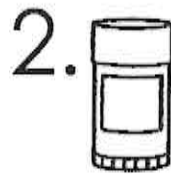
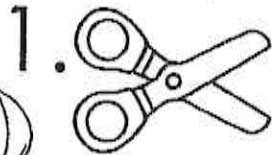
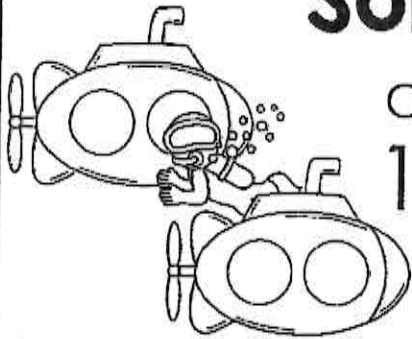
15

14

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

# Sorting by Position

Cut and paste to the correct box.



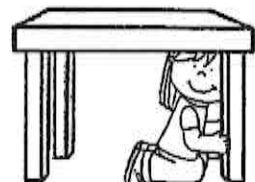
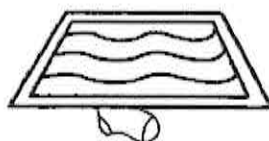
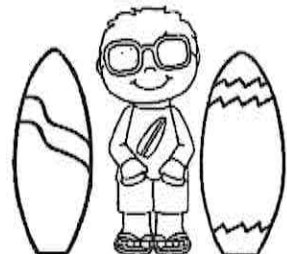
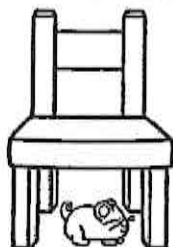
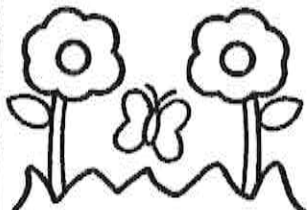
**in between**

|  |  |
|--|--|
|  |  |
|  |  |

**under**

|  |  |
|--|--|
|  |  |
|  |  |

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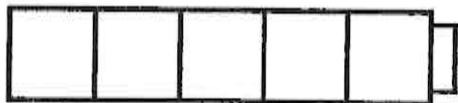
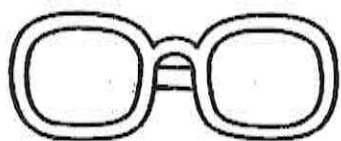
Name: \_\_\_\_\_



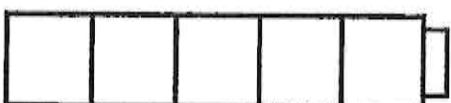
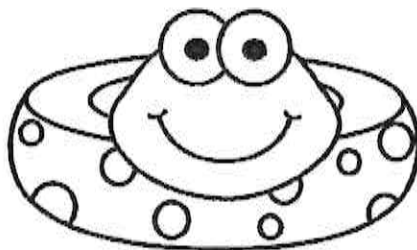
# Let's Measure Length!

Directions: Color the cubes to show the length of each object.  
Write the number of cubes colored.

\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



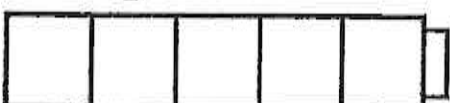
\_\_\_\_\_ cubes



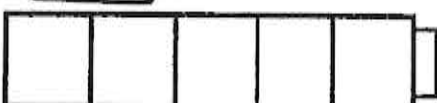
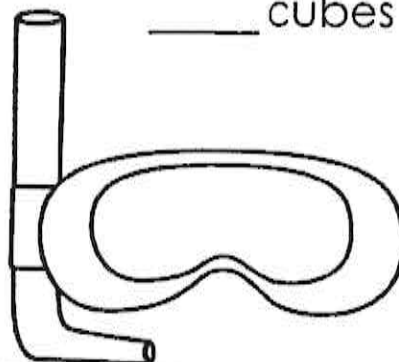
\_\_\_\_\_ cubes



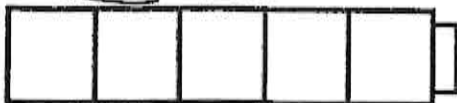
\_\_\_\_\_ cubes



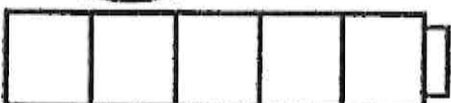
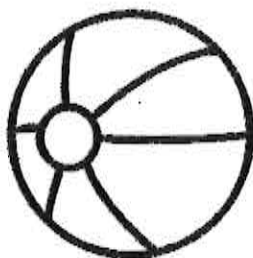
\_\_\_\_\_ cubes



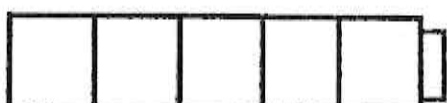
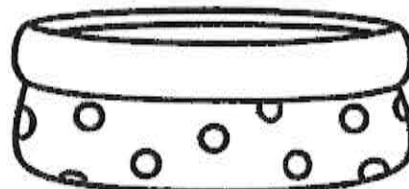
\_\_\_\_\_ cubes



\_\_\_\_\_ cubes



\_\_\_\_\_ cubes

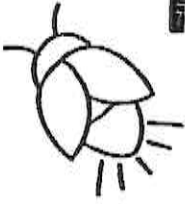




Name: \_\_\_\_\_

# Real & Nonsense Words

Directions: Cut out the words, read and sort the bugs into the correct jar.



Real

Nonsense

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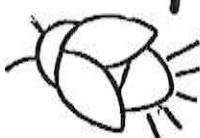


rash

whim

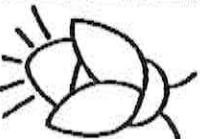


chop



thup

back



nush

shut



sick



moth

muck



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

# I Can Read!



Go find the dog.



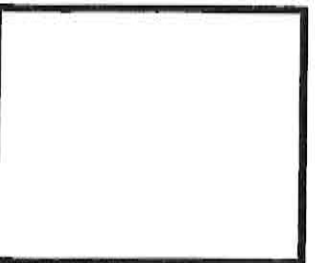
A fox is in a box.



My dad is glad.



I see a big hole.



Can you help me?

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



# Scrambled Sentences

Directions: Unscramble the words to make a sentence.  
Write your sentence on the line.

1. He cot. on was the

\_\_\_\_\_

-----

\_\_\_\_\_

2. you bike? Do have a

\_\_\_\_\_

-----

\_\_\_\_\_

3. jam. the will I eat

\_\_\_\_\_

-----

\_\_\_\_\_

4. went a into We hut.

\_\_\_\_\_

-----

\_\_\_\_\_

5. eat. The came to cat

\_\_\_\_\_

-----

\_\_\_\_\_

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

## Sight Words Fluency Set

Look for and circle these words: do, like, who, will, he, new, get

Who will flip it?

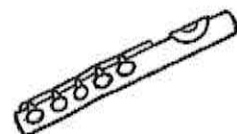
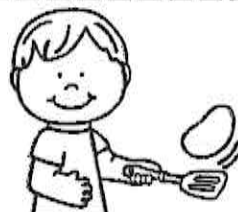
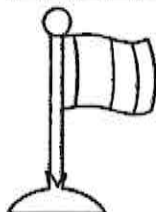
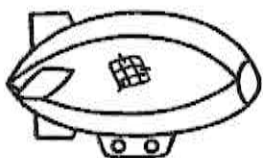
Do you like the blimp?

He will get a new flag.

Who will like the flute?

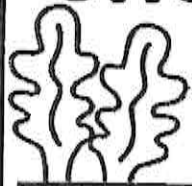
We get a new plant.

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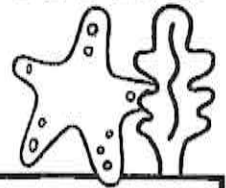


Name: \_\_\_\_\_

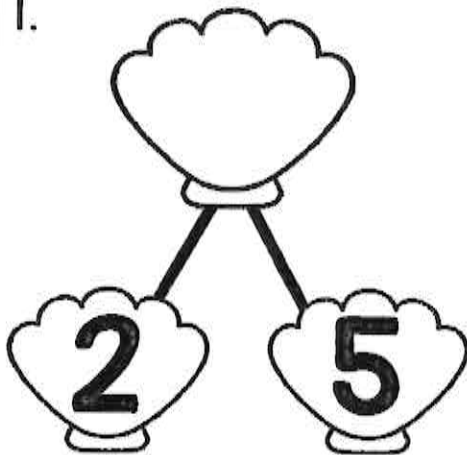
# Under the Sea Number Bonds



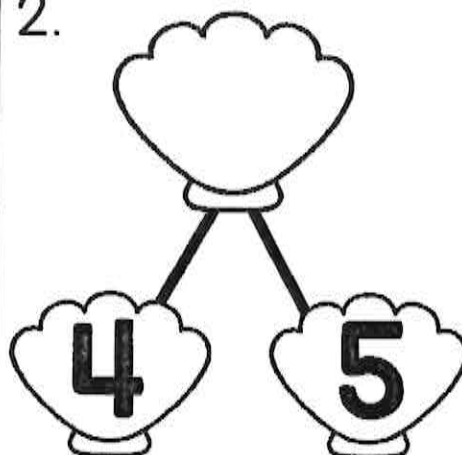
Directions: Look at the number bond.  
Write the number on the blank shell to complete the bond. The first one has been done for you.



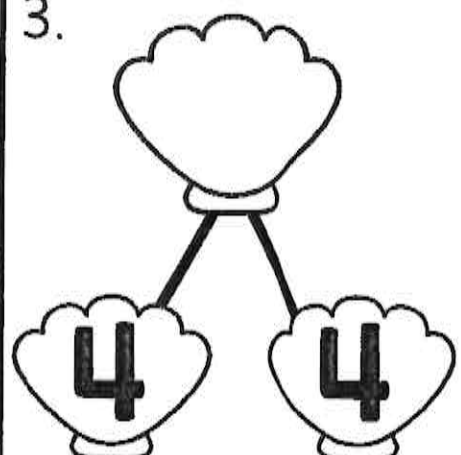
1.



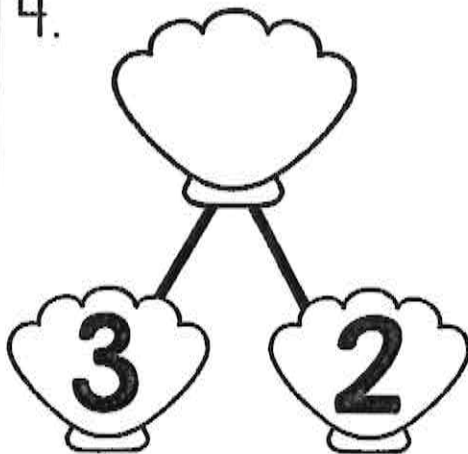
2.



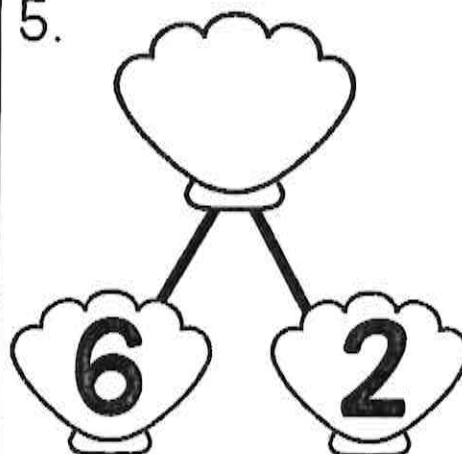
3.



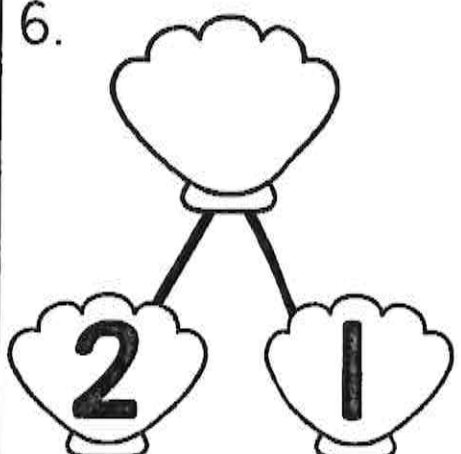
4.



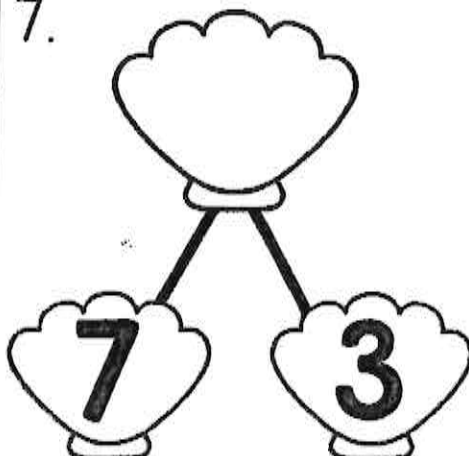
5.



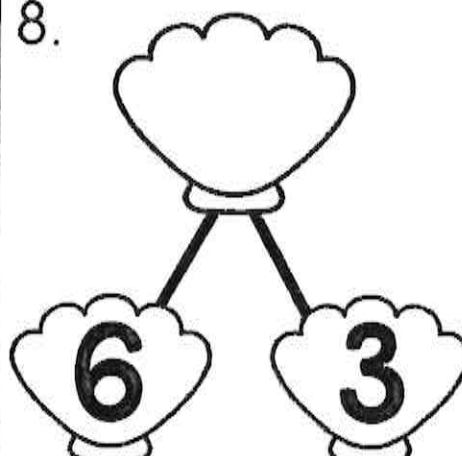
6.



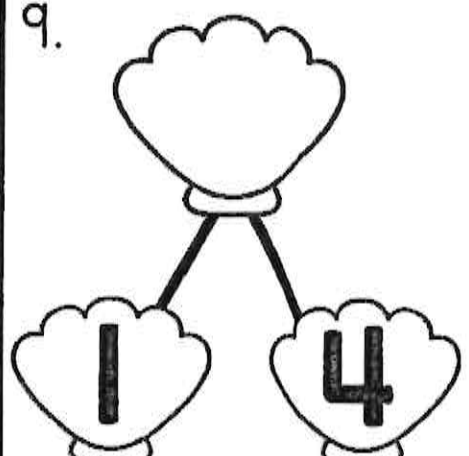
7.



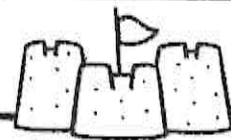
8.



9.



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

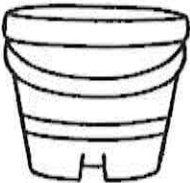
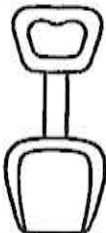



# Sand Fun Count & Graph



Directions: Cut and paste the pictures to the correct row.  
Color the pictures to answer the questions.



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|    |  |  |  |  |  |
|   |  |  |  |  |  |
|  |  |  |  |  |  |

Which has **more**?



or



Which has **less**?



or



Which has **more**?



or



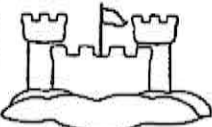
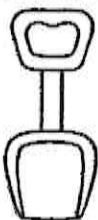

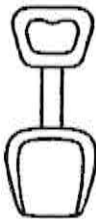
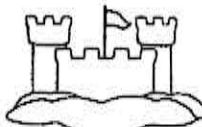

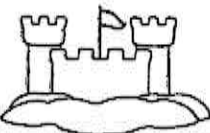
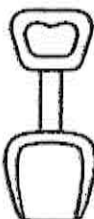

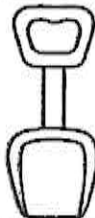
Which has **less**?



or



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|   |   |   |   |   |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |



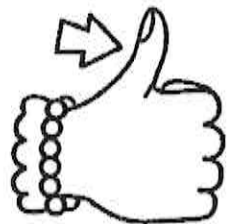
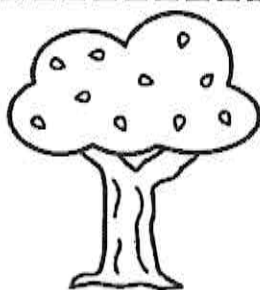
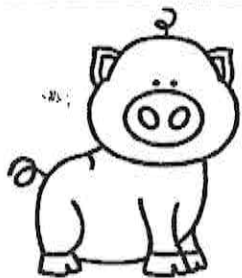
Name: \_\_\_\_\_

# Sorting th Digraph Words

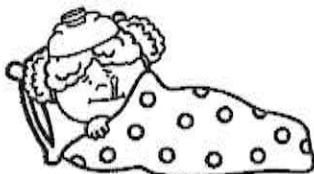
Directions: Cut and paste the picture to the correct column.

**Th Digraph**

**NOT a Th Digraph**



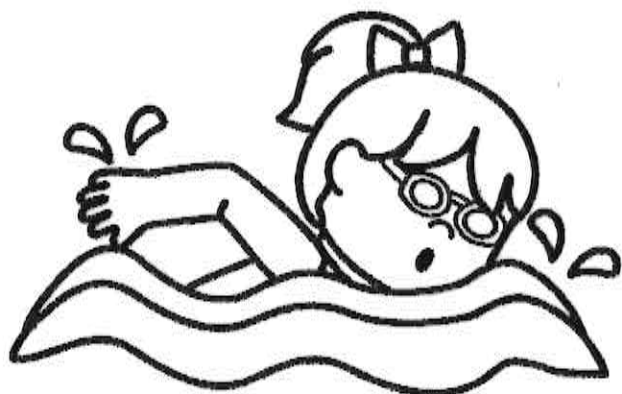
30



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

# Swim into Addition!

Directions: Solve the addition problems.



$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

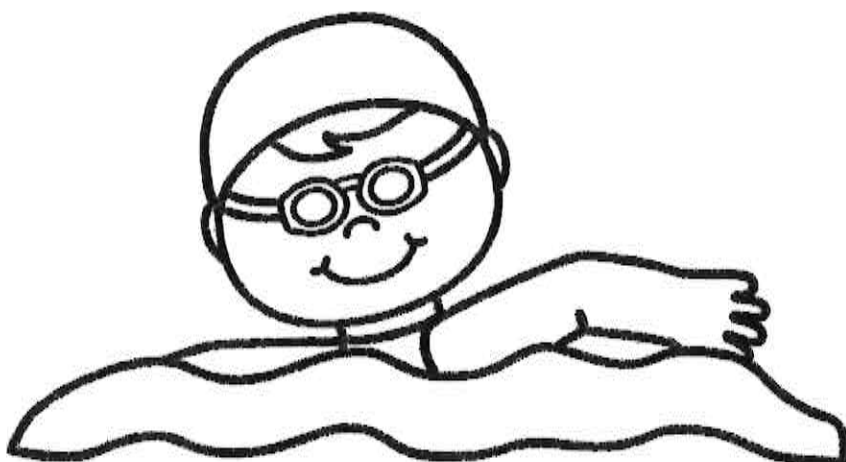
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

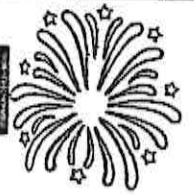
$$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$$









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



# Roll, Read & Trace I



Directions: Roll a die. Read and trace a sight word in that column.  
Continue until all of the words have been traced.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
| was  | the   | when  | my  | say   | do  |
|  |  |  |  |  |  |

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

## Sight Words Fluency

Look for and circle these words: down, came, put, find, for.

The drip came down.

Did you find the drum?

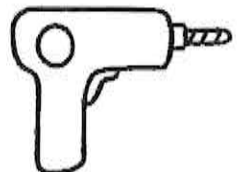
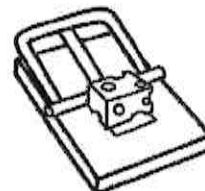
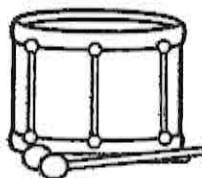
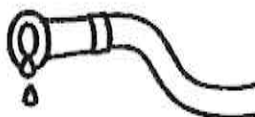
The drill is for my dad.

Put down the trap.

I can not find the frog.

Work on it!

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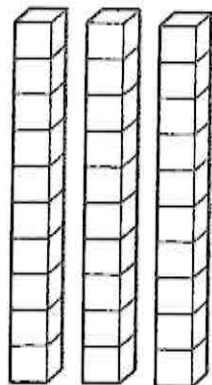
Name: \_\_\_\_\_

# Let's Count by 10's

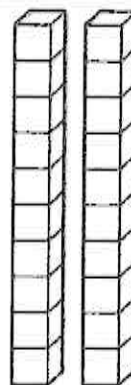


= 10

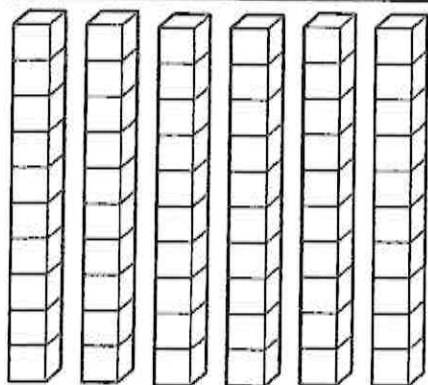
Directions: Count each set of rods. Color the number that matches.



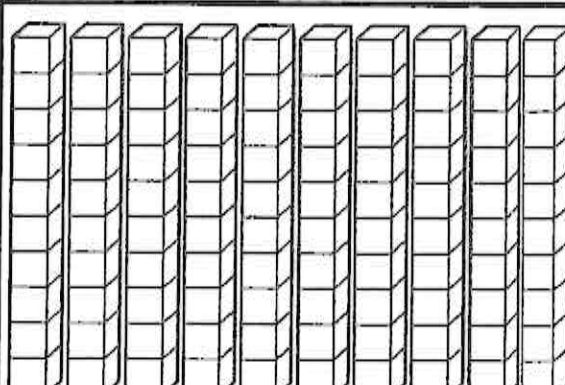
20  
30  
40



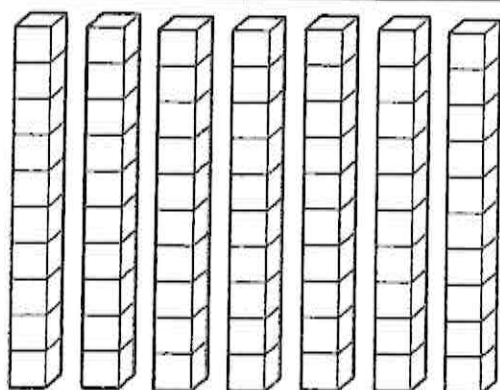
20  
30  
10



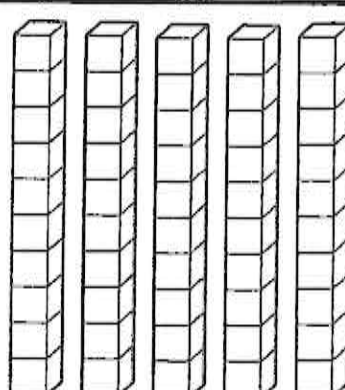
40  
50  
60



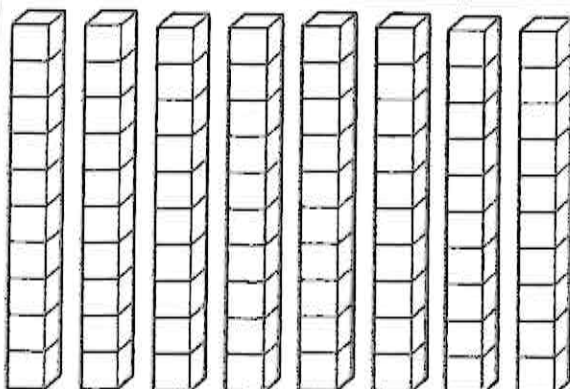
100  
90  
80



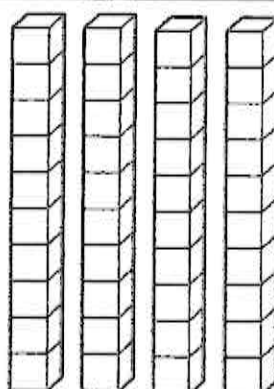
60  
70  
50



30  
40  
50



80  
90  
100



30  
40  
50

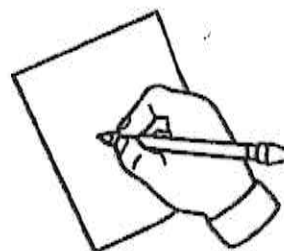
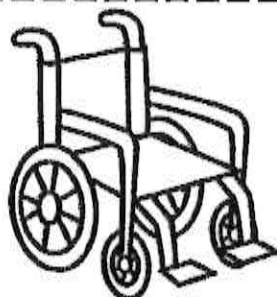
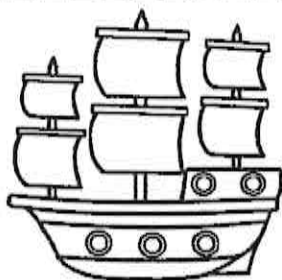
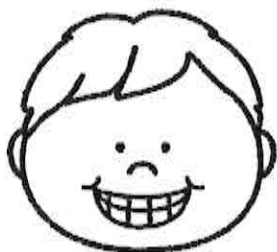
Name: \_\_\_\_\_

# Sorting sh Digraph Words

Directions: Cut and paste the picture to the correct column.

**Sh Digraph**

**NOT a Sh Digraph**

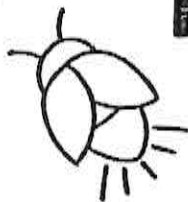




Name: \_\_\_\_\_

# Real & Nonsense Words

Directions: Cut out the words, read and sort the bugs into the correct jar.



Real

Nonsense

© Annie Moffatt © The Moffatt Girls



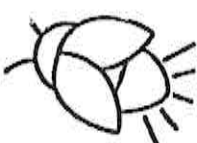
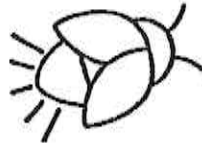
chip

thun



that

with



shub



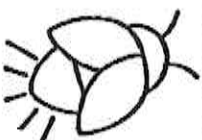
neck

when



bick

his



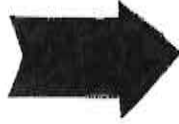
shop



Name \_\_\_\_\_

# Make a Bossy e Word

1. **cap**

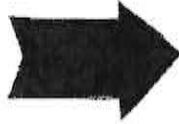


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **rid**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **mad**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **hop**

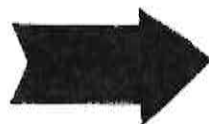


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. **kit**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. **tub**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

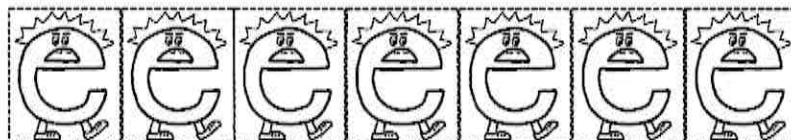
7. **con**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



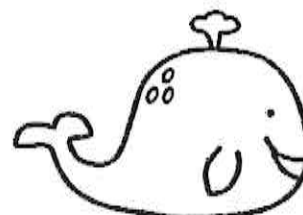
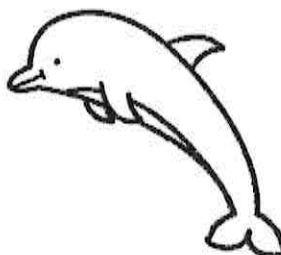
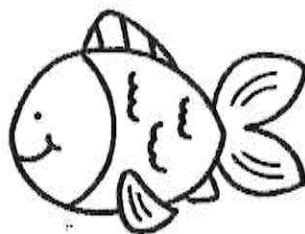
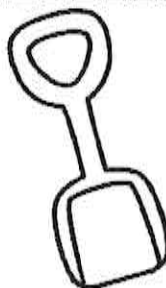
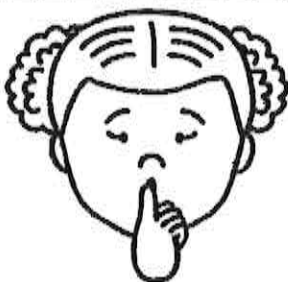
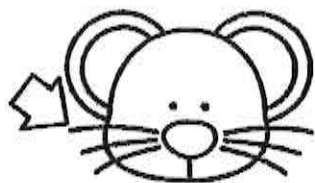
Name: \_\_\_\_\_

# Sorting wh Digraph Words

Directions: Cut and paste the picture to the correct column.

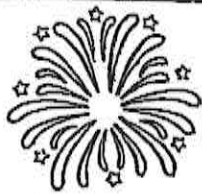
**Wh Digraph**

**NOT a Wh Digraph**

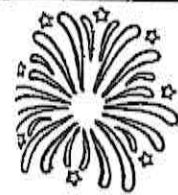


© Annie Moffatt @ The Moffatt Girls







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



# Roll, Read & Trace



Directions: Roll a die. Read and trace a sight word in that column.  
Continue until all of the words have been traced.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
| to   | is  | go  | she   | it  | no  |
|  |  |  |  |  |  |

# Walk and Read

a-e i-e o-e u-e

start

cake

mine

home

tune

same

bite

zone

flute

case

time

smoke

June

game

stripe

chose

prune

brave

ride

rope

tube

state

shine

globe

rude

lake

drive

hose

finish

Roll the die.  
Move your game piece.  
Read the word.  
The first player to the finish wins!



# SUMMER WRITING JOURNAL



 Shorashim  
ACADEMY





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

## Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.


c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.




 I am excited about

 \_\_\_\_\_

 summer because

 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

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

## Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.




c - a - t = cat




☐ use punctuation.




. ? !




☐ draw a picture.



   My favorite food

   for breakfast is

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.




c - a - t = cat

☐ use punctuation.

. ? !


☐ draw a picture.



   My friends and I


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

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

## Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.

c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.



At the park



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

# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.



c - a - t = cat

☐ use punctuation.

. ? !


☐ draw a picture.



  When it rains

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



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

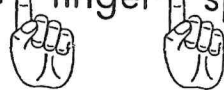
# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.

c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.



On a sunny day



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

# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.

c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.



At the pool



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

## Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.


c - a - t = cat

☐ use punctuation.

. ? !


☐ draw a picture.



 When I play outside


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

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

# Write for FUN!

I Can...

☐ use a capital letter.  
The cat is big.

☐ use finger spaces.  


☐ sound out words.  
c - a - t = cat

☐ use punctuation.  
. ? !

☐ draw a picture.



My family



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

## Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.




☐ use  finger  spaces.

☐ sound out words.  
c - a - t = cat


☐ use punctuation.  
. ? !

☐ draw a picture.



   I like to play with


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

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

# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.

c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.



I read



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

## Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.


c - a - t = cat


☐ use punctuation.

. ? !

☐ draw a picture.



 The best part of

 summer was

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

# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.

c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.



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

# Write for FUN!

I Can...

☐

use a capital letter.

The cat is big.

☐

use finger spaces.

☐

sound out words.

c - a - t = cat

☐

use punctuation.

. ? !

☐

draw a picture.



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

# Write for FUN!

I Can...

☐ use a capital letter.

The cat is big.

☐ use finger spaces.



☐ sound out words.

c - a - t = cat

☐ use punctuation.

. ? !

☐ draw a picture.



