

Rising SAA-SDS Kindergarten Parents,

Today your child came to visit Kindergarten! We had a fun time showing the students around the Kindergarten room, and sharing some of the exciting Kindergarten adventures!

It is important to maintain the academic and personal skills your child has learned and worked so hard on this year. Summer Slump occurs when students lose skills over the summer by not continuing to practice them outside of the classroom. Summer is also a great opportunity to practice new skills your child may have not mastered yet.

In order to keep their minds super sharp, we have created a Kindergarten packet your child can practice over the summer. Take your time spreading activities across the summer. Revisit activities your child may not be strong in. Lots of practice over the summer will make for a stronger start to your child's Kindergarten adventure! Remember PLAY is also important for your child to learn. Encourage your child to read books, visit the park, ride a bike, draw pictures, build towers, create with play dough and pretend play!

On your child's first day of Kindergarten, they can turn in any skills practiced over the summer to earn Super Kindergarten Tools! (Refer to 2nd page for instructions on Kindergarten Skills Packet)

A few skills to START practicing with your child: (skills we work on all year long)

- \*full family names
- \*birthday and year
- \*emergency phone number (mom or dad cell)
- \*address (including house number, street, city, state, zip code)
- \*tying shoes (only if ready)
- \*opening lunch items
- \*following 2 and 3 step directions

A few reminders to start off the school year:

1. Review Entering Sight Word List all summer- these will be assessed in August
2. All Kindergarten students will need to carry the SAA-SDS tote bag daily

3. Rest items your child can manage independently (fold up and carry or pack into the tote bag)

We are looking forward to an exciting year in Kindergarten!! Thank you for your continued support in your child's education.  
Feel free to contact us with any questions over the summer.

Thank you,

Kelly Mungle [kmungle@saa-sds.org](mailto:kmungle@saa-sds.org)

Jamie Lassandro. [jelassandro@saa-sds.org](mailto:jelassandro@saa-sds.org)

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

**SUPER Kindergarten TOOLS:**

Fridge Copy: please return to school with the Summer Packet

Skill Item	Kindergarten Tool Earned	Check when complete
Alphabet Writing and First and Last Name	1 Powerful Pencil	
Number 0 to 10 Writing	1 Excellent Eraser	
Math: number words, teen numbers, base 10	1 Nifty Notepad	
Summer Journal	1 Powerful Pencil and Happy Highlighter	
Math BINGO	2 Super Stickers	
Entering Sight Words	1 Bubbly Bookmark	
June and July Reading Log	1 Classroom Coupon	

# Ways to Practice Independence At-Home

At school we work on being independent students. Here are some ways to be independent at home.

- make bed
- help set the table
- clean up toys
- help wash/dry dishes
- sweep floors
- put away laundry
- help take care of pets
- pack lunch or snack
- pack backpack
- empty backpack after school
- follow multi-step directions (brush teeth, then get dressed)
- use polite and respectful language
- use words to express feelings
- eat regular and healthy meals
- put on and fasten shoes
- put jacket on
- open containers
- use table manners
- clean up after myself
- practice reading skills
- practice math skills
- ask questions in complete sentences
- \_\_\_\_\_
- \_\_\_\_\_



Name:

Date:

Kindergarten Sight Word Entering Assessment

ENTERING				
a	no	yellow	four	Thursday
in	with	down	see	have
two	blue	pink	Monday	ten
and	on	you	go	Friday
is	white	eight	Tuesday	he
up	brown	purple	green	the
at	one	zero	she	Saturday
nine	yes	five	Wednesday	I
was	can	red	had	three
black	orange	Sunday	six	seven

# PRACTICING SIGHT WORDS AT HOME



## USE PLASTIC LETTERS

Using a set of plastic letters, have your child put the letters on a cookie sheet or refrigerator to make the word, then read it.

## FUNNY VOICES

As you go through the stack of sight word cards, ask your child to read in the following voices: baby, robot (monotone), goofy, scary, mad, old, crying.

## HIGHLIGHT

Have your child go through a poem, newspaper, or book and highlight the sight words. If you didn't want to use a highlighter they could use pipe cleaners to underline or circle the words.

## FLYSWATTER

Write the words on index cards. Spread the cards out on a table or the floor. Call out a word and have your child hit the word with a flyswatter.

## SENSORY WRITING

Write the words in shaving cream, sand, salt or chocolate pudding.

## Play dough

Have your child make the words out of play dough. You could even make your own play dough and include some math review at the same time!

## SIDEWALK CHALK

Use sidewalk chalk to write sight words on the sidewalk, driveway, etc. Call out a sight word and have your child jump on the word.



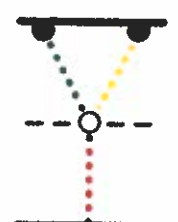
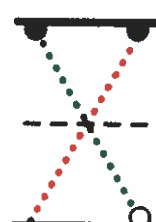
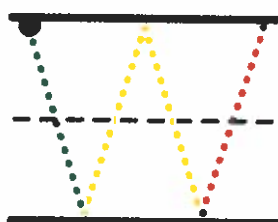
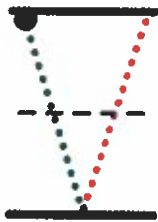
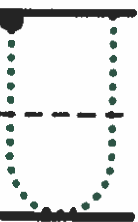
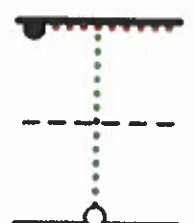
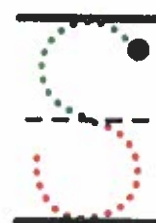
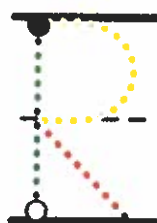
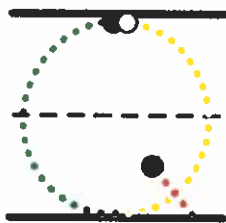
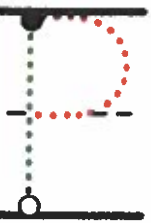
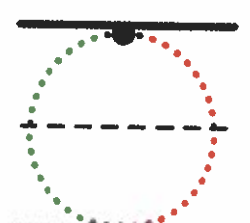
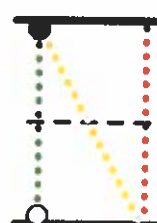
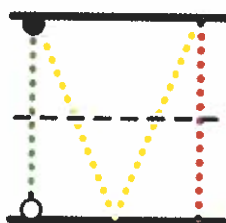
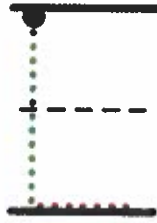
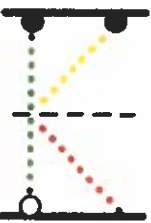
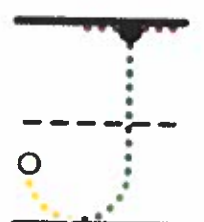
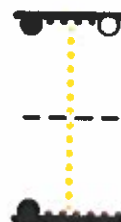
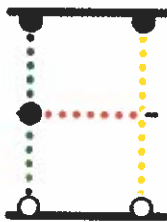
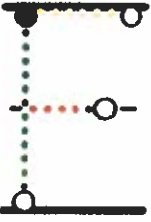
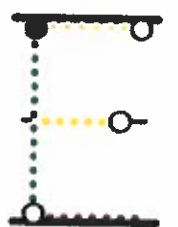
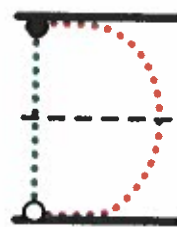
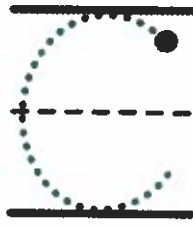
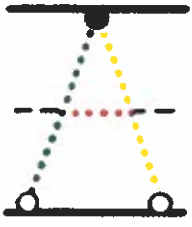
Name: \_\_\_\_\_

**ALPHABET**

Letters A-Z



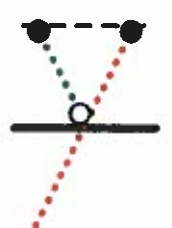
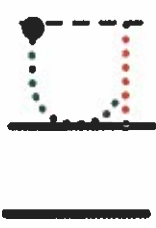
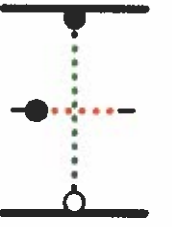
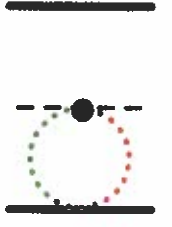
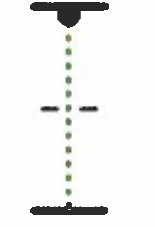
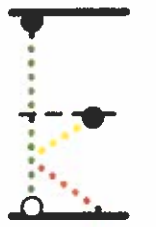
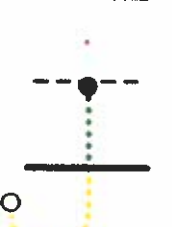
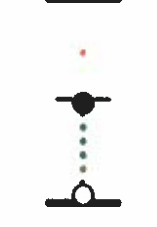
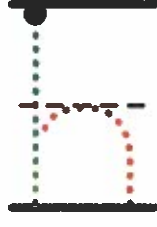
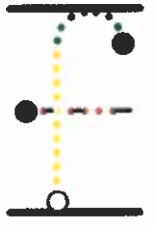
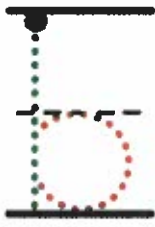
Directions: Trace the letters.



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



Directions: Trace the letters.





# First and Last Name Practice



# First and Last Name Practice



# First and Last Name Practice



# First and Last Name Practice



# First and Last Name Practice



# First and Last Name Practice



# June

Read the letters as fast as you can.  
See how many you can get in a minute.



o f Q a d f E n a y

S X A r O V m A B t

G p C S D M L A D s

f Q f E k B c R k E

K T D M L A r O V N

H k d g B Q P d F O

e C S L K k B c R M

H f I j d l J i k D

# July

Read the letters as fast as you can.  
See how many you can get in a minute.



P l d g B Q P d F d

S X t D M L A j O t

P N s Z B q V j Y s

m O E E b a R j h E

V M N M L A r j V N

R D E b a R j h E O

r C F t a l B c P M

M L A r j V M L k D



## Summer Journal Directions:

To prevent the writing summer slump, please have your child journal at least once a week in the Kindergarten Summer Journal.

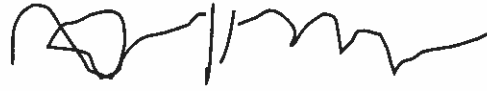
Remember there are 8 stages of writing attached on the back. Scribbles are the first stage, letters and words will follow. Please encourage your child to write after they draw a picture to tell about the drawing. If your child only writes the first and/or last sound for a word- THAT IS GREAT! We are looking for independent writers, not correct spellers! Encourage your child to write only the letters and sounds they hear.

How to WRITE a word in Kindergarten:

1. Say the word
2. Stretch it out, sound by sound
3. Write the first sound
4. Stretch out the word
5. Write a middle sound (if the child can identify or hear the middle sound)
6. Stretch out the word
7. Write the ending sound

# Writing Development Continuum

Scribbles, Mock Writing



Scribbles with Letters



Writes Strings of Letters



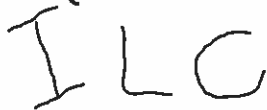
Copies Words from the Environment




Writes Inventory of Known Words



Uses Initial Sound to Represent Whole Word  
(I Love cats)

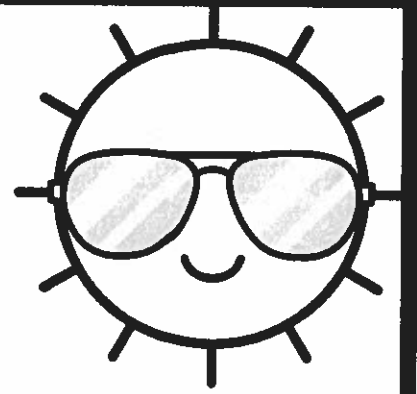


Uses Initial & Final Sound to Represent Word  
(I love cats)



Uses Sound Spelling, may include vowels  
(I love cats)

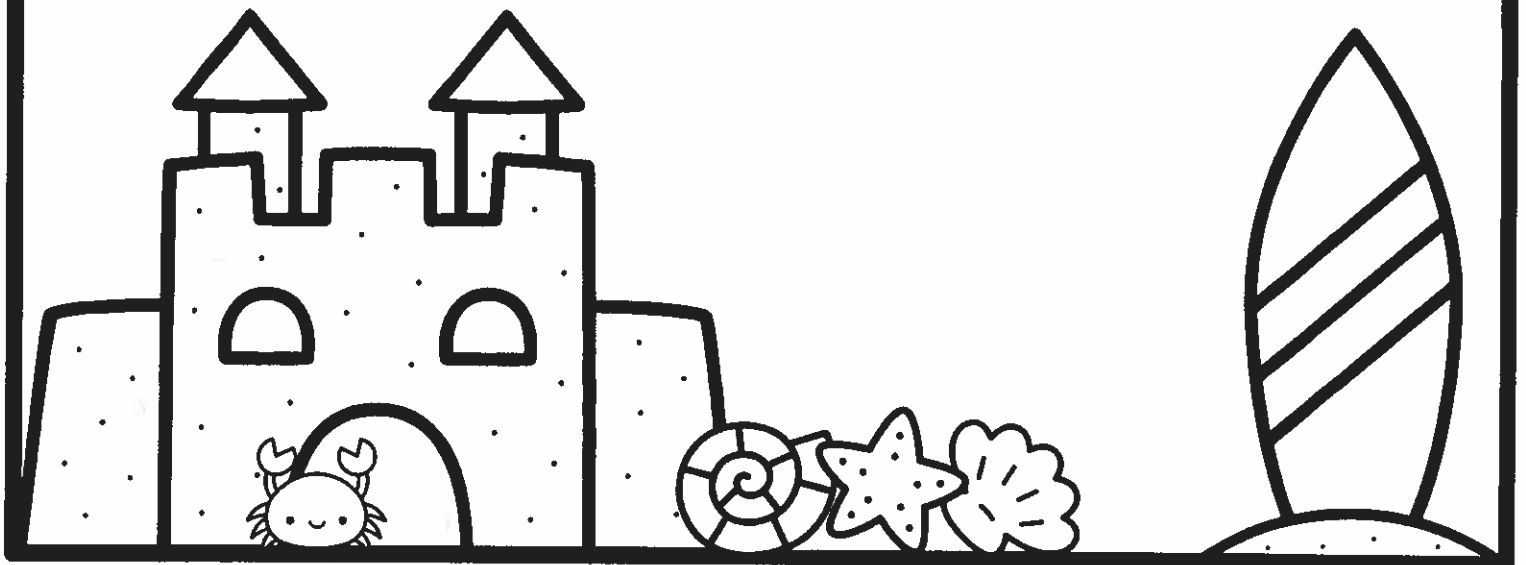




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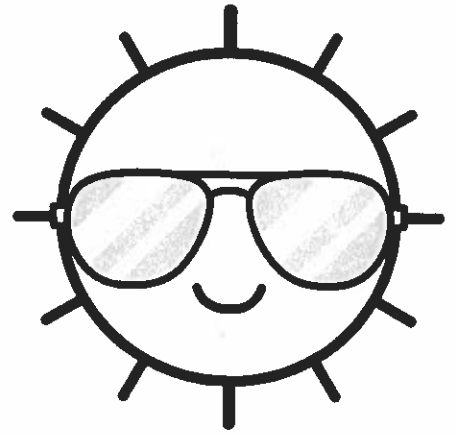
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# SUMMER JOURNAL





What are you most looking forward to this summer? Why?

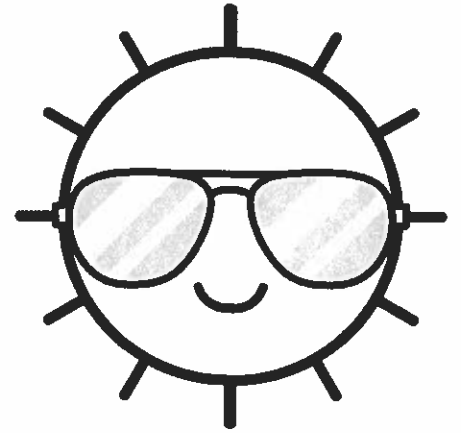


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing.

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



What is your favorite thing to do with your family? Why?



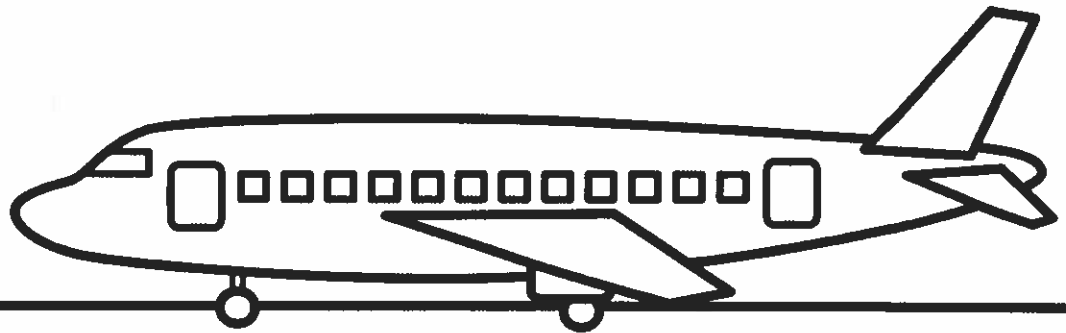
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Name: \_\_\_\_\_





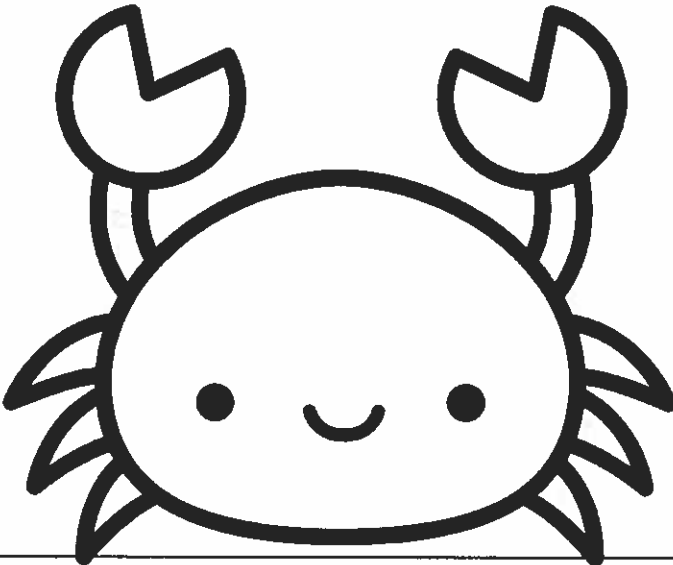
If you could fly in an airplane to anywhere you wanted, where would you go? Why?



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



Imagine you are a crab. Describe your life on the beach.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing.

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



Pretend you are at the beach.  
Describe your adventures!

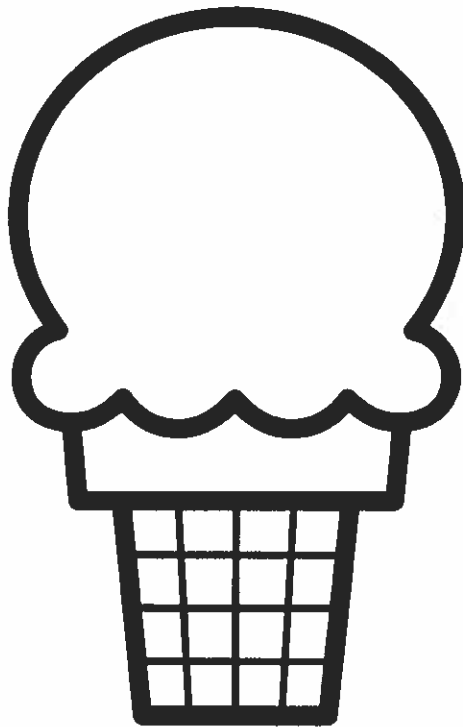


A set of writing lines for a child to describe their adventures. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines stacked vertically, providing space for the child's writing.

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



Invent a new flavor of ice cream.  
Describe it!



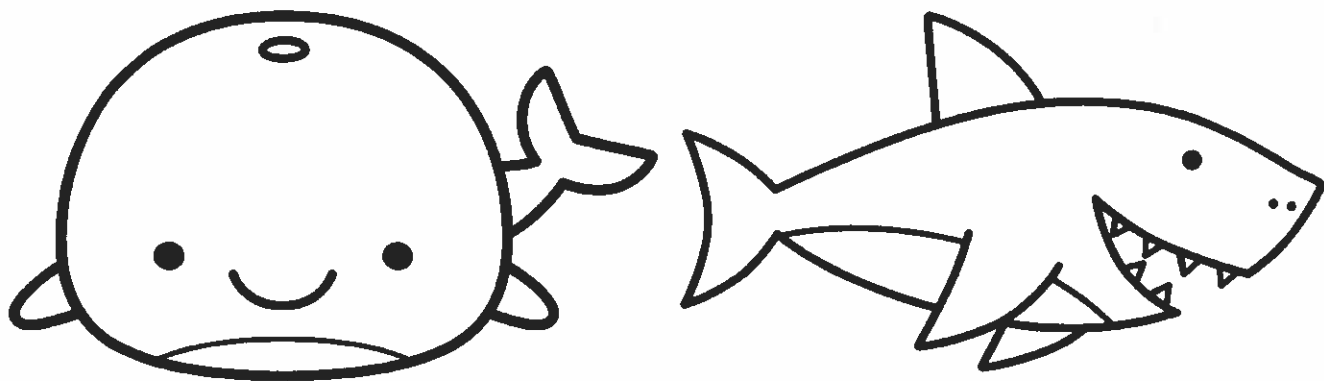
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for writing.

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





Would you rather  
swim with a whale or a shark?

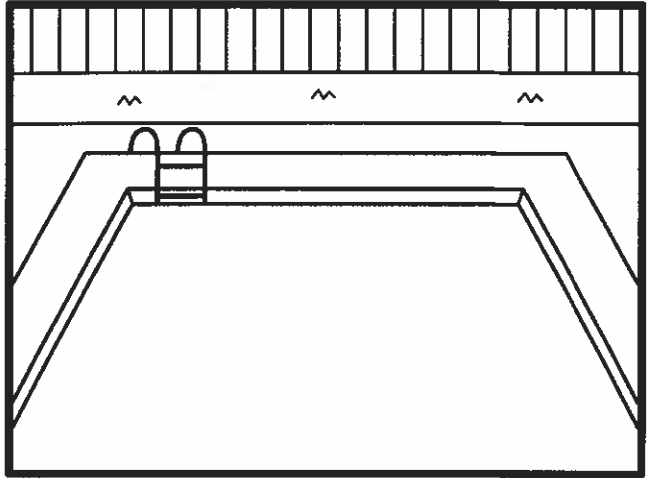
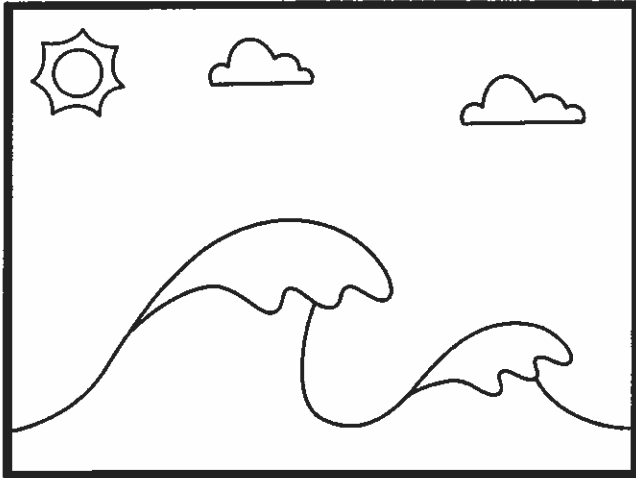


Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

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



Would you rather  
swim in the ocean or a pool? Why?

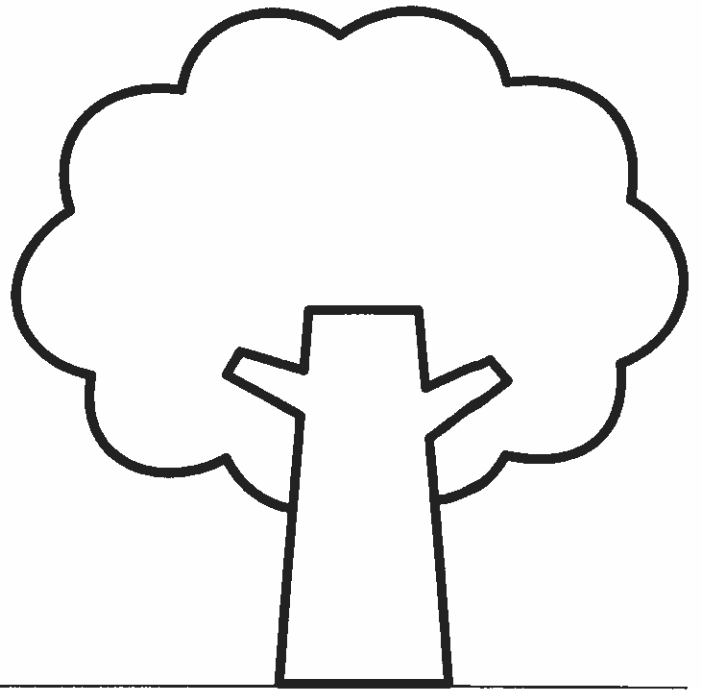


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing an answer.

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



What is your favorite outdoor activity?  
What makes it your favorite?

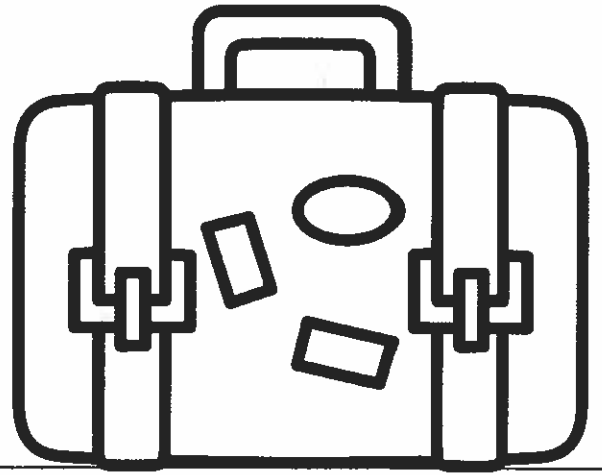


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for writing.

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



Pretend you are on your dream vacation.  
Describe your adventures!

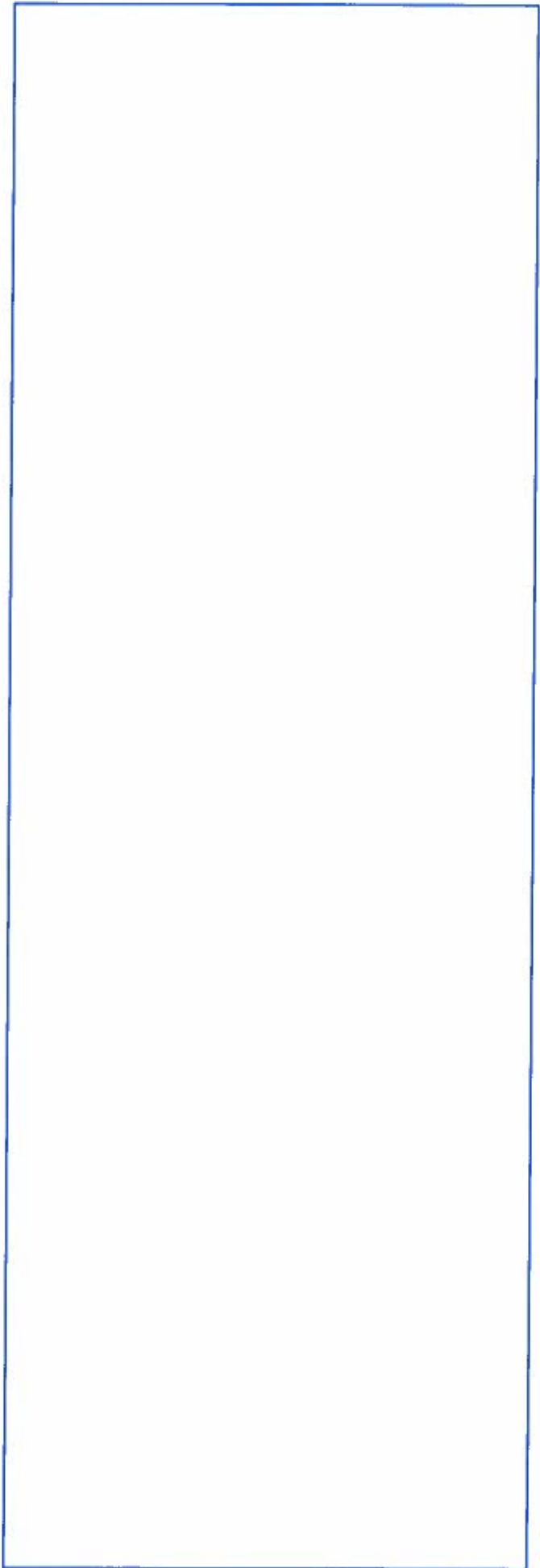


A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline for each row. There are seven such rows available for writing.

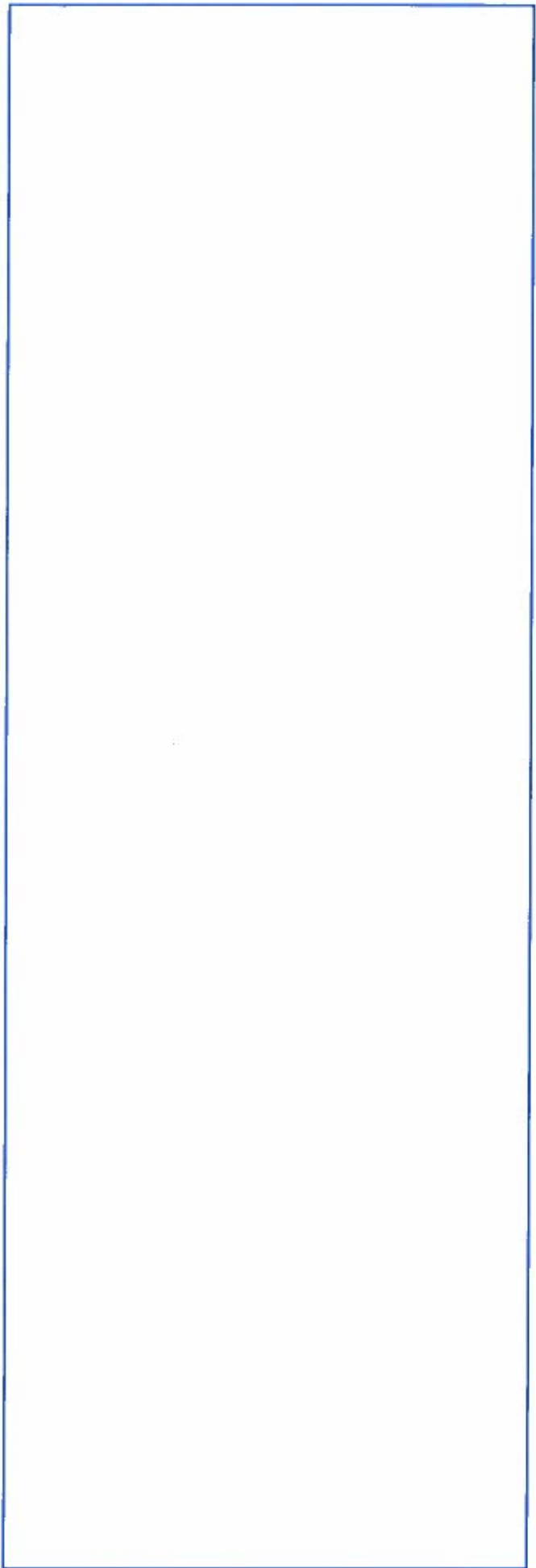
Name: \_\_\_\_\_



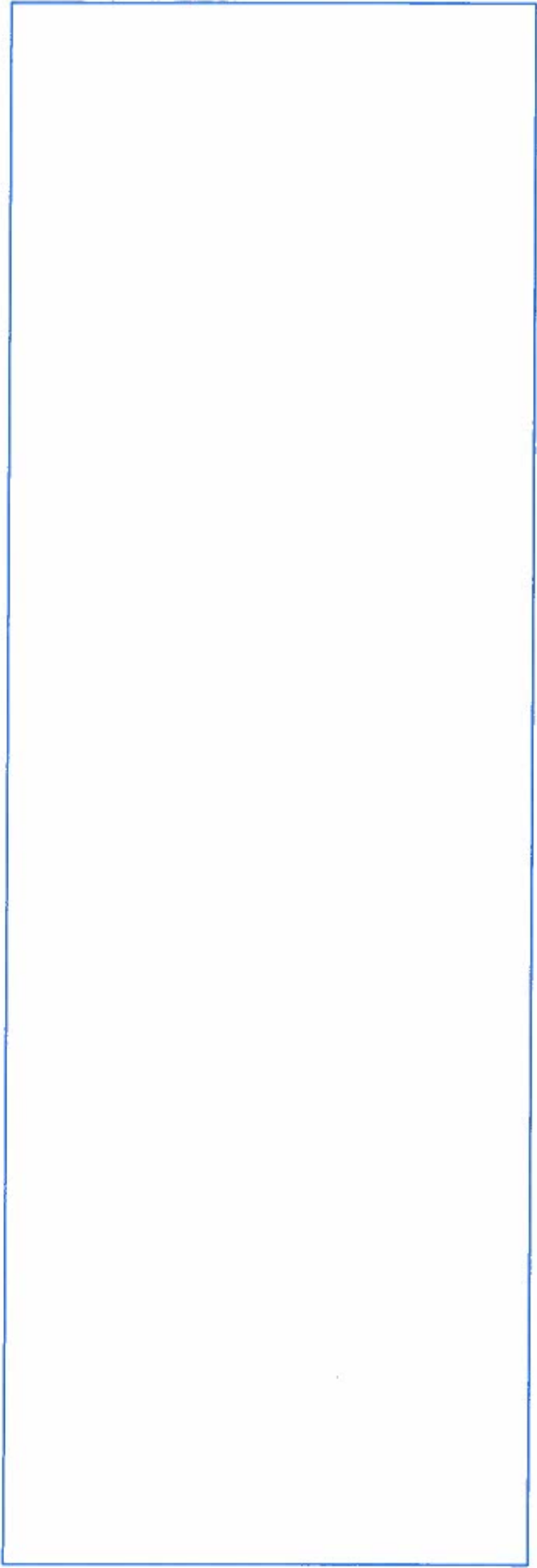




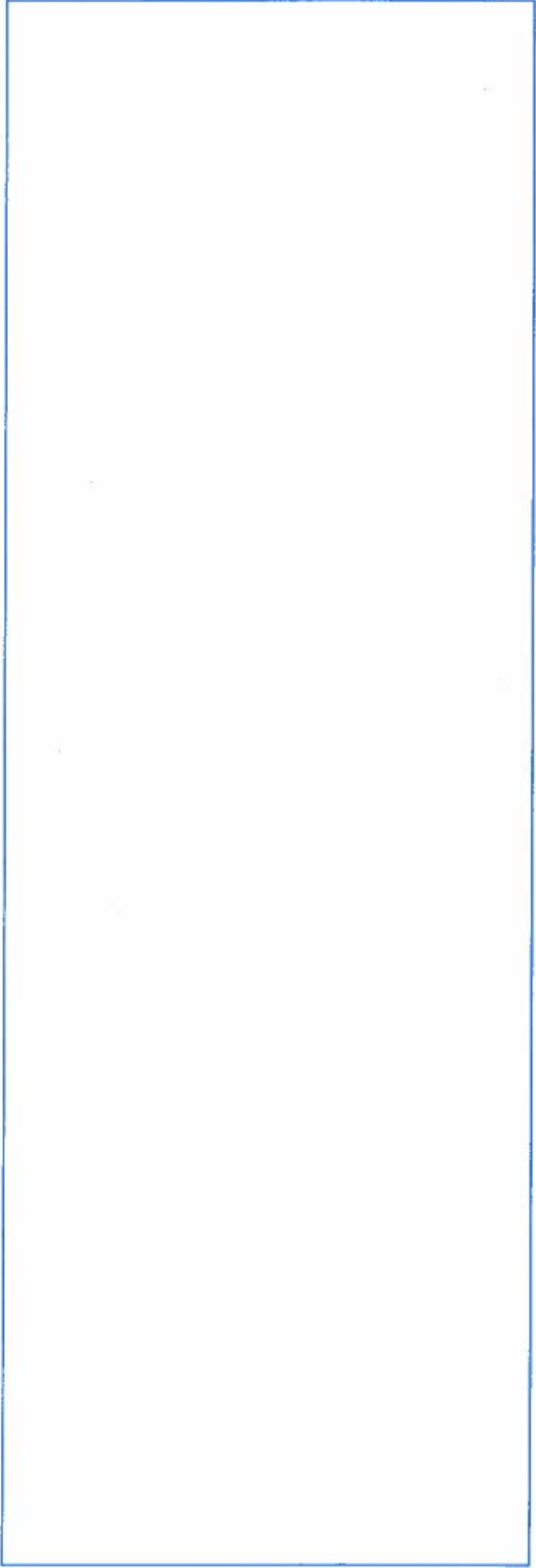






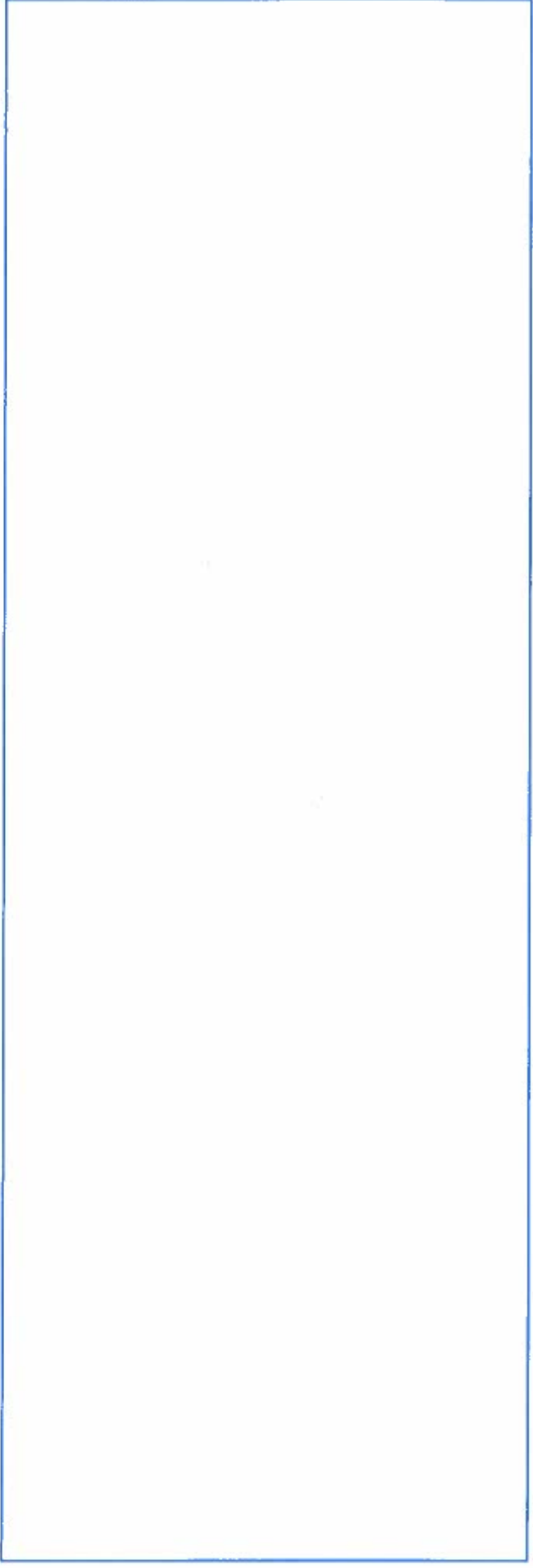










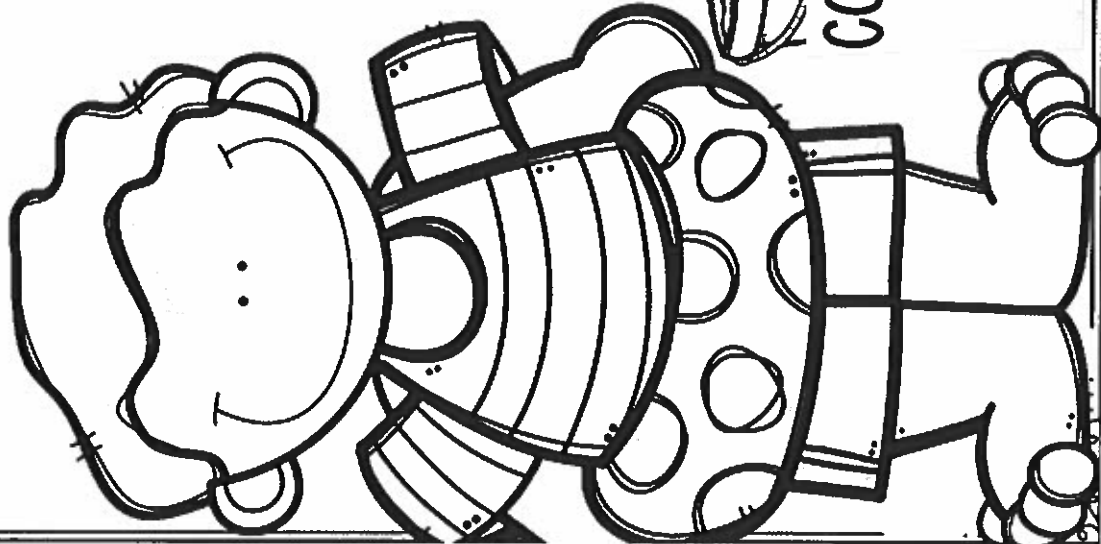
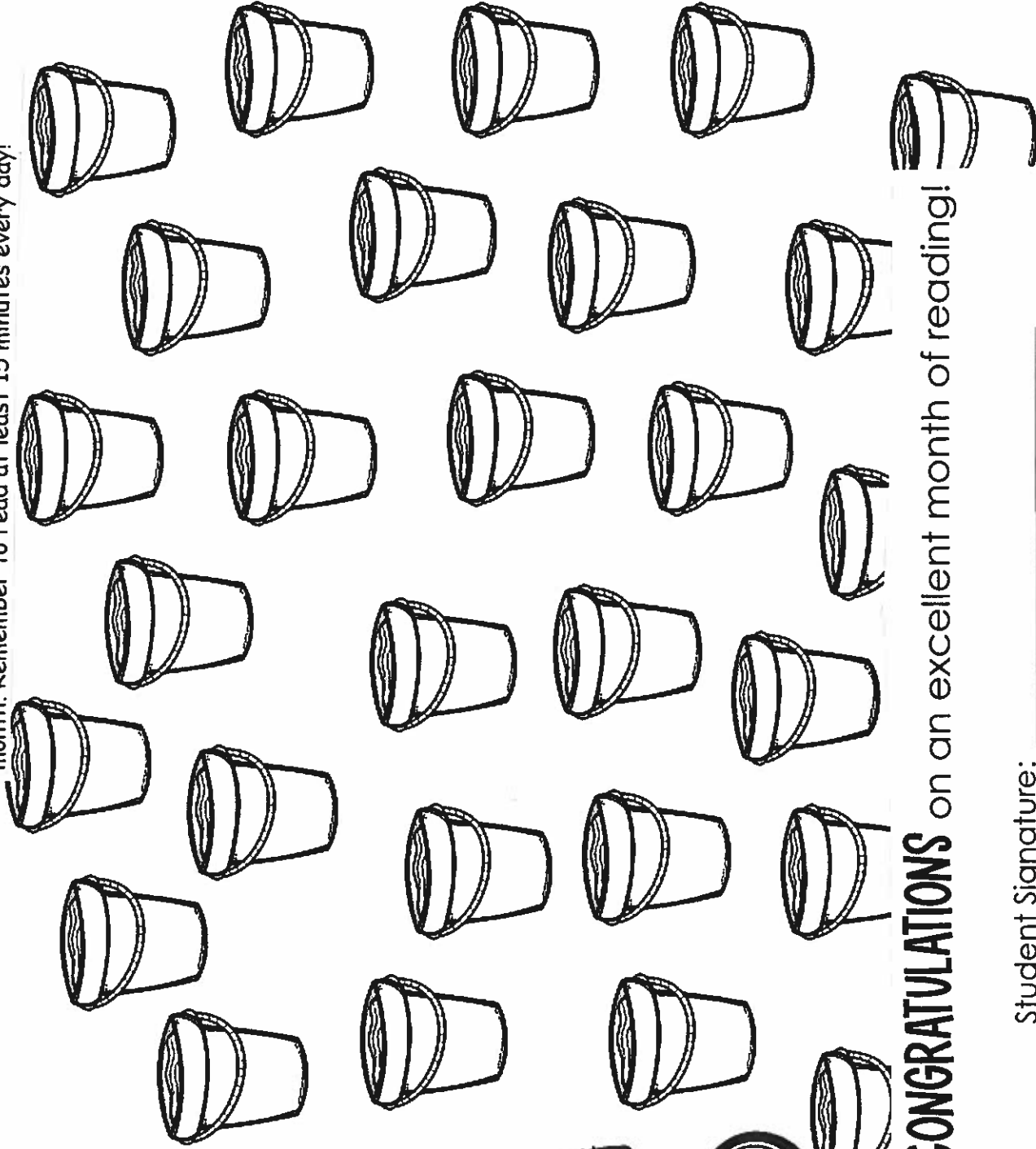




Name \_\_\_\_\_

# June

Color, sign your name, or place a sticker/stamp in each picture to represent a book you read (or a book someone read to you!). Please return your log on the last school day of the month. Remember to read at least 15 minutes every day!



**CONGRATULATIONS** on an excellent month of reading!

Student Signature: \_\_\_\_\_

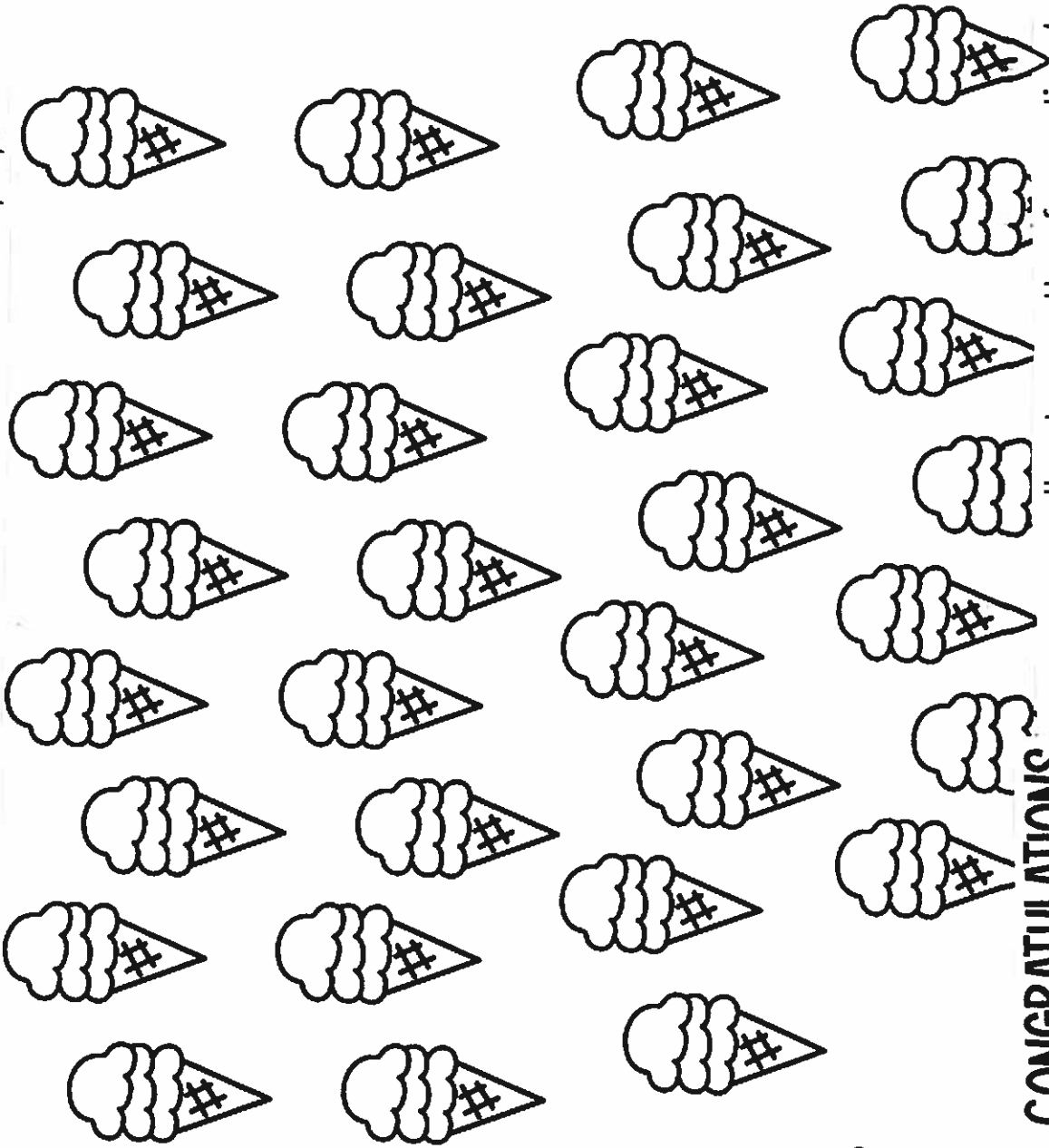
Parent Signature: \_\_\_\_\_



Name \_\_\_\_\_

# July

Color, sign your name, or place a sticker/stamp in each picture to represent a book you read (or a book someone read to you!). Please return your log on the last school day of the month. Remember to read at least 15 minutes every day!



**CONGRATULATIONS** on an excellent month of reading!

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



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

# Summer Math

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Jump and Practice counting to 30 or higher	Chalk Number Writing 0-20	Make a creation using 100 Legos	Practice 2 pages in your Summer Packet	Skip Count by 10's- 3 times
Practice 2 pages in your Summer Packet	Count the picture frames in your house	Sort a bag of coins- how many of each?	Skip Count by 5's- 3 times	Write your numbers to 20
Read your number words one-ten	Put the Days of the Week in order- 3 times	<b>Free Space</b>	Find 8 triangles- draw them	Go on a Shape hunt! Draw the shapes you see!
Count the doors in your house	Find 10 squares- draw them	Practice 2 pages in your Summer Packet	Put the Months of the year in order- 3 times	Create Chalk Shapes
Hop on one foot and count to 30	Sink or float: find objects, make a list and write if they sink or float	Sort the Laundry or Kitchen Utensils	Make a creation using 50 Legos	Practice 2 pages in your Summer Packet

Please write recordings or practice on paper and attach to this BINGO Sheet.





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

**NUMBERS**

Number 0



Directions: Trace the number.

A grid of 42 dotted number 0s for tracing, arranged in 7 rows and 6 columns. Each number is positioned between two horizontal lines. A solid black dot at the top of each number indicates the starting point, and a dashed horizontal line across the middle indicates the path of the stroke.

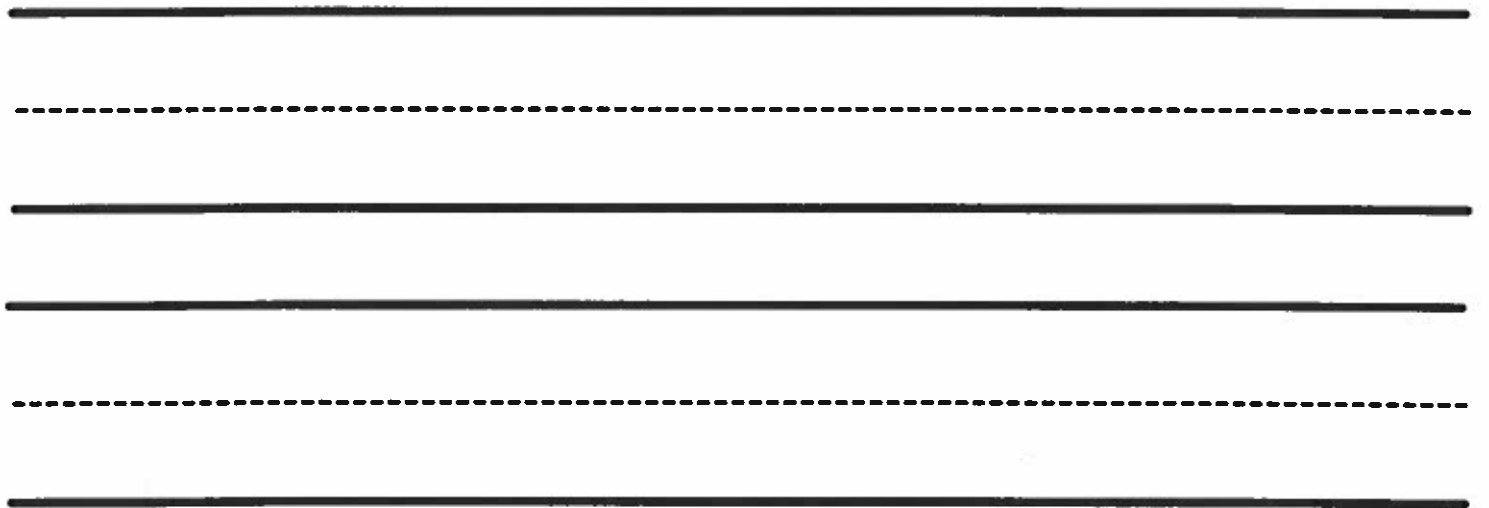
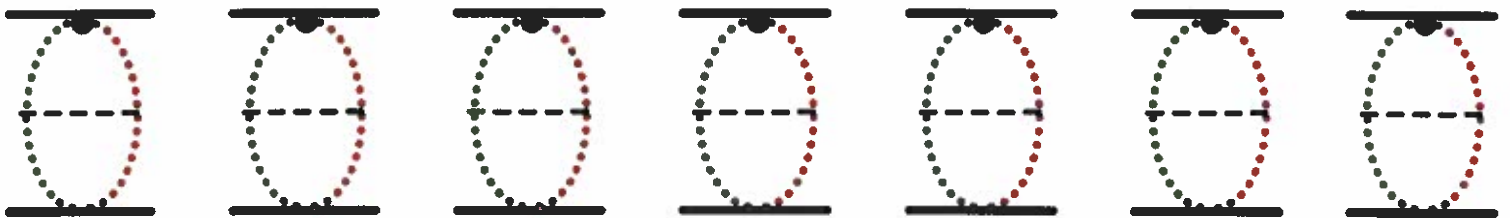
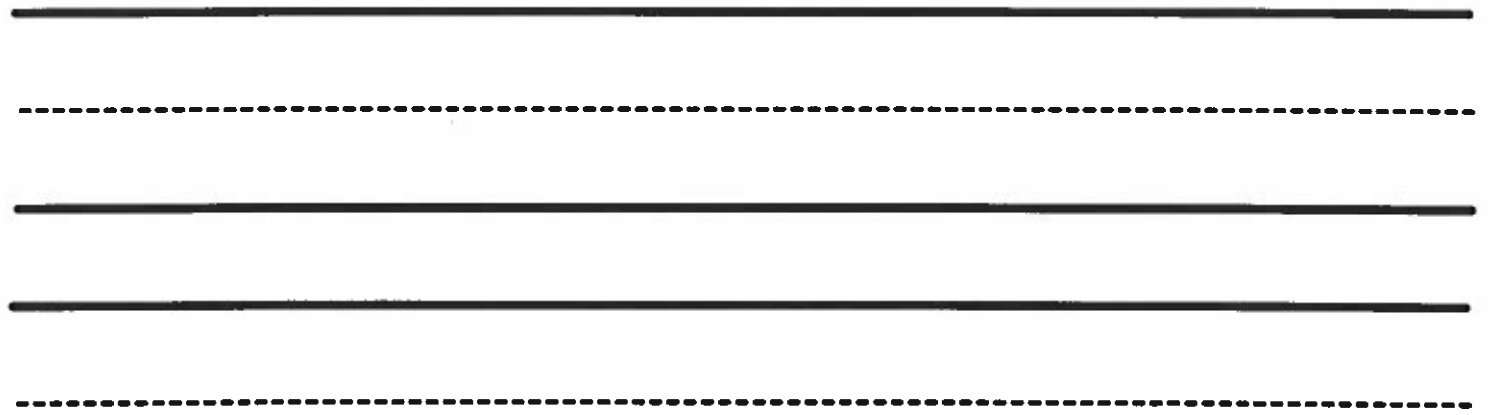
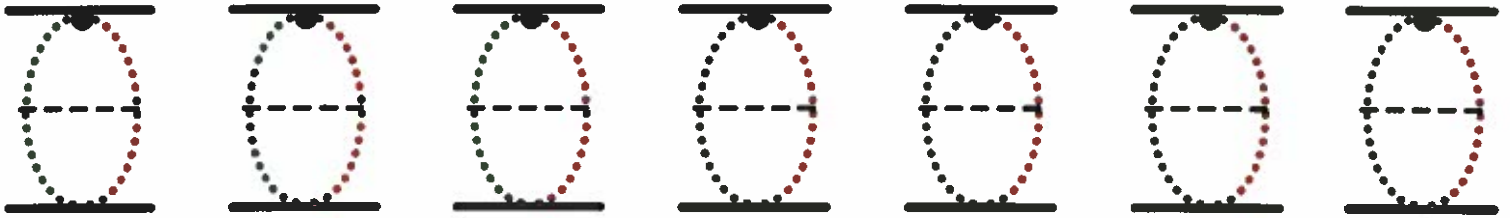
Name: \_\_\_\_\_

**NUMBERS**

Number 0



Directions: Trace the number.



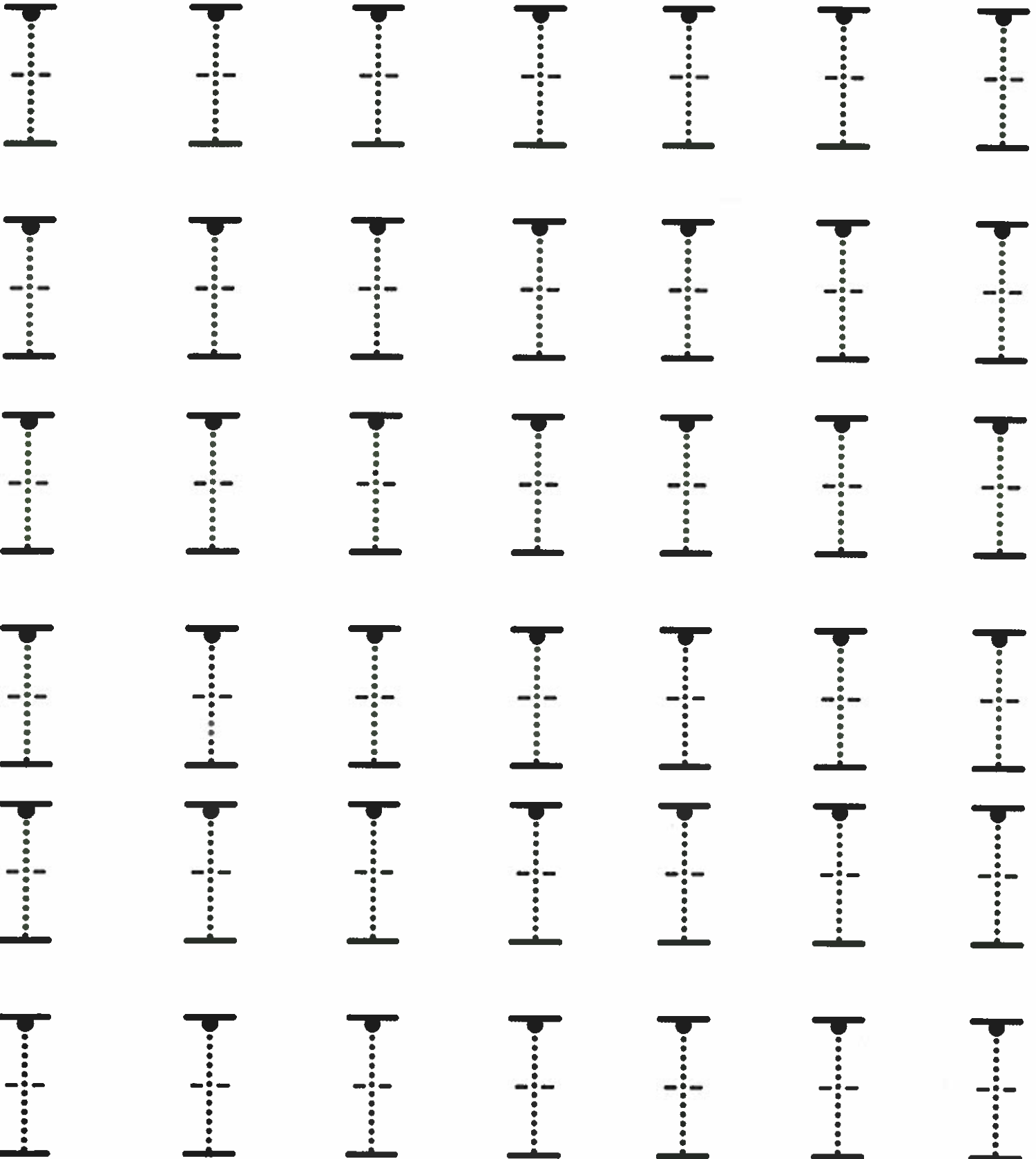
Name: \_\_\_\_\_

**NUMBERS**

Number 1



Directions: Trace the number.



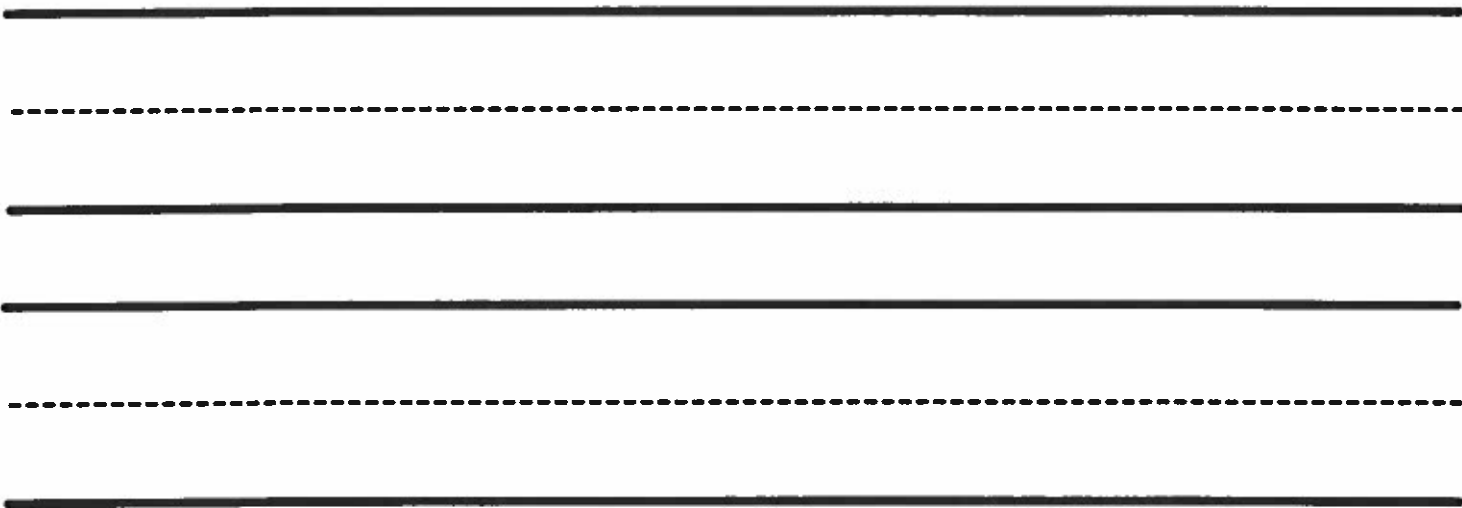
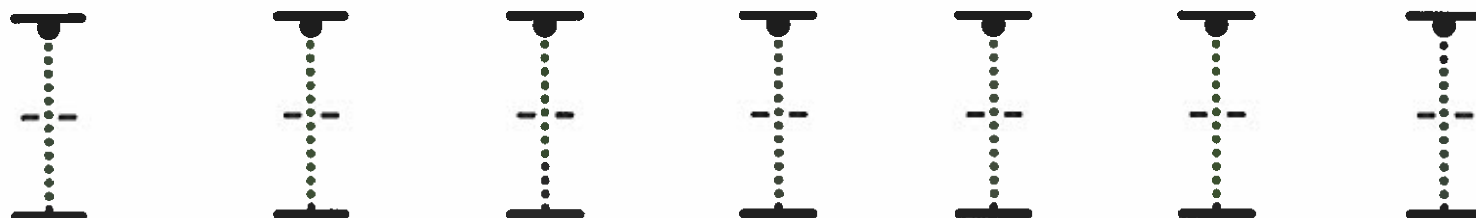
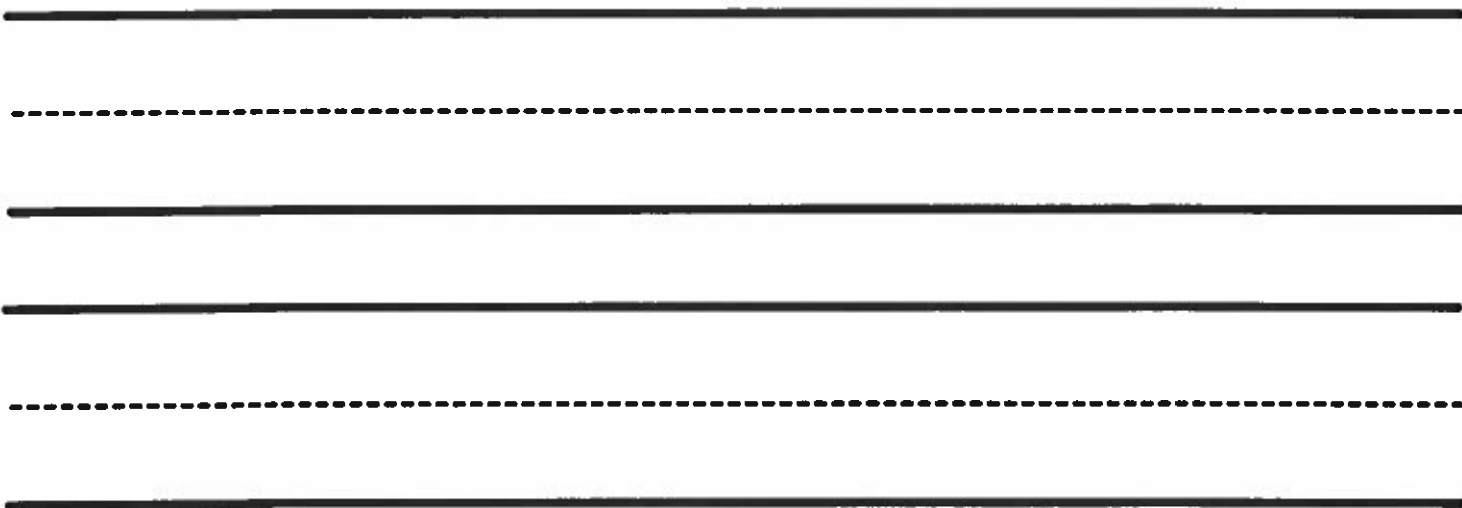
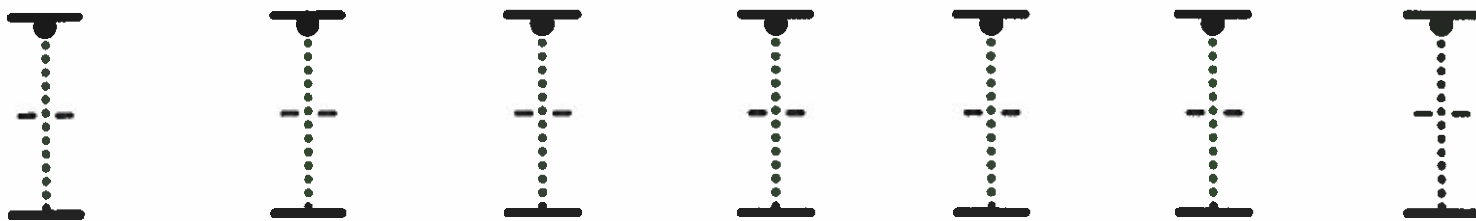
Name: \_\_\_\_\_

**NUMBERS**

Number 1



Directions: Trace the number.



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

**NUMBERS**

Number 2



Directions: Trace the number.

A grid of 42 dotted number 2s for tracing, arranged in 6 rows and 7 columns. Each number is positioned on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A solid black dot at the top left of each number indicates the starting point for writing. The numbers are spaced evenly across the page to allow for individual tracing practice.

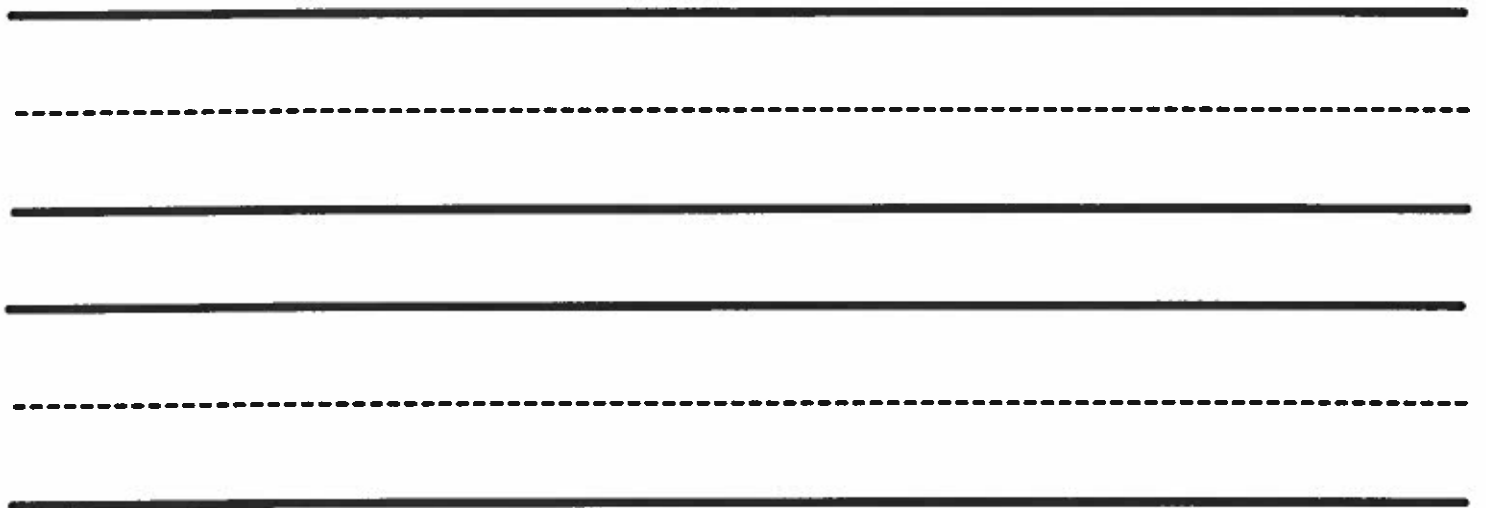
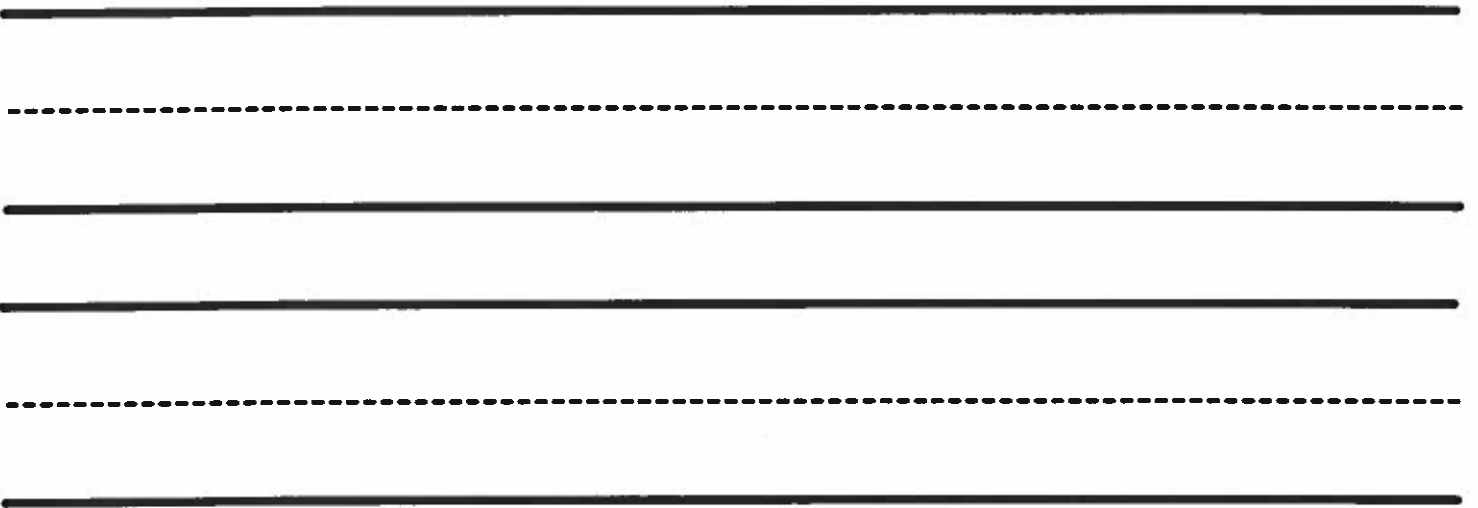
Name: \_\_\_\_\_

**NUMBERS**

Number 2



Directions: Trace the number.



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

**NUMBERS**

Number 3



Directions: Trace the number.

A grid of 42 dotted number 3s for tracing, arranged in 6 rows and 7 columns. Each number is positioned on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A solid black dot at the top left of each number indicates the starting point for writing. The numbers are formed by a sequence of dots, with the top curve and the bottom curve being black, and the middle vertical stroke being red.

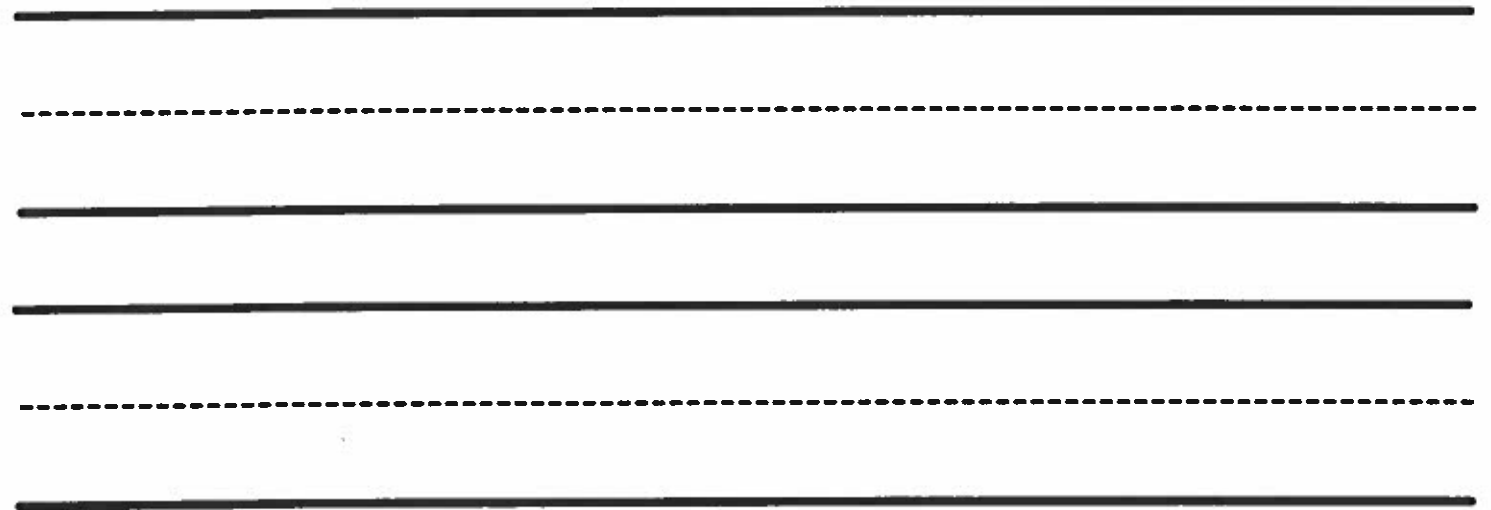
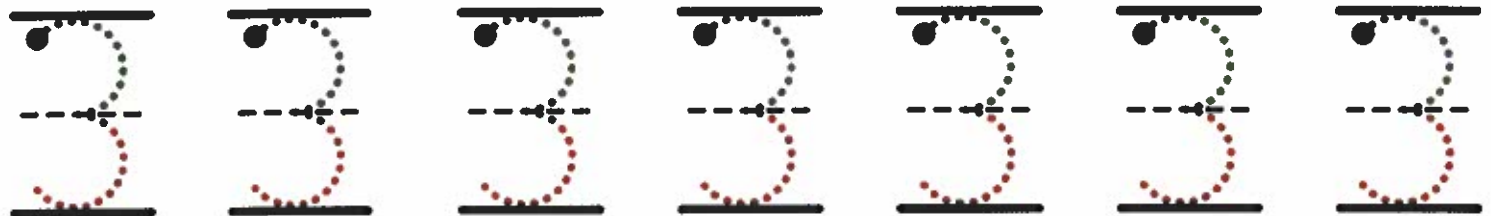
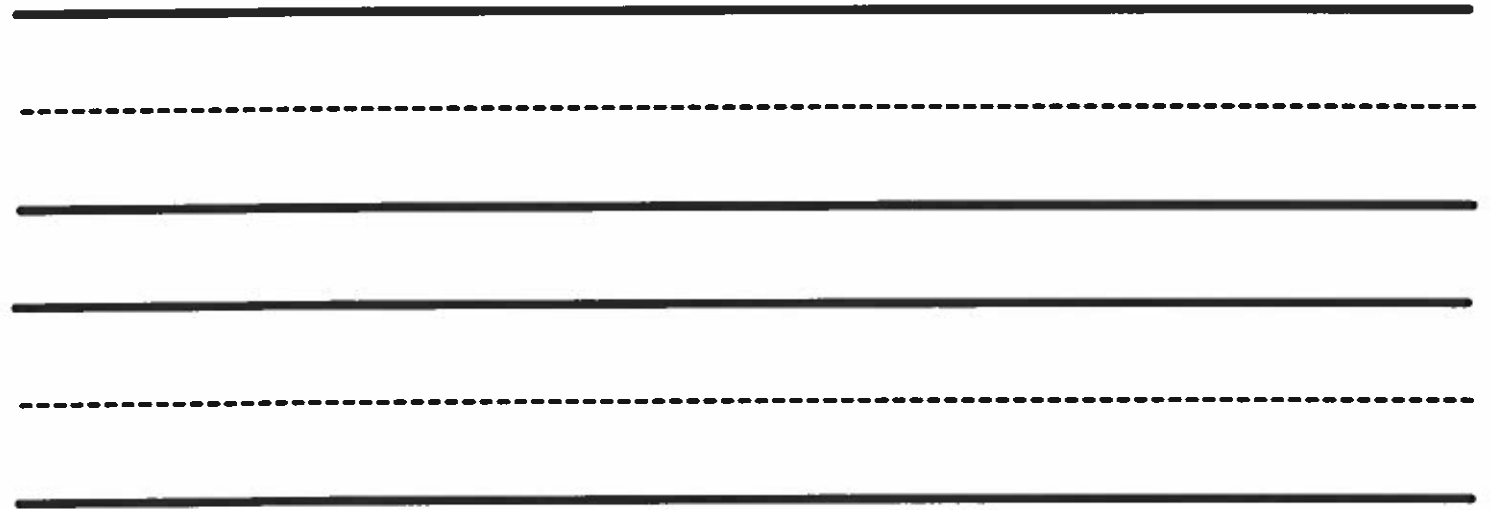
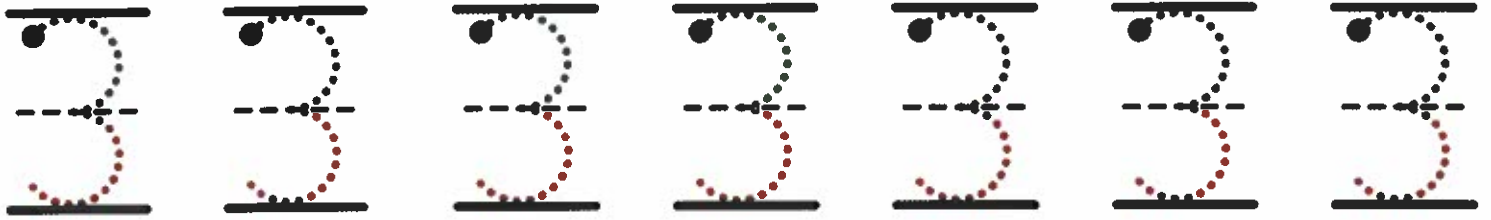
Name: \_\_\_\_\_

**NUMBERS**

Number 3



Directions: Trace the number.





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

**NUMBERS**

Number 4



Directions: Trace the number.

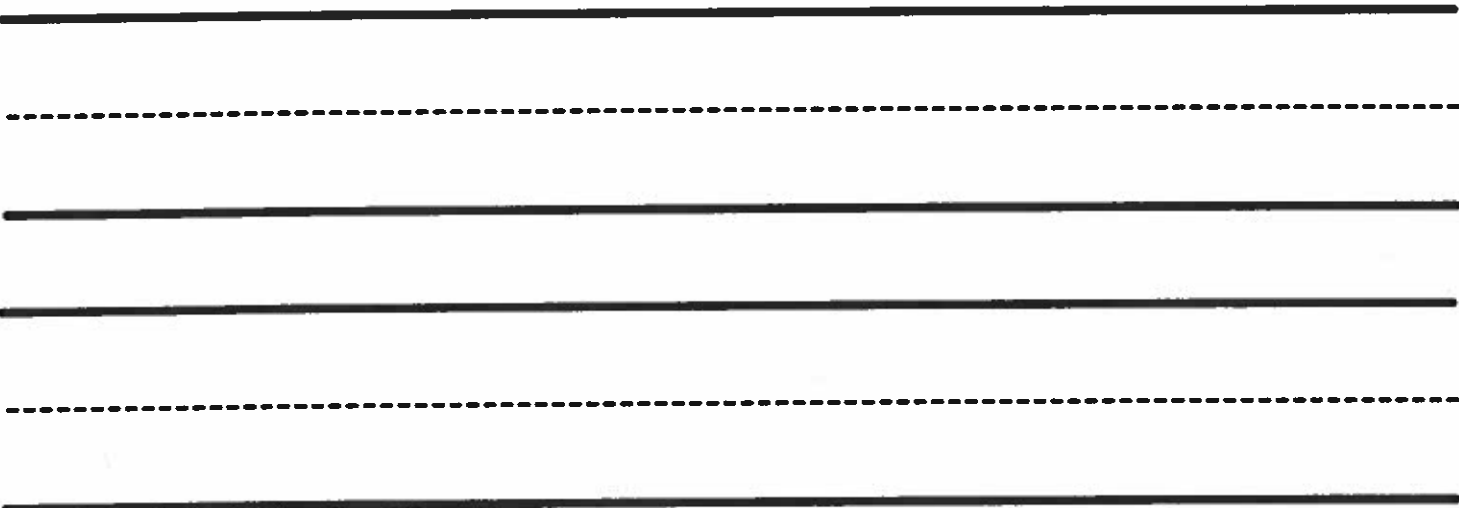
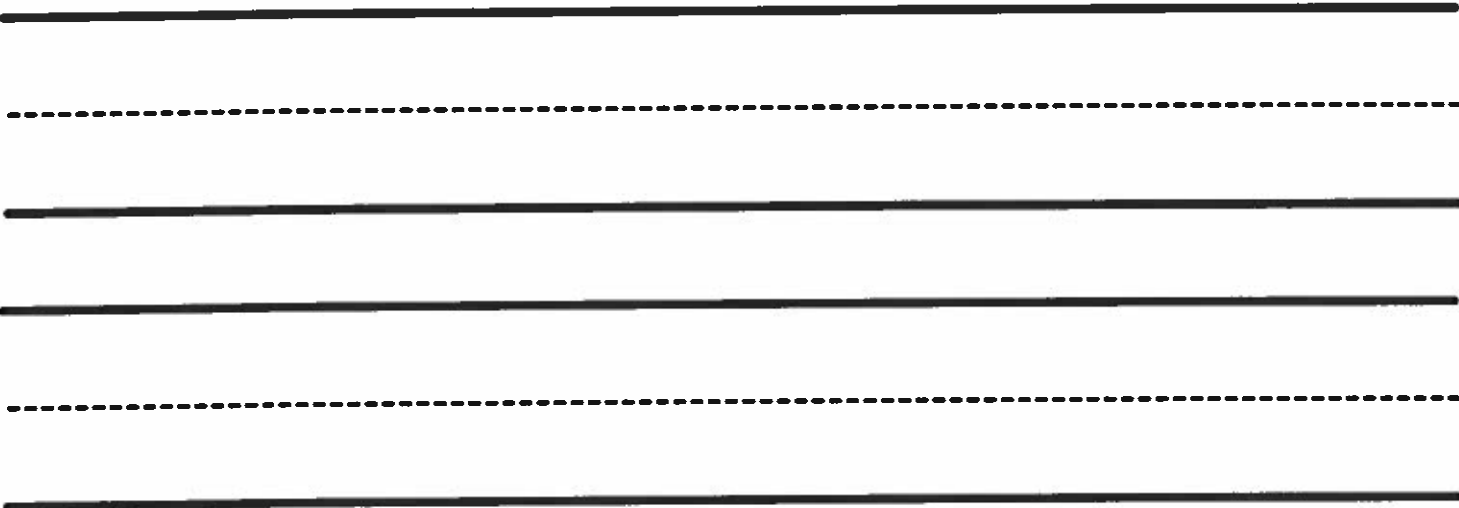
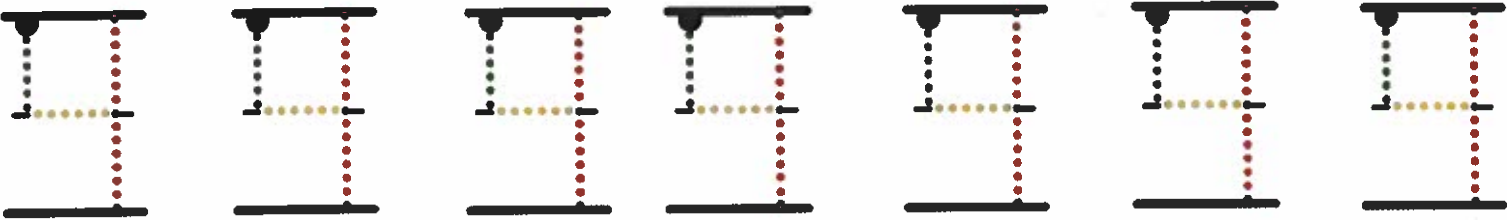
A grid of 42 tracing exercises for the number 4, arranged in 6 rows and 7 columns. Each exercise consists of a set of three horizontal lines (top, middle, bottom) with a black dot at the top left. A vertical red dotted line runs from the top dot to the bottom line. A horizontal yellow dotted line runs from the top dot to the middle line. A vertical red dotted line runs from the middle line to the bottom line. The number 4 is formed by the intersection of these lines. The tracing exercises progress from left to right and top to bottom, with the number becoming more solid and less dotted in each subsequent exercise.

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

**NUMBERS**  
Number 4



Directions: Trace the number.



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

**NUMBERS**

Number 5



Directions: Trace the number.

A grid of 42 tracing exercises for the number 5, arranged in 6 rows and 7 columns. Each exercise consists of a set of three horizontal lines (top, middle, bottom) with a dashed vertical line on the left and a dashed curve on the right. The number 5 is formed by a vertical line and a curved line, both made of small orange dots. The top line has a row of red dots. The middle line has a row of small black triangles. The bottom line has a row of small black circles. The tracing path starts at the top red dot, goes down the vertical line, then curves around to the right and down to the bottom line, ending at the bottom right dot.

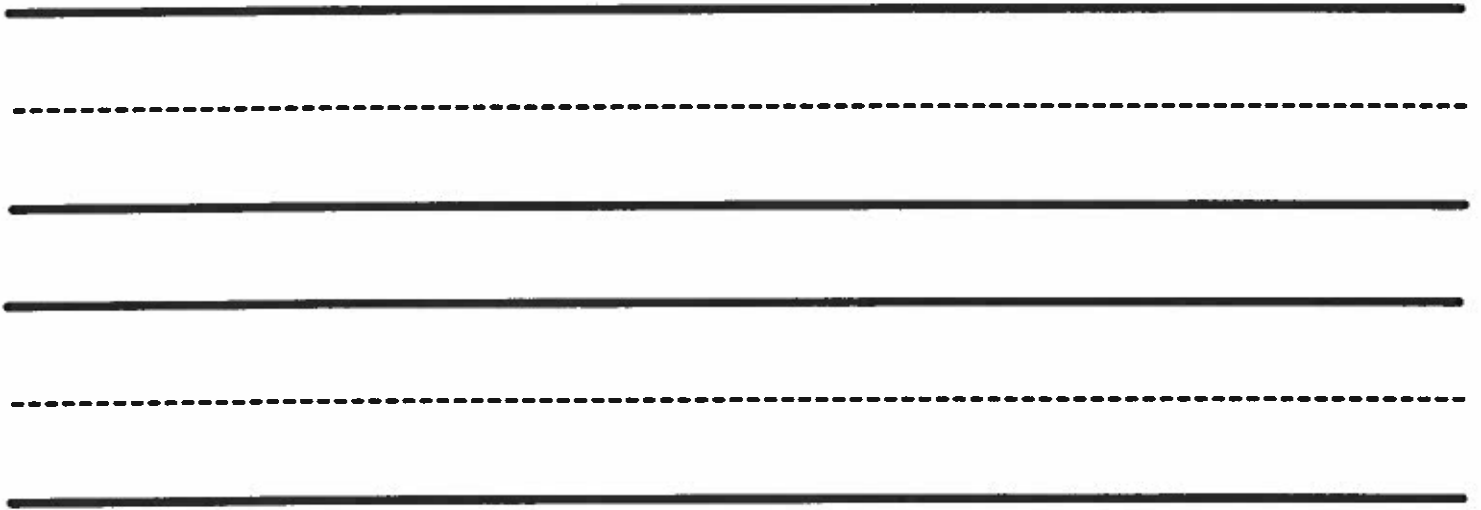
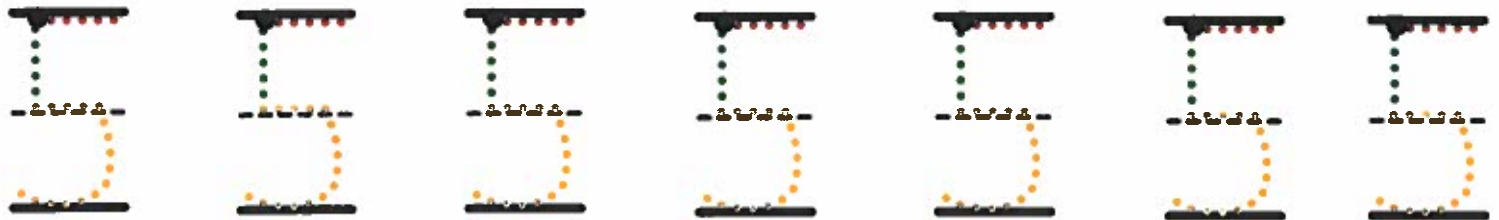
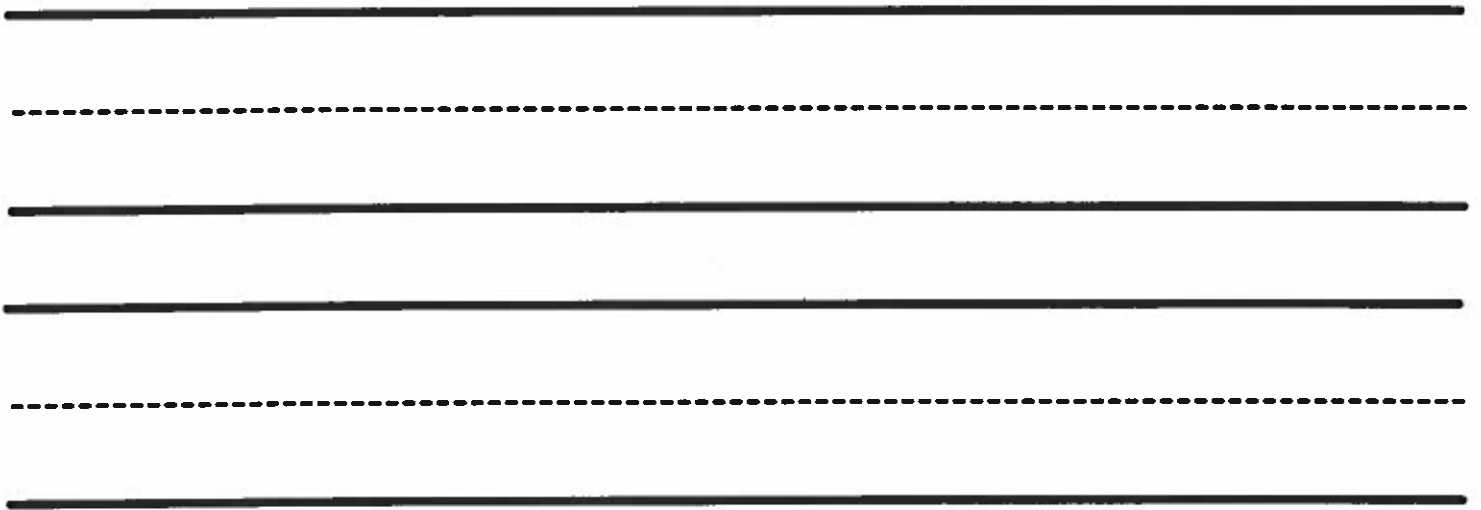
Name: \_\_\_\_\_

**NUMBERS**

Number 5



Directions: Trace the number.



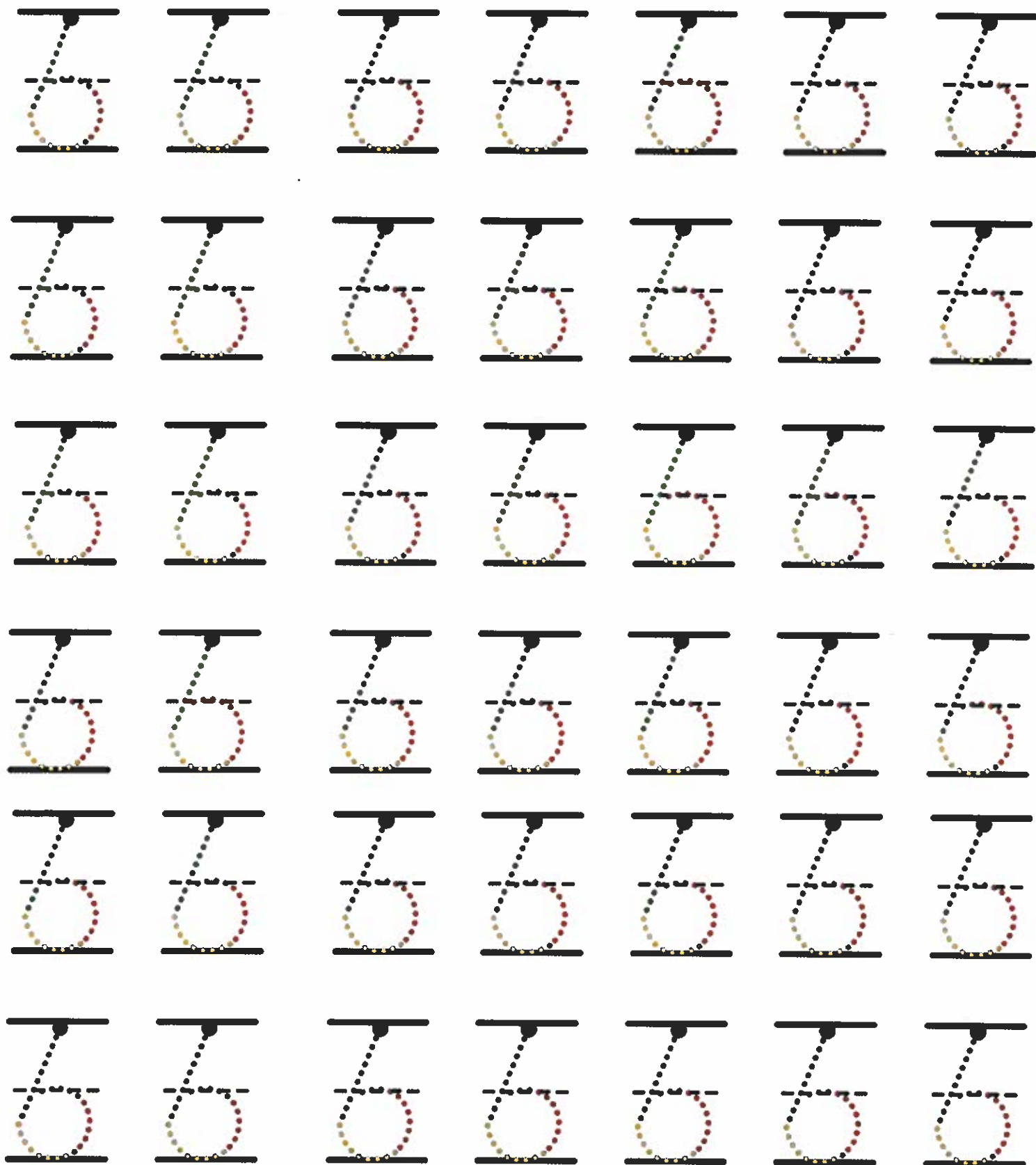
Name: \_\_\_\_\_

**NUMBERS**

Number 6



Directions: Trace the number.



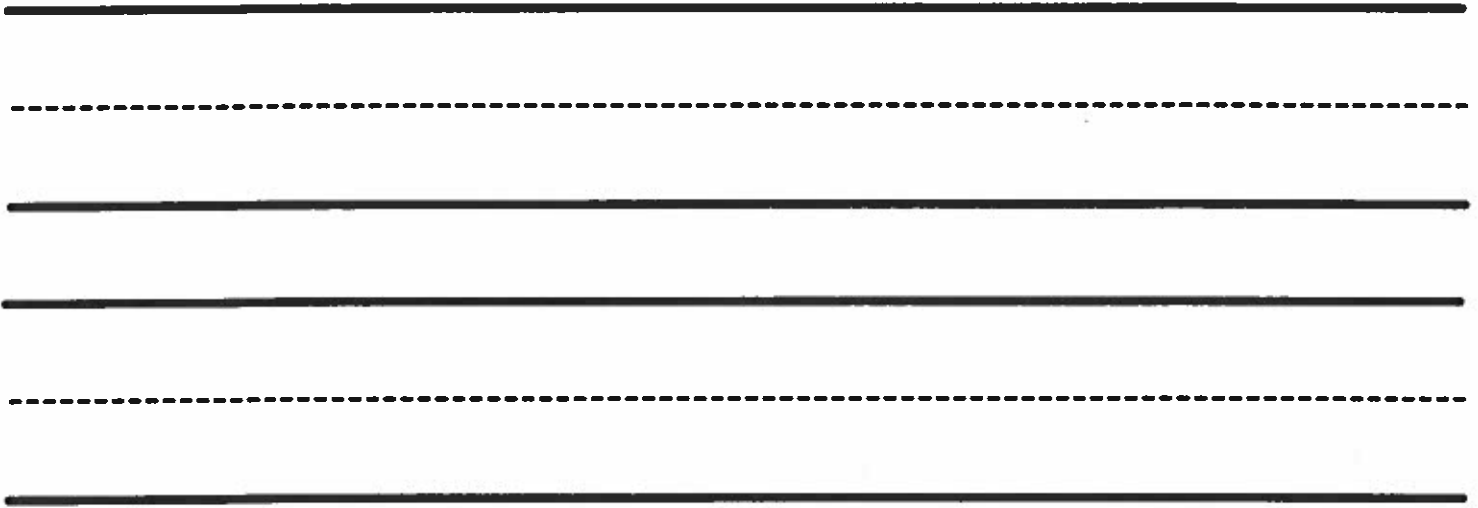
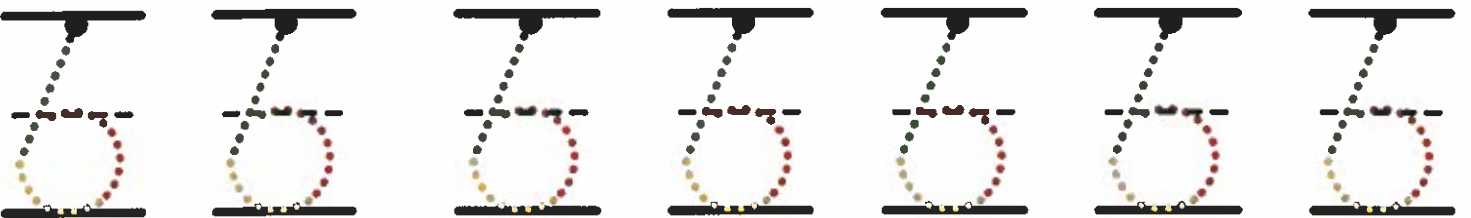
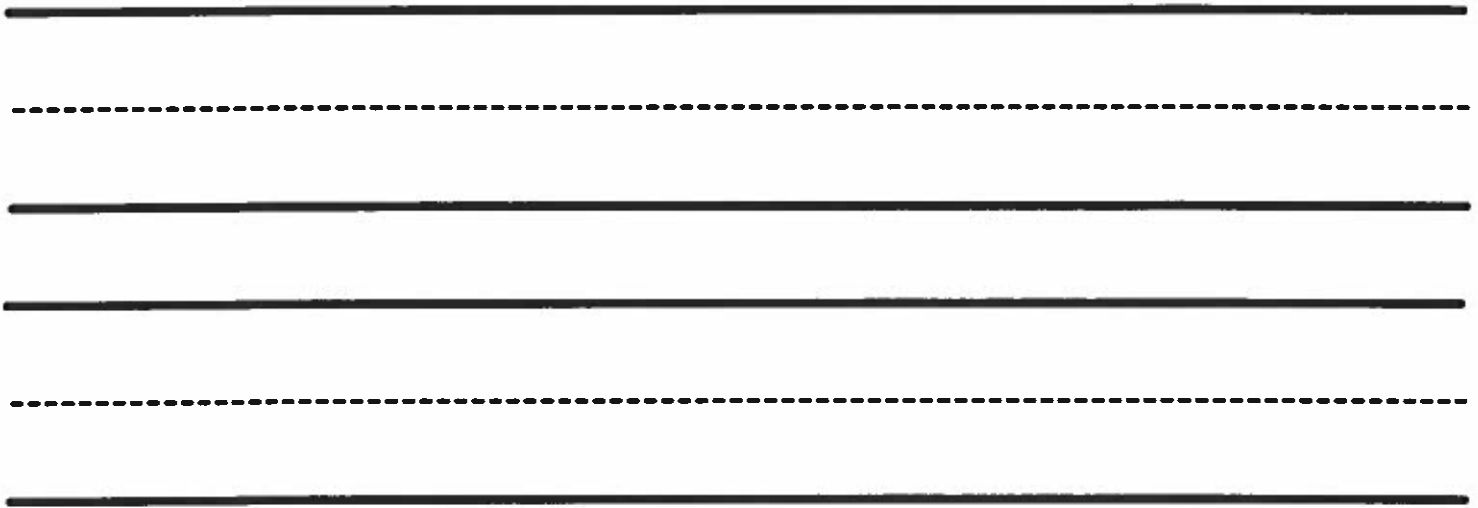
Name: \_\_\_\_\_

**NUMBERS**

Number 6



Directions: Trace the number.



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

**NUMBERS**

Number 7



Directions: Trace the number.

A grid of 42 tracing exercises for the number 7, arranged in 6 rows and 7 columns. Each exercise consists of a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A red dotted number 7 is drawn on each set of lines, starting with a small black dot at the top left of the top line. The number 7 is formed by a diagonal stroke from the top line to the bottom line, and a horizontal stroke from the diagonal stroke to the right edge of the top line.

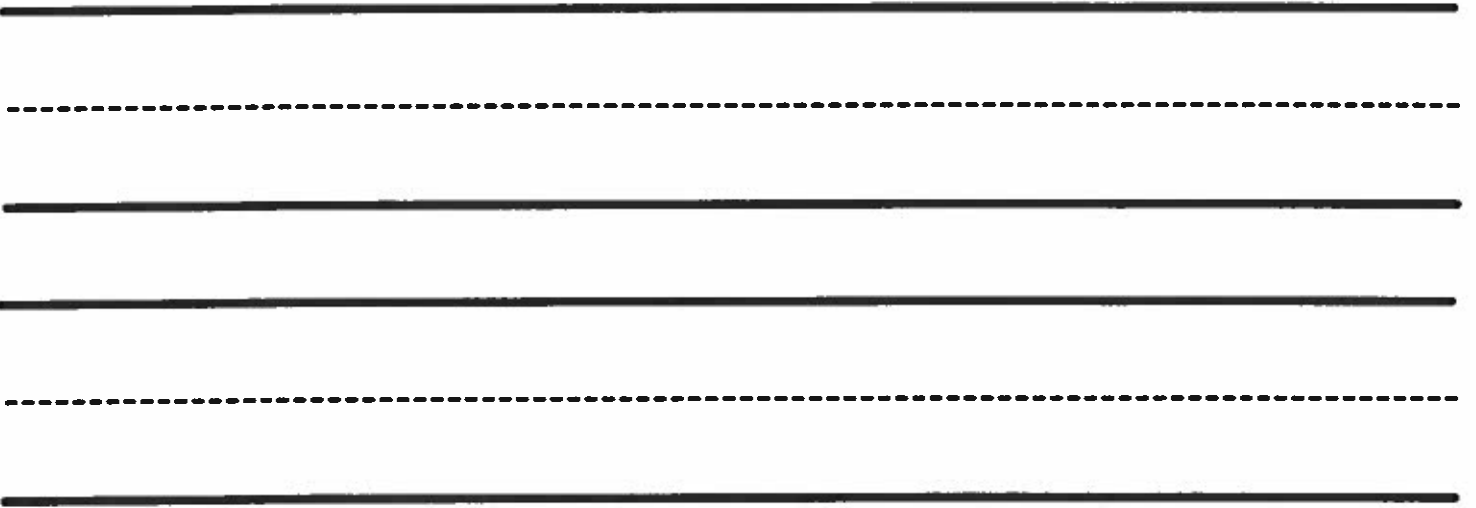
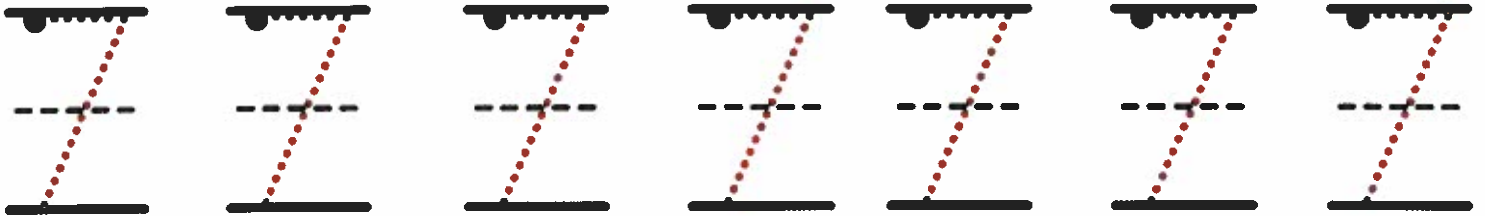
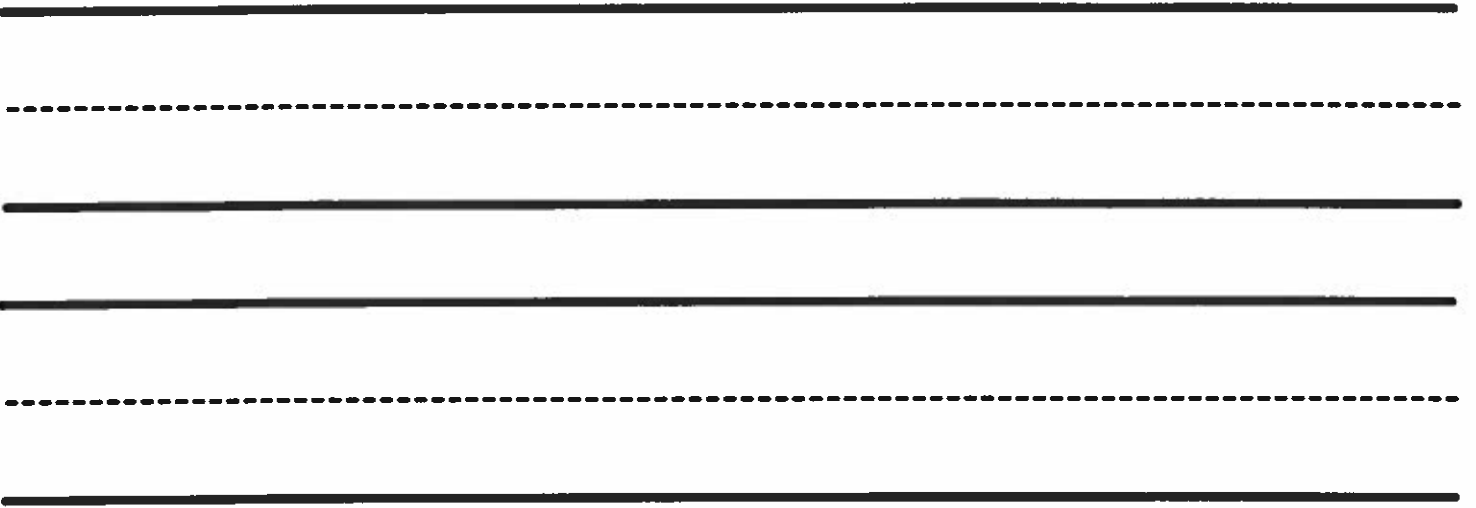
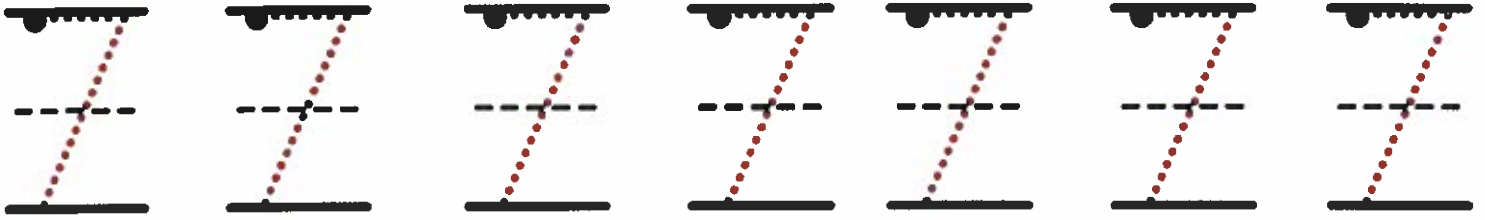
Name: \_\_\_\_\_

**NUMBERS**

Number 7



Directions: Trace the number.





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

**NUMBERS**

Number 8



Directions: Trace the number.

A grid of 42 dotted number 8s for tracing, arranged in 6 rows and 7 columns. Each number is positioned between a top and bottom solid line, with a dashed middle line. A black dot at the top of each number indicates the starting point for the stroke. The numbers are designed to be traced by following the path of the dots.

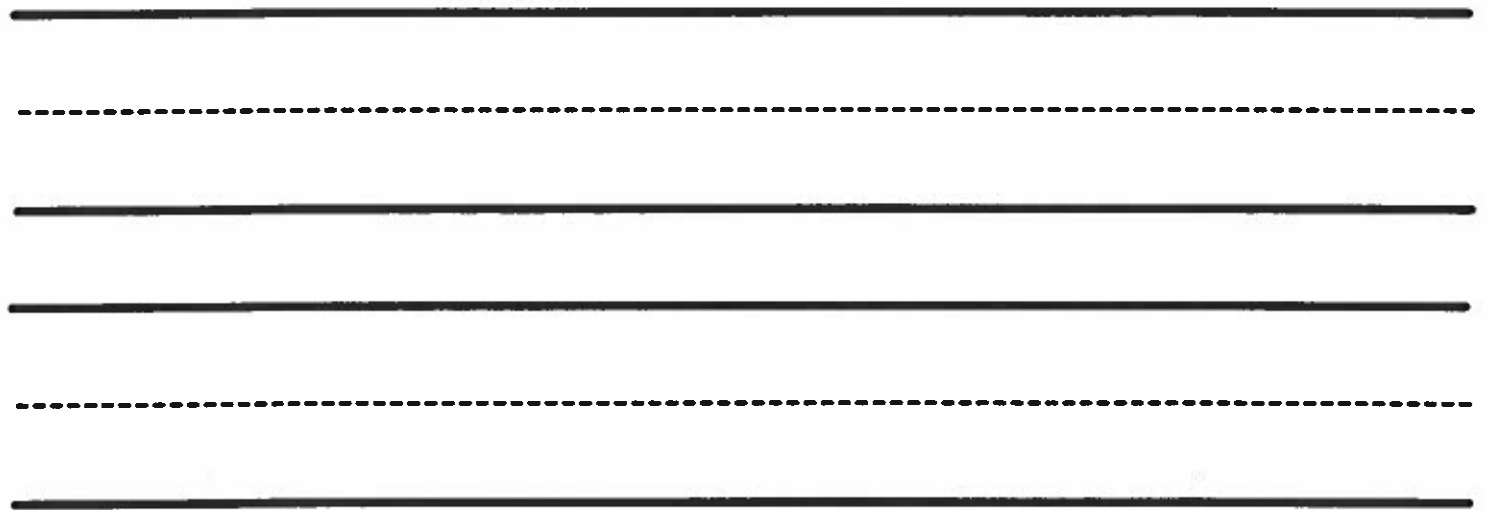
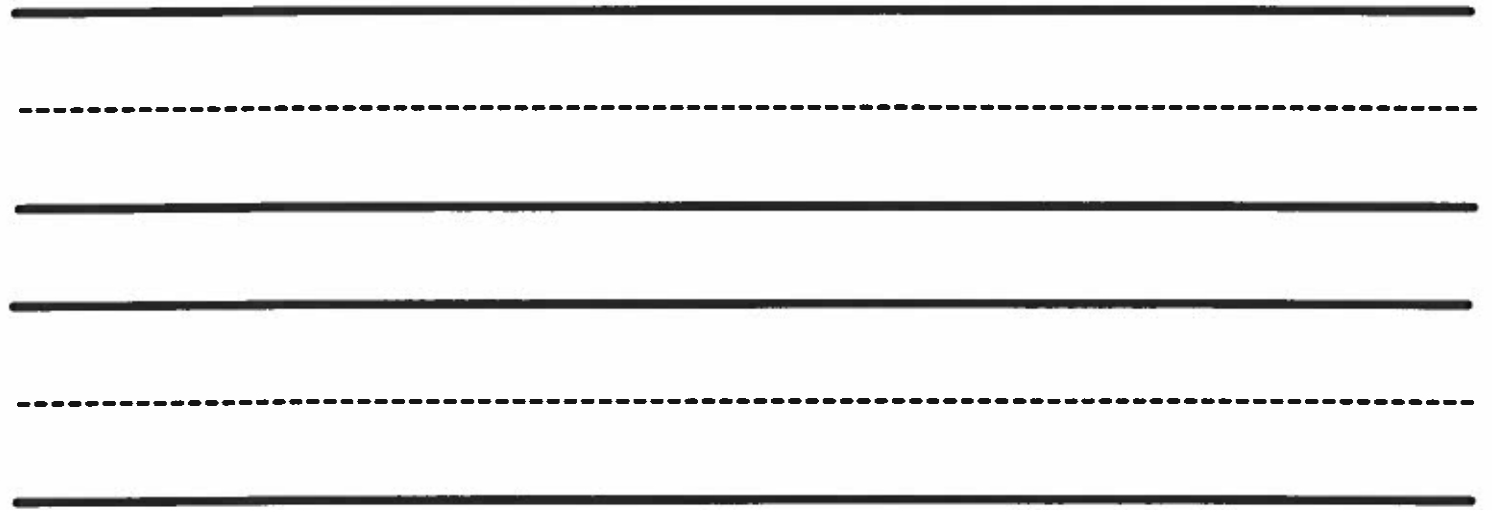
Name: \_\_\_\_\_

**NUMBERS**

Number 8



Directions: Trace the number.



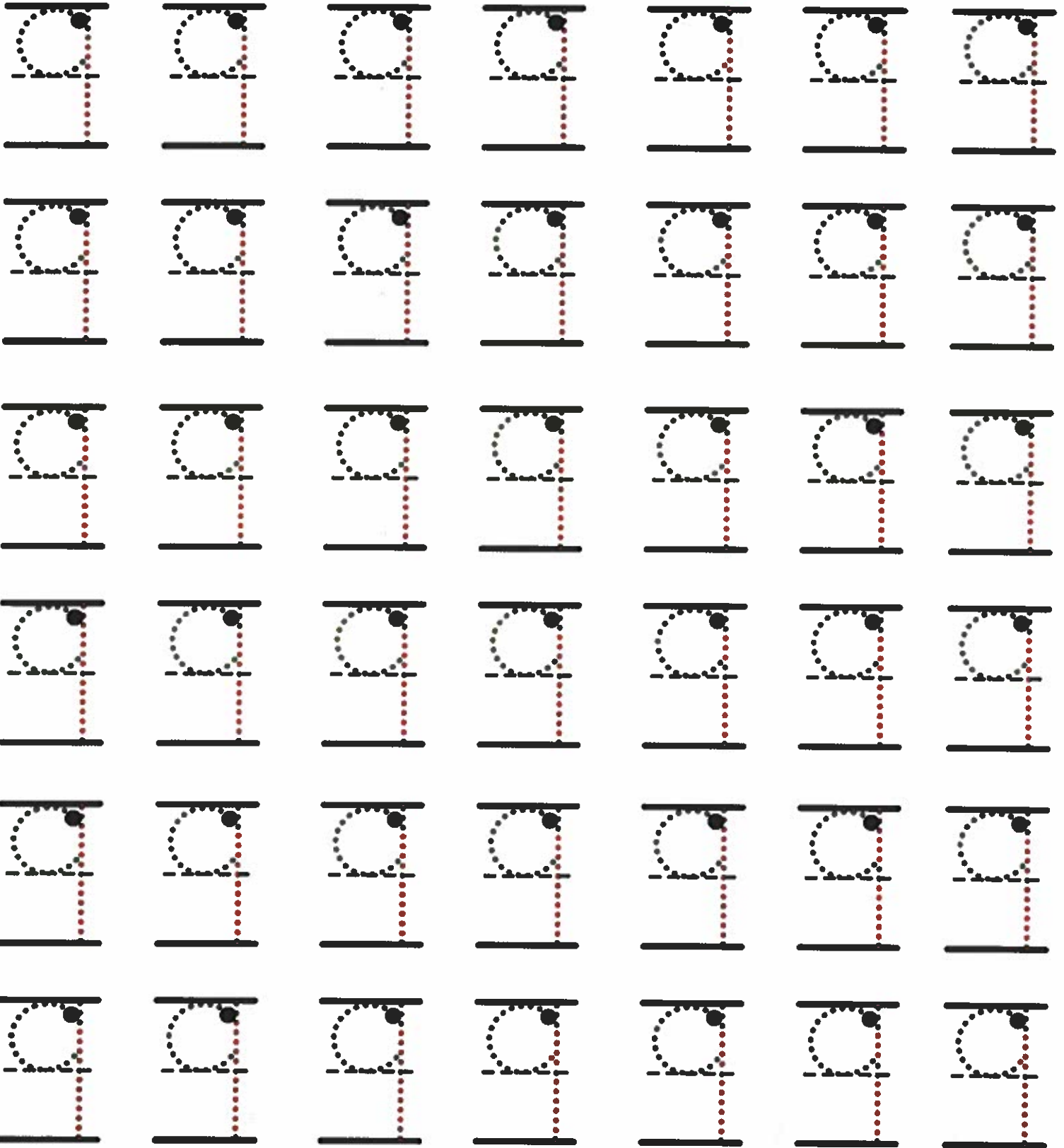
Name: \_\_\_\_\_

**NUMBERS**

Number 9



Directions: Trace the number.



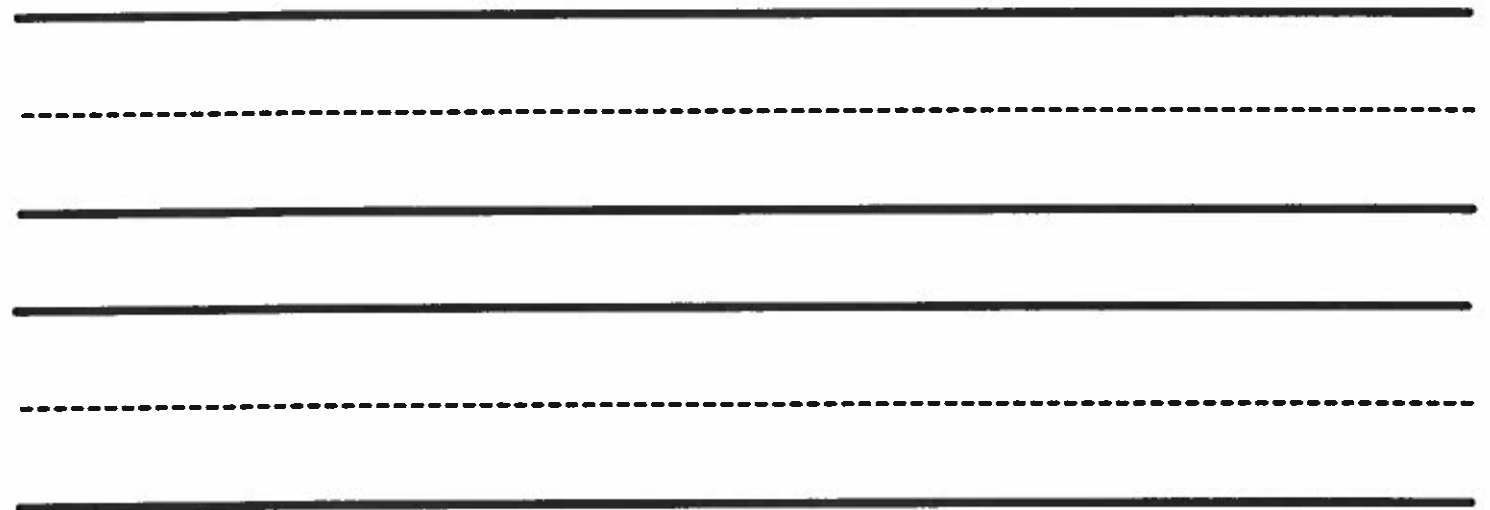
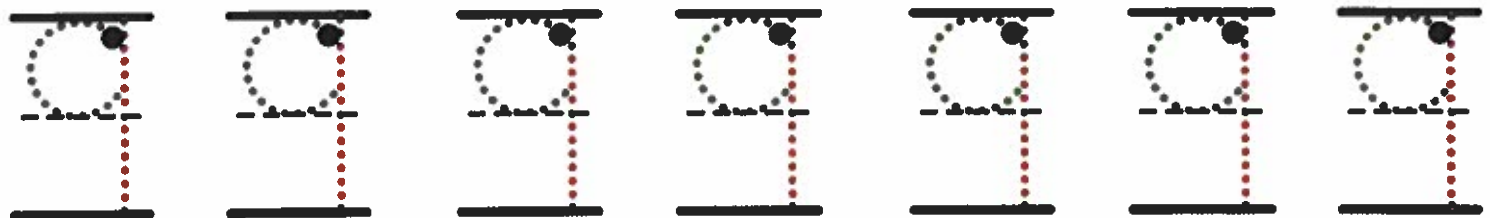
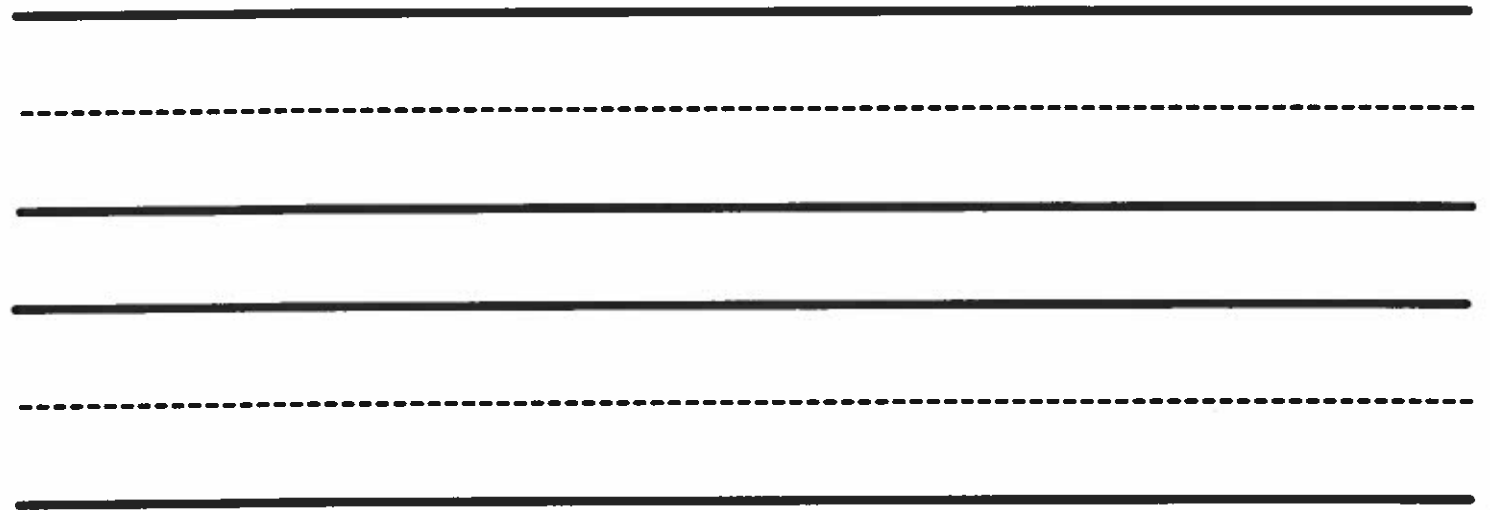
Name: \_\_\_\_\_

**NUMBERS**

Number 9



Directions: Trace the number.



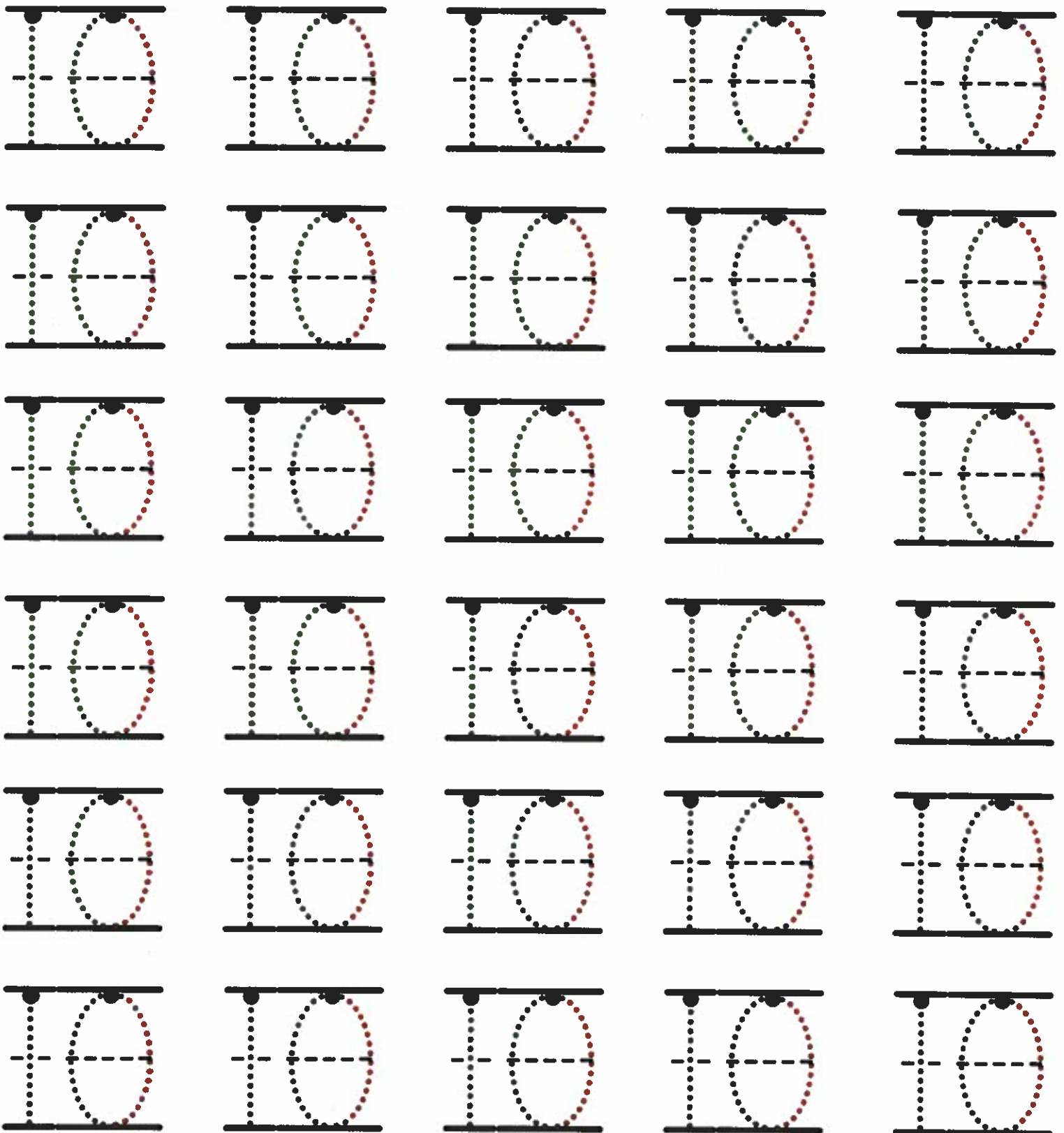
Name: \_\_\_\_\_

**NUMBERS**

Number 10



Directions: Trace the number.



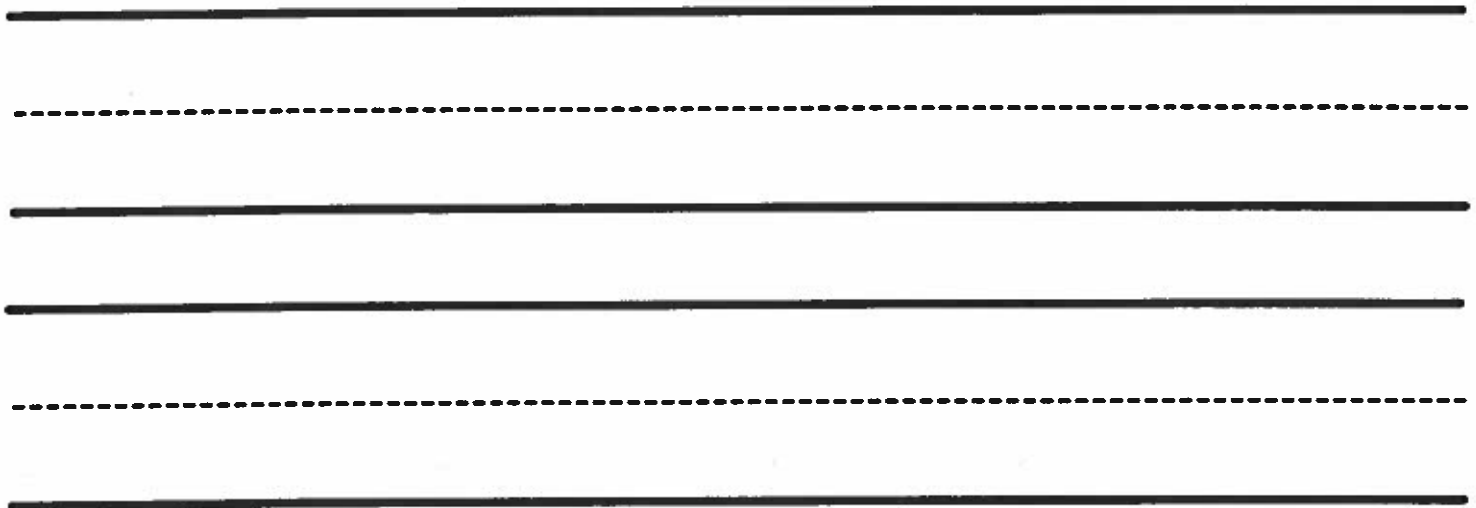
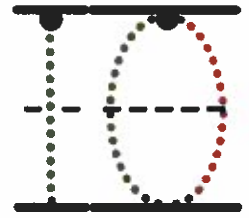
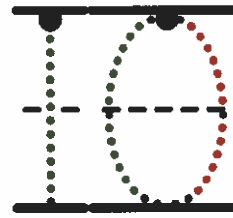
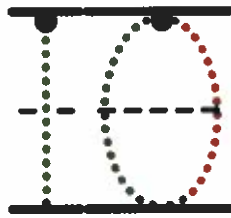
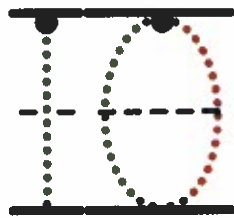
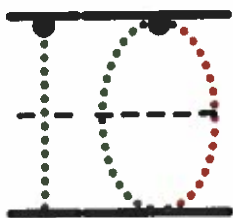
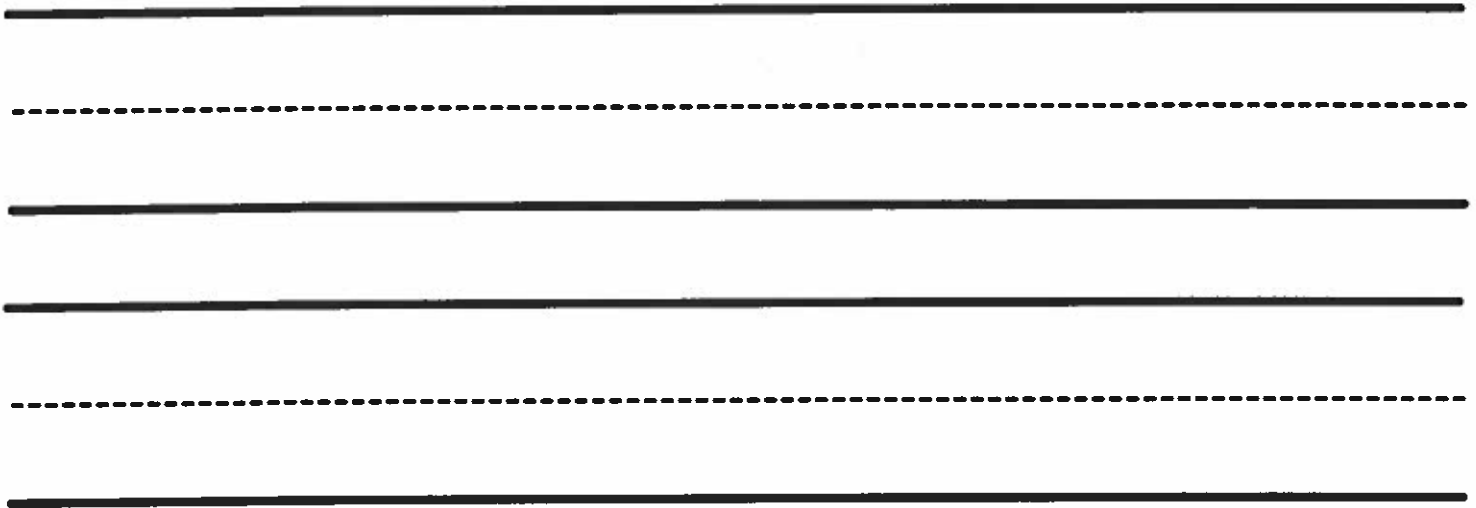
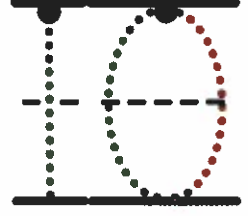
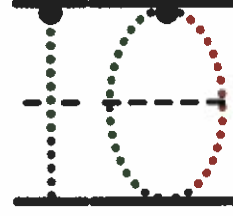
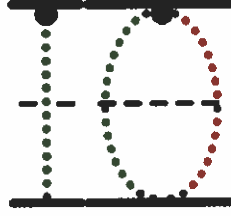
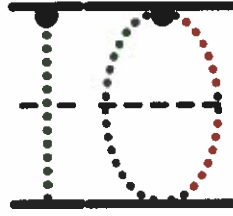
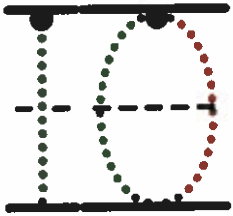
Name: \_\_\_\_\_

**NUMBERS**

Number 10



Directions: Trace the number.



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

**NUMBERS**  
Numbers 1-10



Directions: Trace the numbers.


















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

# Number Word Match

Directions: Using the word bank, match the number word to the number of seeds in each watermelon.

one	two	three	four	five
six	seven	eight	nine	ten

 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____

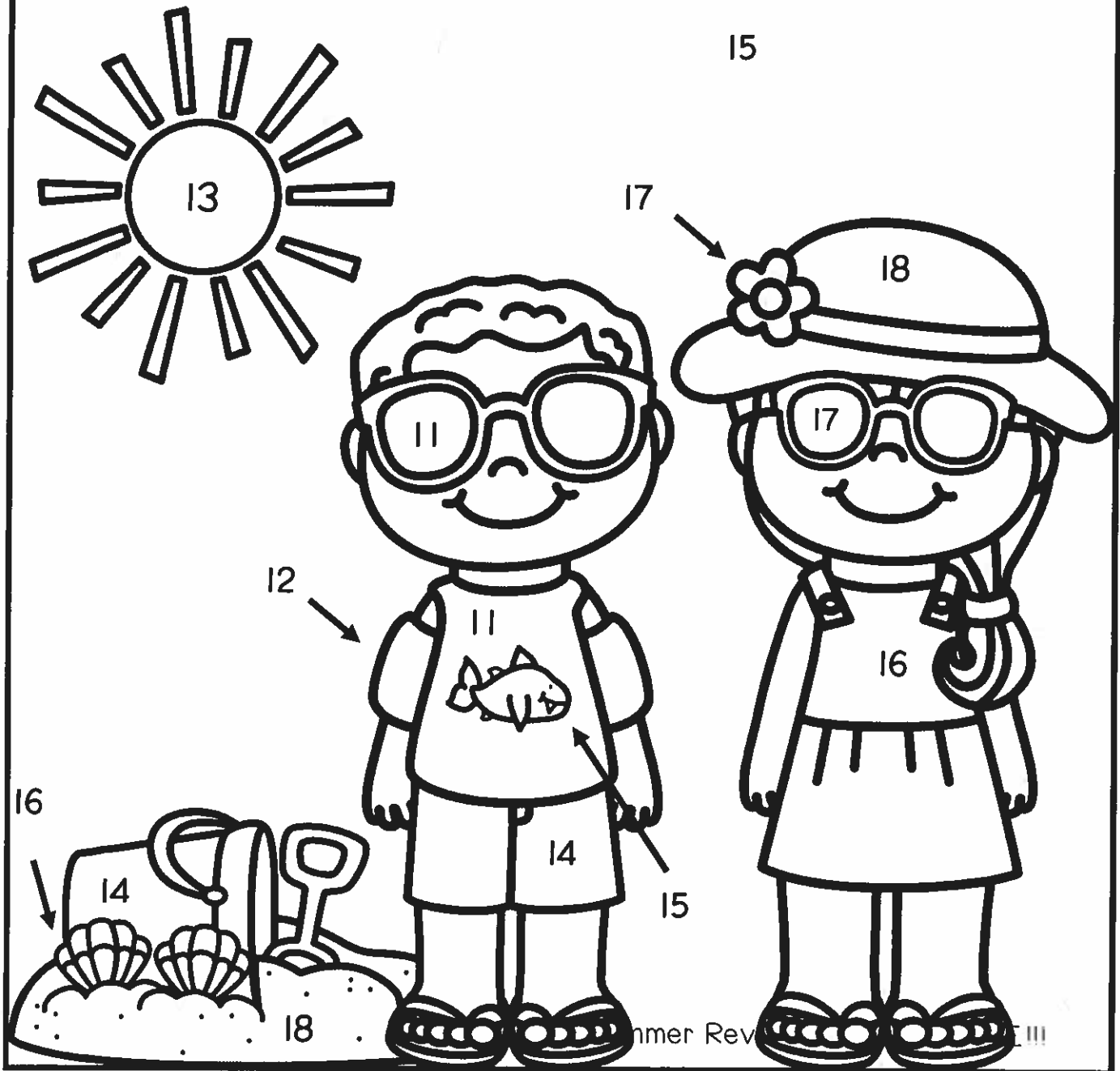


Name: \_\_\_\_\_

# Color by Teen Number

Directions: Using the key, match the color word to the teen number.

11 – red	12 – orange	13 – yellow	14 – green
15 – blue	16 – purple	17 – pink	18 – brown



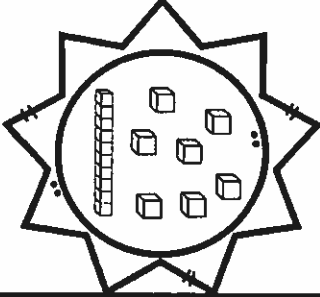
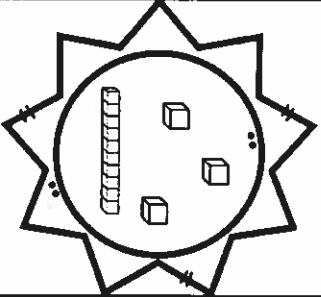
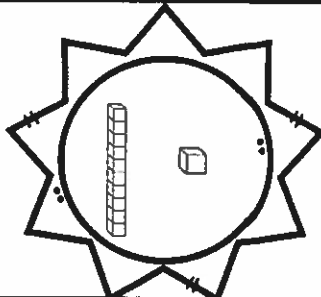
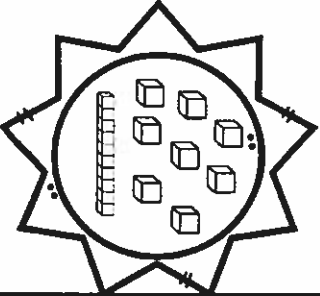
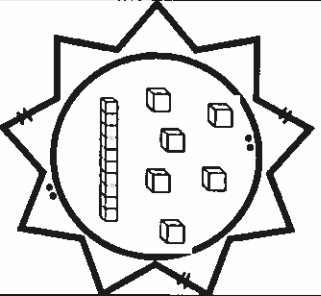
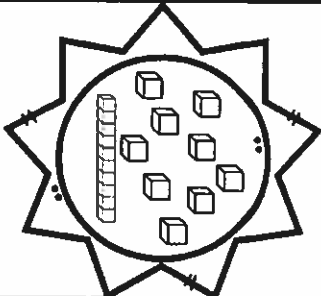
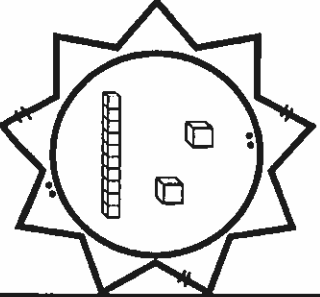
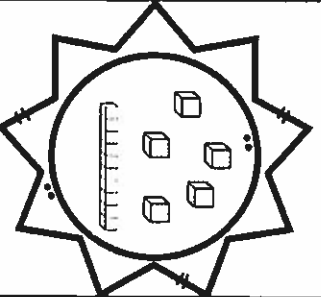
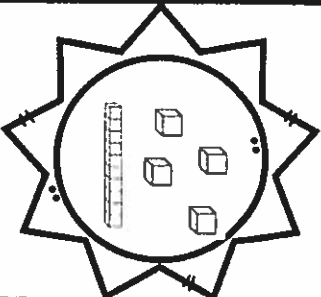




Name: \_\_\_\_\_

# Sunny Base 10

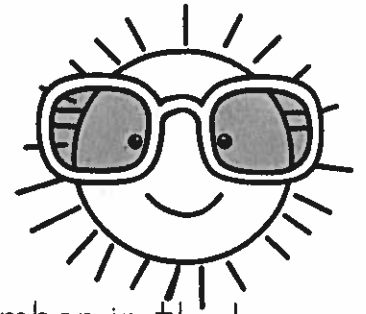
Directions: Write the number that matches the summer base 10 picture.

								
Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>	Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>	Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>
								
Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>	Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>	Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>
								
Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>	Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>	Tens <input type="text"/>	Ones <input type="text"/>	Total <input type="text"/>



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

# I Can name the Numbers!



Direction: Read the words then write the correct number in the box.

