

## Summer Reading List for Students Entering 1<sup>st</sup> Grade

2019-2020

Brown, Marcia	Stone Soup
Bridwell, Norman	any book in the Clifford series
Burton, Virginia Lee	Katie and the Big Snow
Capucilli, Alyssa	any book in the Biscuit series
Carle, Eric	any
Calstrom, Nancy	Jesse Bear, What Will You Wear?
Coerr, Eleanor	any
Dean, Pat	any book in the Pete the Cat series
DiPaola, Tomi	any
Dr. Seuss	any
Hoband, Russell	Bedtime for Francis
Hoff, Sydd	any
Keats, Ezra	any
Numeroff, Laura Joffe	If You Give a . . . series
Lobel, Gene	any
McClosky, Robert	Blueberries for Sal, Make Way for Ducklings
Milne, A.A.	Winnie the Pooh
Parish, Peggy	any in the Amelia Bedelia series
Potter, Beatrix	any
Rey, H.A.	any in the Curious George series
Wilder, Laura Ingalls	any in the My First Little House series
Zion, Gene	any in the Harry the Dog series
All Aboard Reading	any Level 1
Hello Reader	any Level 1
I Can Read	any My First or Level 1
Step into Reading	any Step 1 and/or 2

- **Books may be read TO your child, WITH your child, and/or BY your child.**
- **A minimum of 15 books are to be read and recorded on the Reading Log**
- **A book report must be written for 3 of the books.**
- **Daily reading is strongly encouraged to retain the skills learned, including the word lists.**

**All summer work will be collected the first day of school. It will be counted as part of your child's Reading and Math grade.**

Name	Category
Math Workout	Math
Noah's Ark	Religion
Math Duel	Math
Butterfly Math Lite	Math
iTooch First Grade Math	Math
Math Slash	Math
Factory Rush	Math
Monster Numbers	Math
Math Stack	Math
Kids Educational Game Free	All
English Grammar Test	Literacy

apps in the App Store  
and Google App Stores  
that can be used  
on ipads, tablets  
and computers.

<http://www.starfall.com>

(Listen and read emergent books. You can choose books by letter or vowel sound if you'd like.)

<http://www.turtlediary.com>

(Many books to be read! This site offers more rhyming books and practice with word families, vowel sounds and other spelling patterns.)

Math Playground

[http://www.mathplayground.com/index\\_addition\\_subtraction.html](http://www.mathplayground.com/index_addition_subtraction.html)

(Choose from lots of fun and engaging games to practice addition and subtraction facts.)

[http://www.mathplayground.com/number\\_bonds\\_10.html](http://www.mathplayground.com/number_bonds_10.html)

(Great practice for making number bonds to 10.)

Toy Theater

<http://www.toytheater.com/number-pattern.php>

(Fun game to practice number sequence.)

ABCYa

[http://www.abcya.com/connect\\_the\\_dots\\_10.htm](http://www.abcya.com/connect_the_dots_10.htm)

(Connect the dots in order to 10.)

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

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

# ★ MY READING LOG ★

	Title	Author	# of Pages
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____



KIDS WHO READ  
ARE THE ONES WHO  
SUCCEED!

# BUILDING A Reader At HOME

## Explore Books!

Give your child an opportunity to explore books. **Visiting a library or bookstore** gives your child a chance to find topics and books that interest them.

## Read, Read, Read!

Make sure to read for at least **30 minutes per day!** Students can read independently, aloud to an adult, or back and forth with a partner.

## Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

## Make it Fun!

**Reading shouldn't be a chore.** Intentionally read with your child/discuss books but also research topics and do book activities together.

**Be an example** Children learn by example, so **let your child see you read** whether it be a

book, newspaper, cookbook, etc.

## Pick Good Fit Books!

**A book that is a good match for your child** should meet the following requirements:

- Purpose for reading
  - Interest
- Can they understand what they are reading?
  - Can they retell the story?
- Do they know most of the words?

## For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
  - Memorize sight words
- Visualize the story in your head
- Ask questions before, during, and after
- Don't immediately tell an unknown word to your student.** Instead, ask them to:
  - Sound out the word
  - Break the word into parts
  - Use illustrations for clues
- Try a different vowel sound (long/short)
- Skip the word, re-read sentence, and go back – what word would make sense?

## For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
  - Read with expression
- Explore non-fiction books and their text features (diagrams, table of content, etc.) along with other genres as well
  - Compare and contrast books
  - Discuss connections to literature
  - Think of new titles for books
  - Explore multiple books from the same author

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

# I Can Print The Alphabet

Trace  
and write

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

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

# I Can Print The Alphabet

Trace  
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a

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j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

a  
and  
away  
big  
blue  
can  
come  
down  
find  
for  
funny  
go  
help  
here

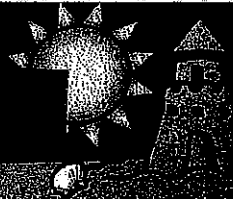
I  
in  
is  
it  
jump  
little  
look  
make  
me  
my  
not  
one  
play  
red

run  
said  
see  
the  
three  
to  
two  
up  
we  
where  
yellow  
you

**Parents:** Please make flash cards for both sheets of words. You may use index cards or cut pieces of paper. First have your child practice reading the words, then work on spelling the words. He/She will be tested on these words in the fall. Thank you for your help and support.

all	into	that
am	like	there
are	must	they
at	new	this
ate	no	too
be	now	under
black	on	want
brown	our	was
but	out	well
came	please	went
did	pretty	what
do	ran	white
eat	ride	who
four	saw	will
get	say	with
good	she	yes
have	so	
he	soon	





**Directions:** Write about what you will do when you grow up. Draw a picture to match your writing.

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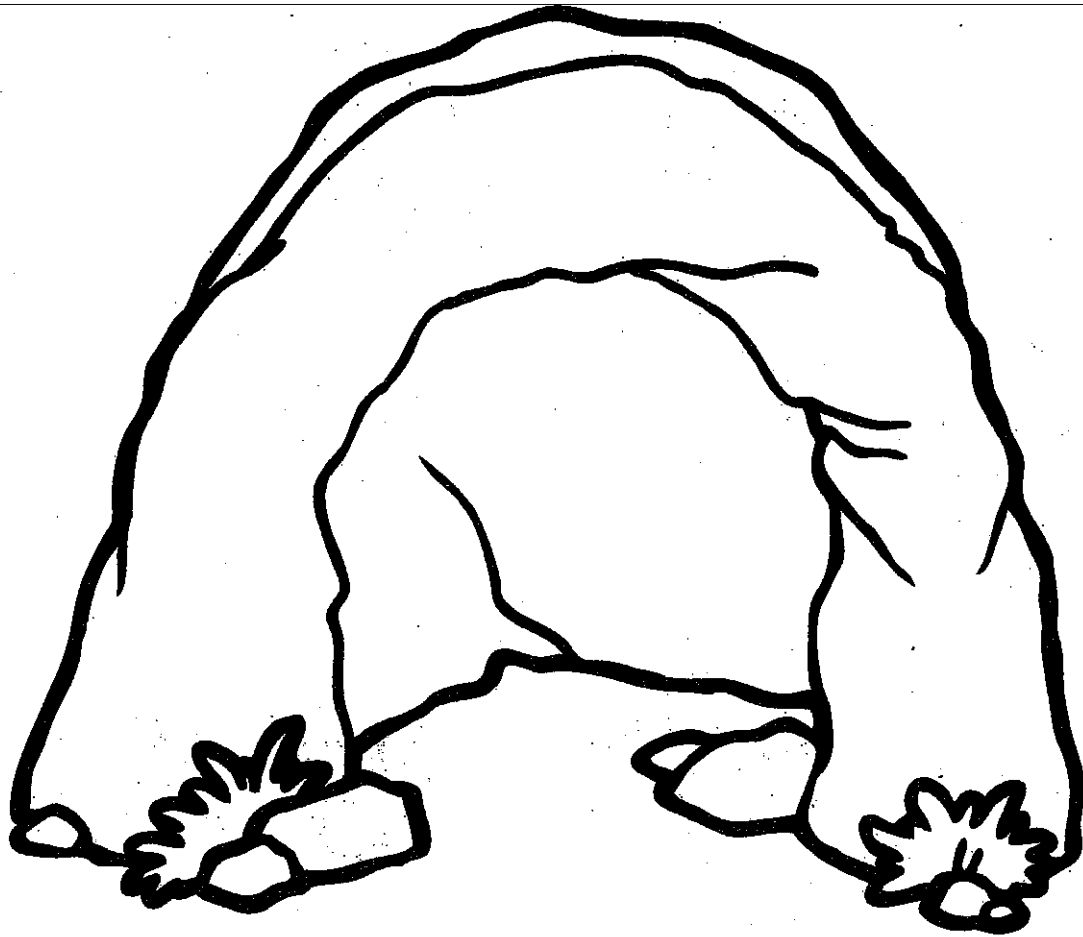
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A large, empty rounded rectangular box intended for drawing a picture related to the student's writing.

**Directions:** What kinds of things live in caves? Draw a picture of a creature in the cave below. Write a story about your cave creature.



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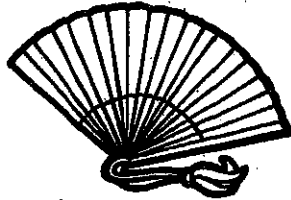
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**Directions:** Say the name of each picture. Write the beginning sound. Then, read all the words in each word family aloud.

1.

an



\_\_\_ an



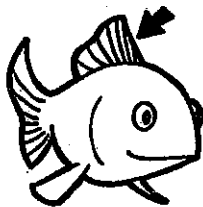
\_\_\_ an



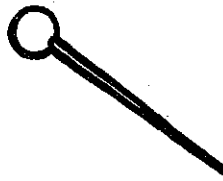
\_\_\_ an

2.

in



\_\_\_ in



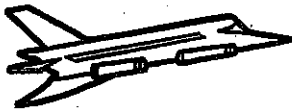
\_\_\_ in



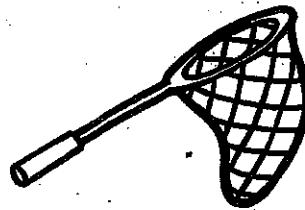
\_\_\_ in

3.

et



\_\_\_ et



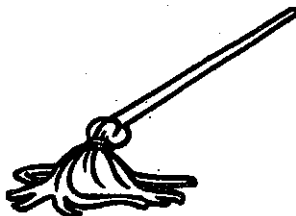
\_\_\_ et



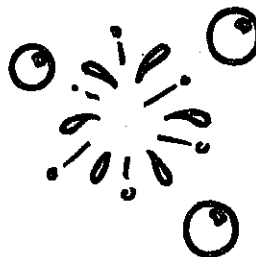
\_\_\_ et

4.

op



\_\_\_ op



\_\_\_ op



\_\_\_ op

**Directions:** Write about something you like to do outside. Then, draw a picture in the box below to go with your writing.

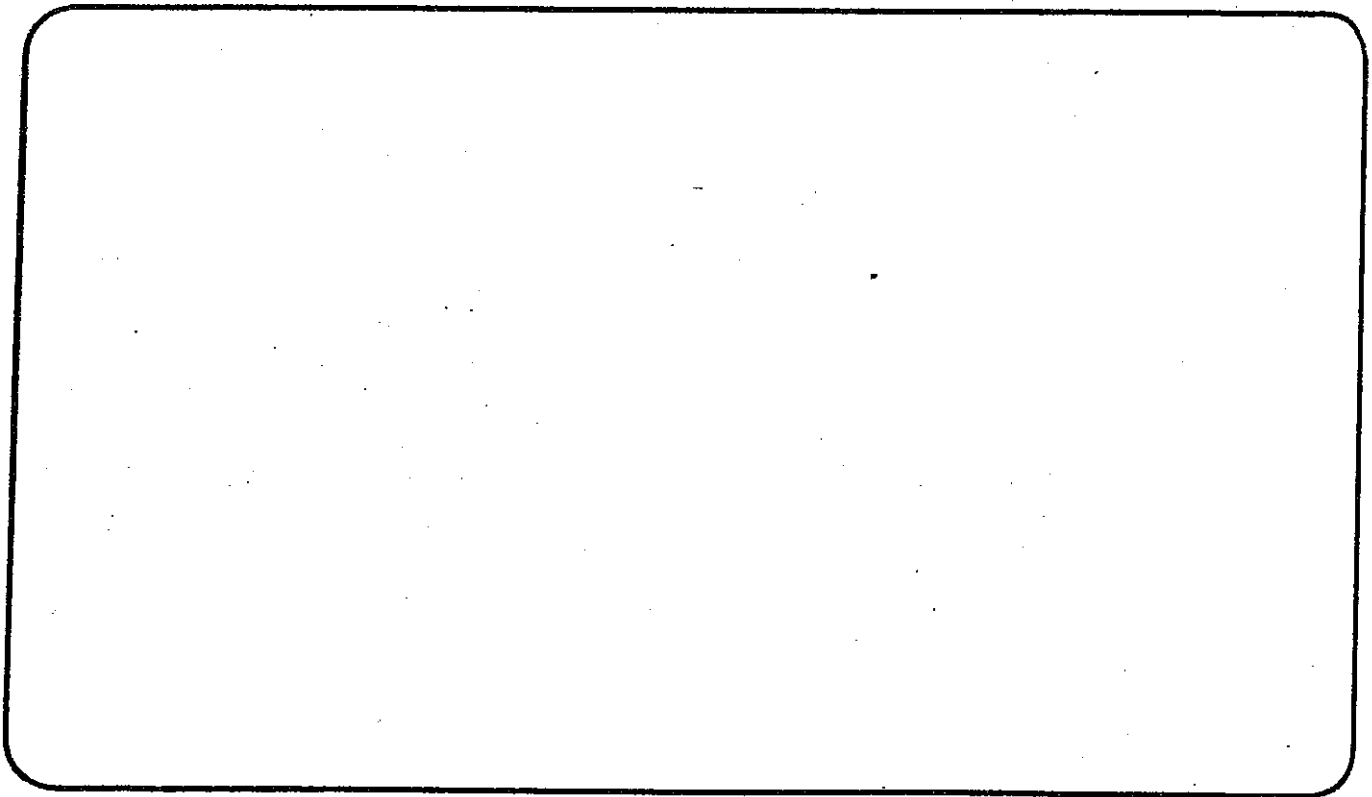
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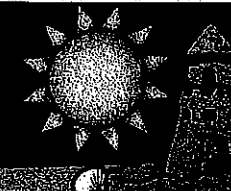
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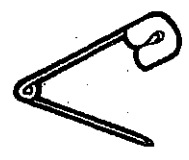
**Directions:** Look at the pictures. Say the words. Then, write the missing letters in order to spell the words.

1.



\_\_\_ a \_\_\_

6.



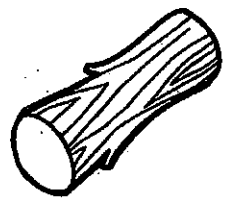
\_\_\_ i \_\_\_

2.



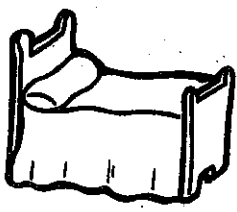
\_\_\_ a \_\_\_

7.



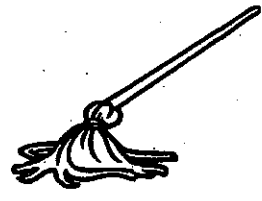
\_\_\_ o \_\_\_

3.



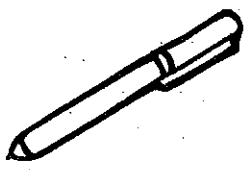
\_\_\_ e \_\_\_

8.



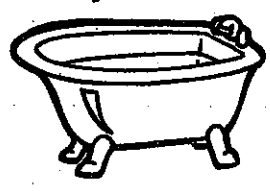
\_\_\_ o \_\_\_

4.



\_\_\_ e \_\_\_

9.



\_\_\_ u \_\_\_

5.



\_\_\_ i \_\_\_

10.



\_\_\_ u \_\_\_

**Directions:** Write a period (.) or a question mark (?) at the end of each sentence.

1. The butterfly is beautiful \_\_\_\_\_

2. Have you seen an anteater before \_\_\_\_\_



3. You're my best friend \_\_\_\_\_

4. That's a nice shirt \_\_\_\_\_

5. How old are you \_\_\_\_\_

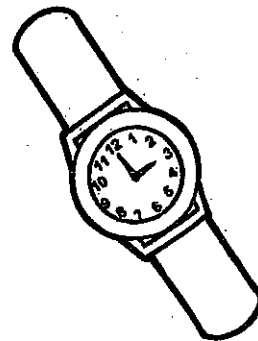
6. This is my dog \_\_\_\_\_



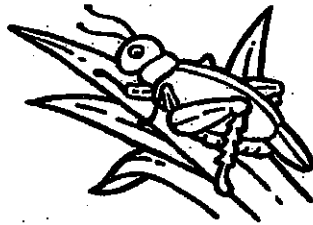
7. What time is it \_\_\_\_\_

8. Be careful not to fall down \_\_\_\_\_

9. Let's go to the library \_\_\_\_\_



10. Can you help me lift the box \_\_\_\_\_



cricket



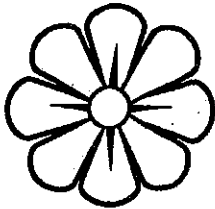
small



hop



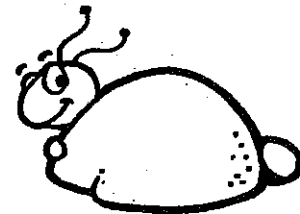
chirp



flower



leaf



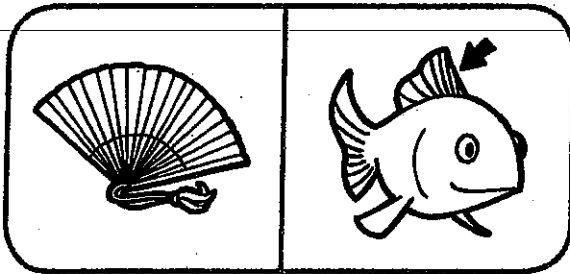
hide

**Directions:** Create your own sentences using the words above.

1. The cricket is \_\_\_\_\_
2. The cricket \_\_\_\_\_
3. The \_\_\_\_\_
4. \_\_\_\_\_

Directions: Say the name of each picture. Write the letter of its middle sound.

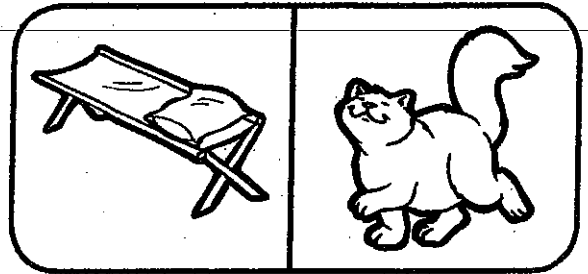
1.



f \_ \_ \_ n

f \_ \_ \_ n

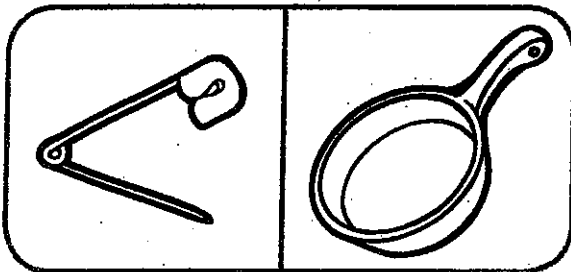
5.



c \_ \_ \_ t

c \_ \_ \_ t

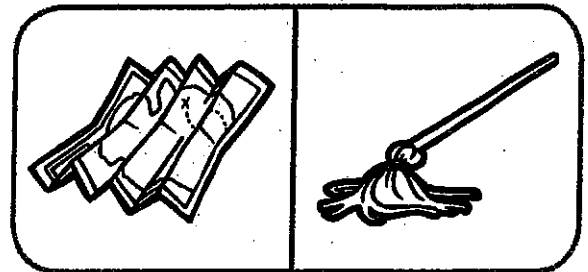
2.



p \_ \_ \_ n

p \_ \_ \_ n

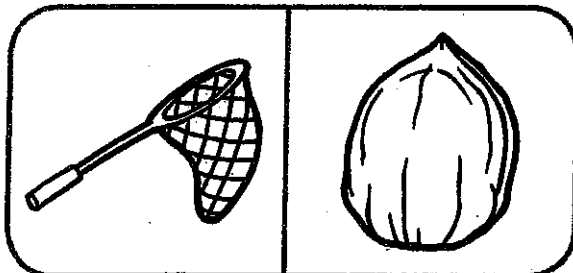
6.



m \_ \_ \_ p

m \_ \_ \_ p

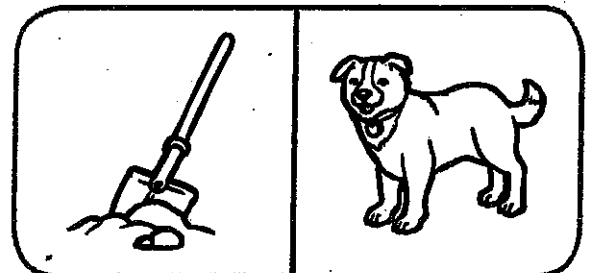
3.



n \_ \_ \_ t

n \_ \_ \_ t

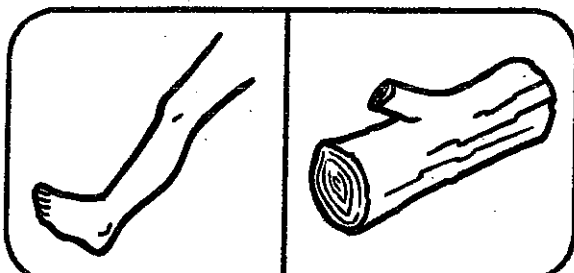
7.



d \_ \_ \_ g

d \_ \_ \_ g

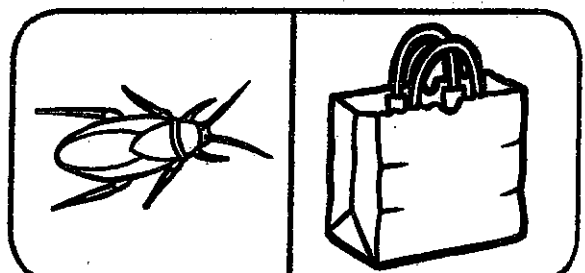
4.



l \_ \_ \_ g

l \_ \_ \_ g

8.



b \_ \_ \_ g

b \_ \_ \_ g



Name

Date

Title

Author

Write a sentence about your book.

Draw a picture of your favorite part in the book.



Name

Date

Title

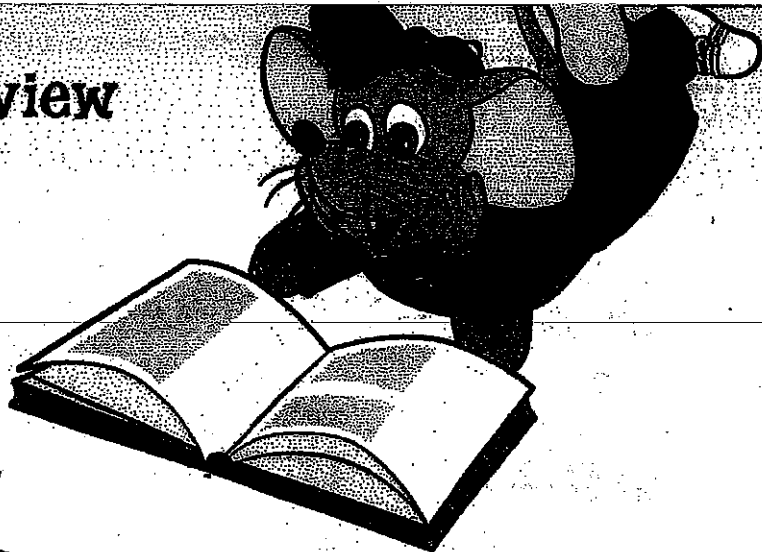
Author

Write a sentence about your book.

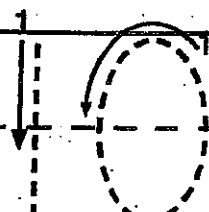
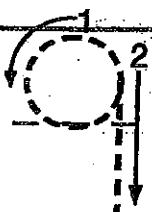
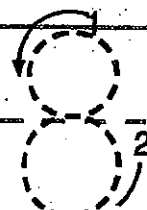
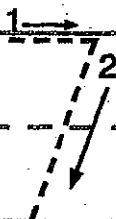
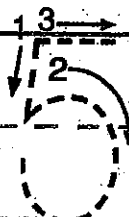
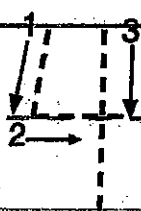
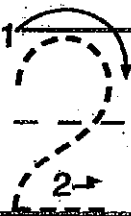
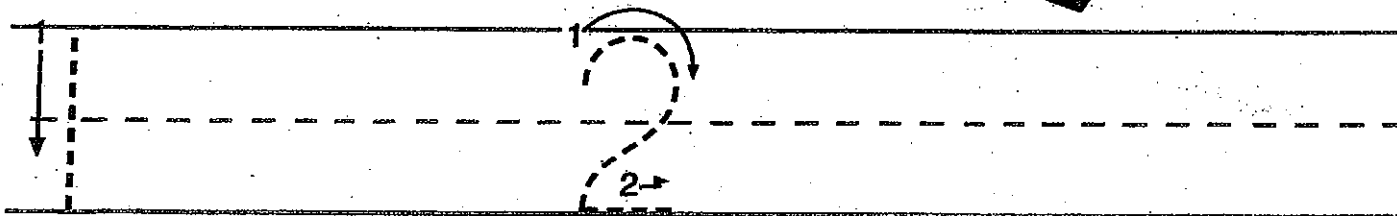
Draw a picture of your favorite part in the book.



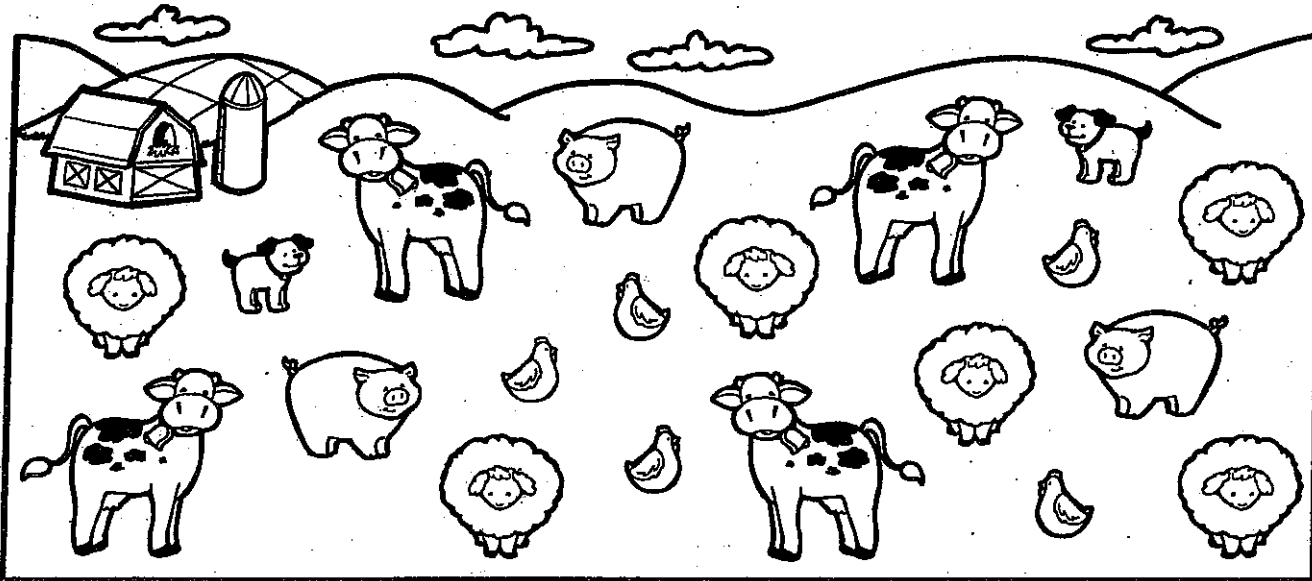
# Writing Numbers Review



Trace and write each number.

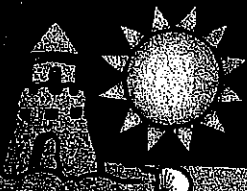


**Directions:** Uncle Ted's animals got loose all over the barnyard, and he forgot how many animals he has. Fill in the graph below to help him count his animals.



	1	2	3	4	5	6
pigs						
cows						
sheep						
chickens						
dogs						

1. What animal does he have the most of? \_\_\_\_\_
2. How many more sheep does he have than dogs? \_\_\_\_\_
3. How many animals does Uncle Ted have in all? \_\_\_\_\_



**Directions:** Help Lindsey and Phil get home. Write the missing numbers from 0 to 100.



0 1 2  4 5

13 12 11 10

22 21 20 19 18 17  15

23 24    28 29 30    34 35

47 46 45 44  42 41 40   37

50  52 53 54   57 58   61 62 63

75    71 70  68  66 65

76  78 79  81 82 83 84

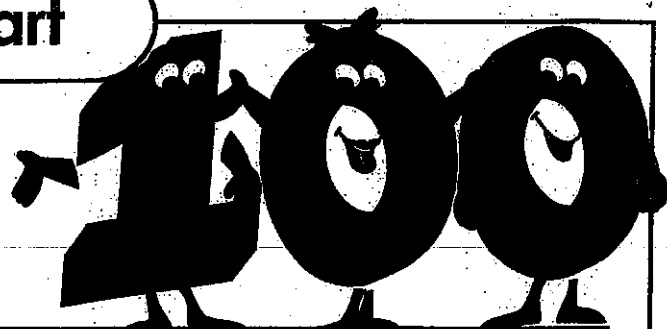
90 89  87 86

93 94 95  97  99 100



# 100 Chart



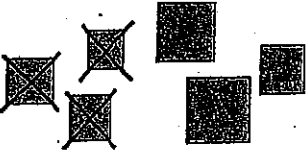
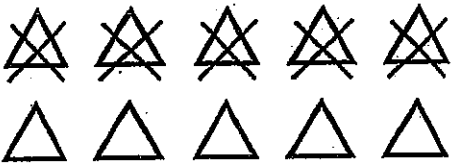
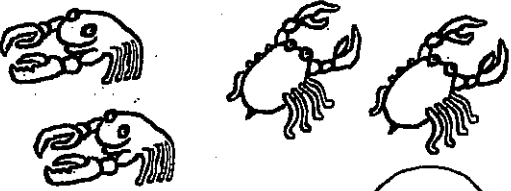
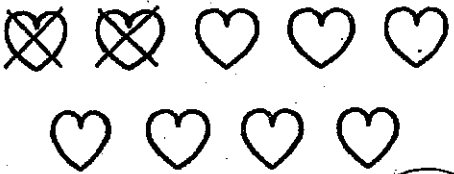
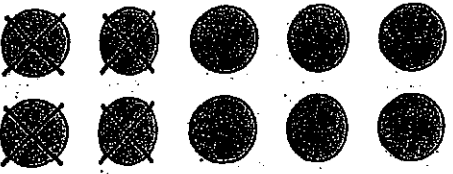

Complete the 100 chart by filling in the empty boxes with the missing numbers.



			4						
								19	
				25					
31									
						47			
		53							
							68		
									80
					86				
92									

# How Many Are Left?

Write the numbers to tell the story.

<p>S</p>  <p>9 - 1 = 8</p>	<p>O</p>  <p>3 - _____ = ○</p>
<p>E</p>  <p>_____ - _____ = ○</p>	<p>A</p>  <p>_____ - _____ = ○</p>
<p>T</p>  <p>_____ - _____ = ○</p>	<p>R</p>  <p>_____ - _____ = ○</p>
<p>Y</p>  <p>_____ - _____ = ○</p>	<p>U</p>  <p>_____ - _____ = ○</p>

Match the letter of the box with the difference.

6   1   4
5   7   3
5
8   2   5   7
S

Name \_\_\_\_\_

Skill: Counting

# I Lived Long Ago

Connect the dots from 1 to 75.  
Begin at the ★.

