

 SCHOLASTIC



Between
Grades
K-1

Summer

Stay-on-Track PACK



Compiled by Mary Rose

Dear Teacher:

You have worked all year to instill the joy of learning in your students. By now, the standards have been met and summer is just around the corner. Here is a wonderful product that will keep that enthusiasm alive and help your students be prepared for the next step in their education: **Printables Summer Stay-on-Track Packs**.

These packs have been carefully compiled to present your students with a wide range of activities to assure that the skills you worked so hard to teach them during the school year will not be lost in the heat of the summer. Each activity is only one page long and all are matched to the Common Core State Standards for reading comprehension and math.

This packet is intended to be a review of skills presented during the regular school session, not new material, for the following reasons:

- These pages will be fun and easy for your students. We want them to enjoy this project and even to “play school” this summer.
- These lessons will evoke recall of your classroom instruction, which strengthens concepts you have already taught.
- Families will look at what the child is doing and be able to see how much he or she has learned. They will recognize how well you have taught these skills and will not be asked to teach brand-new skills to their child.
- Students will return to school ready to build on what you have already taught and what the summer activities have reinforced.

The Table of Contents divides the activities into a suggested week-by-week structure. We included 5 lessons each for weeks 1, 2, 3, 8, 9, and 10 and 6 lessons for weeks 4, 5, 6, and 7, thus putting the bulk of the work in the middle of the summer. This structure is intended to vary the targeted skills within each week and to maintain the child’s interest and engagement over the entire summer.

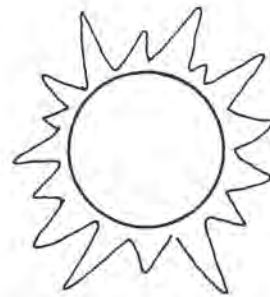
The Standards and Skills pages provide short “family-friendly” explanations of each standard and tips to help them help their children. Some families may decide to focus on particular skills and standards, so pages that support each standard and skill are also listed with the standard for flexibility of use.

Because of the wide range of student abilities, it is likely that some pages will be quite easy for a given student and some may be a little challenging, but it is certain that every page has been selected for its fun factor, its appropriateness for the standards, and for its appeal to children.

Thank you for choosing Scholastic and Printables, and for all that you do for your students!



Welcome to the Summer Stay-on-Track Pack!



Between Grades K-1

Dear Families,

We hope you will enjoy helping your child with these delightful pages from Scholastic's Printables website. Each page in this booklet has been especially selected to provide a review of the reading comprehension and math standards that your child's teacher likely covered in the past school year. Because this resource is designed to provide review and practice, we did not insert new concepts that you would have to introduce and explain to your child. There is great value to having your child practice and gain confidence on "secure skills."

We know that this material will be used in many ways: for children to play school, as rainy day fun, as serious "at-a-desk" lessons, and as independent work. We have suggested a week-by-week order, but you may choose to use the pages in any order that makes the most sense for you and your child. Because children have varied skills and school experiences, there are no strict guidelines for how much you should or should not help your child. The rule, however vague, is to help as much as the child needs and to help where he or she needs it. Some pages will be quite easy; others will need some guidance. In many cases you will need to read the directions aloud to your child as they may be written at a higher reading level. We have listed each standard and have provided a "Tip" to explain the standard or offer a suggestion for further learning.

You may want to consider sending this completed booklet back to school in the fall. It will give your child's new teacher an idea of his or her skills and will help set the stage for upcoming instruction.

We wish you and your child a wonderful, fun, and productive summer!

Mary Rose and the Editors at Scholastic Printables



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		Completed
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Juggling Act (Numbers/Sequence)	12	<input type="checkbox"/>
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Completed

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Kindergarten Standards and Skills

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> Letter Friends (Week 1) Letter Hunt (Week 3) 	The basic features of print are: letters represent sounds; letters are grouped together to make words; there are spaces between words; and we read from left to right and from the top to the bottom of the page. You can reinforce this understanding of directionality by pointing to the words when you read aloud to your child.
...associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> Short Vowel Tic Tac (Week 1) Hopping Fun (Week 8) Amy's Apron (Week 9) 	The five major vowel letters are <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , and <i>u</i> . All the other letters are called <i>consonants</i> . Each vowel is associated with more than one sound. For the <i>long</i> sound, you can hear the vowel "say its name" as the <i>a</i> in <i>cake</i> . Short vowel sounds are less distinct, for example, the "ahhh" sound of the <i>a</i> in <i>cat</i> or the "ihhh" sound of the <i>i</i> in <i>sit</i> .
...distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<ul style="list-style-type: none"> Short Vowel Crosswords (Week 1) Word Family -ink (Week 3) 	You may hear your child, or your child's teachers, talk about "word families." These are groups of words that, like human families, have characteristics in common. Finding how these words are alike and different will help your child become a fluent reader. Example: <i>sat</i> , <i>fat</i> , <i>rat</i> , and <i>bat</i> all have short <i>a</i> in the middle and end in <i>t</i> .
...recognize and produce rhyming words.	<ul style="list-style-type: none"> Scat, Billy Bat! (Week 2) Be a Word Builder! (Week 10) 	Rhyming words are words that sound alike, like <i>red</i> and <i>bed</i> . To help your child become familiar with them, read poetry, like Mother Goose rhymes, and sing songs to (and with) your child. You can also play games with words when you are talking together: "Would you like to ride your <i>bike</i> or go for a <i>hike</i> ?" "Would you like crackers and <i>cheese</i> ? Be sure and say <i>please</i> ."
...know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> Blends Game (Week 2) What Do You See? (Week 5) Show What You Know (Week 7) 	Grade-level phonics skills include knowing the sounds associated with each letter and being able to recognize those sounds at the beginnings and endings of words. (For instance, <i>dog</i> begins with the sound associated with <i>d</i> and ends with the hard- <i>g</i> sound.) More advanced students will be able to hear blended sounds such as the <i>gr</i> in <i>grape</i> and the <i>ck</i> in <i>sick</i> .
...with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., which moment in a story an illustration depicts).	<ul style="list-style-type: none"> My Uncle's Airplane (Week 3) Going to Grammy's (Week 4) 	Authors go to great lengths to get just the right illustration for what they have written. Checking the illustrations for clues to the elements of literature is good reading practice. Always spend a couple of minutes discussing the illustrations of a story and what they show about the characters, the setting, and/or the plot.

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> • Meet Irv/Meet Marcus (Week 4) 	A common strategy for building this skill is to use <i>paired texts</i> so that a child can examine how two characters in different stories are alike and different. In order to meet this standard, the child must be able to name specific characteristics of each character.
...read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<ul style="list-style-type: none"> • Trace and Write (Week 4) 	About half of all the words we use every day are called <i>high-frequency</i> or <i>sight</i> words. These are often the smallest, but most vital words. Do not be alarmed if your child can read the word <i>elephant</i> but has difficulty telling other, smaller words apart. For example children often confuse <i>is, it, in, and on</i> simply because they look alike.
...with prompting and support, ask and answer questions about key details in a fictional text.	<ul style="list-style-type: none"> • Betsy the Cow (Week 5) • Joel's Pets (Week 6) 	After you have read a story to your child, encourage him or her to ask you questions. Questions are a sign that your child wants to know more and aren't always an indicator that he or she wasn't listening or didn't understand the story. You can also ask your child questions, both to check understanding of the plot or message of the story, and to build conversation skills.
...with prompting and support, ask and answer questions about key details in an informational text.	<ul style="list-style-type: none"> • Robot to the Rescue (Week 6) 	An <i>informational</i> text is one which gives information—facts. It is different than literature, which tells stories. Read a passage more than one time, or request that your child read it more than once, and see if he or she can recall one or two details. Identifying key details is a very important skill that will serve your child well as texts become more complex.
...with prompting and support, retell familiar stories and include key details.	<ul style="list-style-type: none"> • Jeremy the Squirrel (Week 6) 	Most children have a collection of favorite stories. See whether your child can retell those stories and include important details. Encourage your child to change his or her voice as is appropriate for the characters, events, or conversations in the story.
...with prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> • Snakes Are Everywhere! (Week 7) 	While we want children to be able to recall details in an informational text, we also want them to know the main idea of what they have read or heard. Identifying the main idea is the most commonly asked question on standardized tests. A simple question is often all you need to ask to help your child build this skill: "What was this passage about?"
...with prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • Ostriches (Week 7) 	This passage about the ostrich is a good example of an author making a point (that the ostrich is big) and then backing up that point with facts. Teach your child to look for that kind of support (verifiable facts) whenever he or she is reading a nonfiction text.

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Ice Hotel (Week 8) 	This is a very difficult standard for most children. We want them to see how people affect, or are affected by, events, ideas, and pieces of information. To get your child thinking about this concept, ask him or her how moving to a new school (an event), thinking about someone's feelings (an idea), or hearing the weather forecast (a piece of information) might affect him or her.
...with prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Buddies (Week 8) 	<i>Story elements</i> (or <i>literary elements</i>) are the characters (who or what is in the story), the settings (where and when the story takes place), and the plot (the major events of the story). Every time you read together, take a few minutes to have a conversation with your child about the story and see whether he or she liked it and what stood out.
...with prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> Life in the Ocean (Week 9) 	As a beginning reader, your child is, of course, going to encounter many words he or she does not recognize. When these words deal with a particular subject and are specific to that subject (like <i>lava</i> in association with a volcano) we call them "domain-specific words." Support your child in learning new words as he or she encounters them in texts.
...with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> High Waters (Week 10) 	The illustrations, photographs, illustrations, charts, or graphs that accompany informational text serve to clarify and support what the text is saying. Although these may be difficult for your beginning reader to understand, do not overlook them. Spend a few minutes studying these text features to see how they back up the text and what can be learned from them that may not be in the text.
...with prompting and support, identify basic similarities in, and differences between, two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Chirp! Chirp! Chirp! (Week 10) 	As your child progresses through school, he or she will often be presented with two texts on the same subject. We refer to these as <i>paired texts</i> . Paired texts can be of any type: fiction/nonfiction; poetry/fiction; play/fiction; etc. Help your child look for ways two related pieces are alike and different.

MATH

The student will...	Activity	Tip
...know number names and the count sequence.	<ul style="list-style-type: none"> Juggling Act (Week 1) Each Number in Its Spot (Week 2) A Sea of Numbers (Week 4) I Can Count to 15! (Week 5) Mystery Critter (Week 8) Keep on Trucking (Week 10) 	Counting is probably one of the first things you taught your child. Help your child to feel and hear the rhythm of counting so it becomes a natural thing. Many children count “27, 28, 29999999, 30”—dragging out the “9” sound. That is part of the rhythm. You can also hear a great rhythm when you count by 5s.
...describe and compare measurable attributes.	<ul style="list-style-type: none"> Time for a Picnic (Week 1) Color the Shapes! (Week 5) 	The term <i>measurable attributes</i> refers to things we can measure about an object, like length, width, and amount. Help your child see that shapes with the same name can be different sizes and remind him or her to use words like <i>more</i> , <i>longer</i> , <i>wider</i> , and <i>higher</i> to describe things to you.
...understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<ul style="list-style-type: none"> Clowning Around (Week 2) Teddy Bear Troubles (Week 4) Trucking Along (Week 6) Bright Light (Week 8) 	Your child knows what it means to “get more” pieces of candy and understands the concept of “fewer,” especially if he or she got fewer of something than a sibling did. But your child may not know the terms <i>add</i> and <i>subtract</i> . Gradually introduce those words in everyday conversation. “Let’s add (subtract) grapes to (from) your plate.” Use those grapes (or pennies) to help your child understand the problems on these pages.
...analyze, compare, create, and compose shapes.	<ul style="list-style-type: none"> Shapes in the Sky (Week 2) Ordering Outfits (Week 3) Smiling Shapes (Week 6) 	Children need to classify shapes (for instance, put all the circles together), to draw shapes, and to make patterns. Help your child by taking advantage of opportunities to analyze and classify real items and put them into patterns. (For instance, at snack time, point out that the cracker is square and it is smaller than the cheese square. Create a pattern like cheese, cheese, cracker, cheese, cheese, cracker, which can also be seen as small, small, big, or yellow, yellow, brown.)
...count to tell the number of objects.	<ul style="list-style-type: none"> All Aboard (Week 3) Where, Oh Where, Has My Puppy Gone? (Week 6) 19, 20...There Are Plenty! (Week 7) Way to Go! (Week 9) 	After children learn to say the numbers, they learn to count objects. In these early years, it may help your child to touch each object he or she is counting. Help your child learn that the last number said is the number of objects that there are. Involve your child around the house counting objects like socks, or silverware for the table.
...work with the numbers 11-19 to gain a foundation for understanding place value.	<ul style="list-style-type: none"> Dot-to-Dot Butterfly (Week 4) Let’s Count! (Week 7) Time to Build (Week 9) 	The concept of <i>place value</i> is the basis of our number system. Simply put, it means that the <i>value</i> of a number is different according to the <i>place</i> where it is located. Therefore, the number 21 does not have the same value as the number 12. You can help your child understand this idea by writing numbers often, especially when you are counting objects.

MATH

The student will...	Activity	Tip
...classify objects and count the number of objects in each category.	<ul style="list-style-type: none"> • A Shapely Castle (Week 5) • Gumball Goodies (Week 7) • Shapes: Review (Week 9) 	This standard requires students to know the names of shapes, to describe them and to count only the ones that belong in a given category, like <i>circles</i> . Develop your child's vocabulary by using descriptive words (<i>longer, wider, bigger, square, triangular, etc.</i>) and by encouraging your child to do the same—not just for these assignments, but also in daily life.

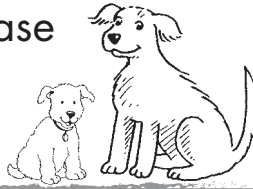
JUST FOR FUN!

Activity	Tip
<ul style="list-style-type: none"> • Uncle Sam Hat (Week 5) 	Help your child make this patriotic hat near the Fourth of July. Glue it onto cardboard for extra stiffness (even the inside of a cereal box will do). If the cardboard is really stiff, you may need to cut it out yourself. Then follow the easy directions. If possible, copy the pattern and make hats for the whole family.

Letter Friends

Help these letters find their friends.

Draw a line to match each uppercase letter with its lowercase letter.



A	s
S	a
G	v
R	g
V	e
E	r

B	k
F	b
K	f
U	o
O	n
N	u

C	c
X	l
L	x
W	i
I	w
Z	j
J	z

D	y
M	d
Y	m
P	t
Q	p
T	q
H	h

What Doesn't Belong?

Find the matching uppercase and lowercase letters in each row. **X** the letter that does not belong.

i I W

r q Q

D L d

H h n

p f P

S B b

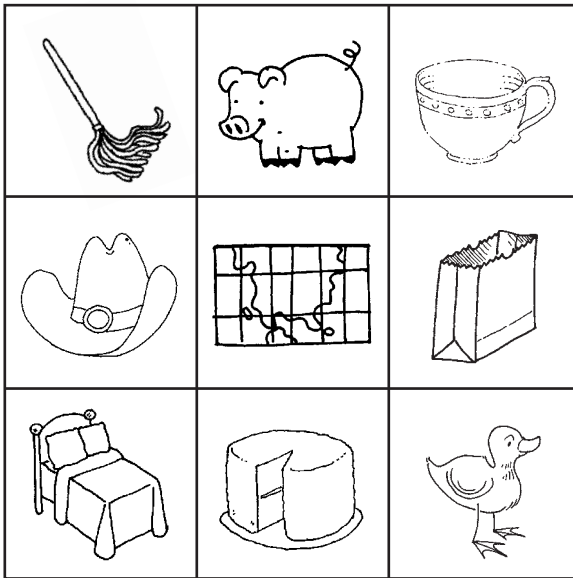


Short Vowel Tic Tac

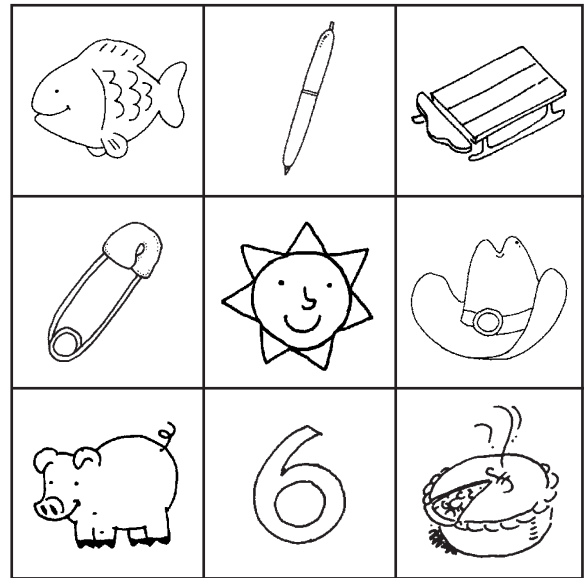
Say the picture names.

Find and color 3 pictures in a row with the same short vowel sound.

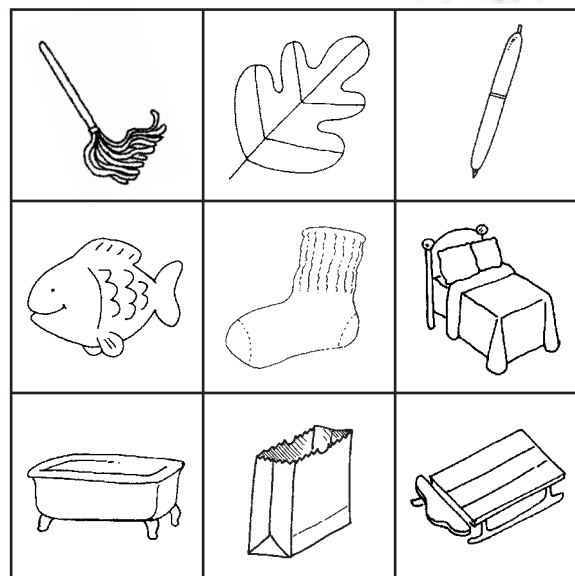
1. Short-a sound as in



2. Short-i sound as in



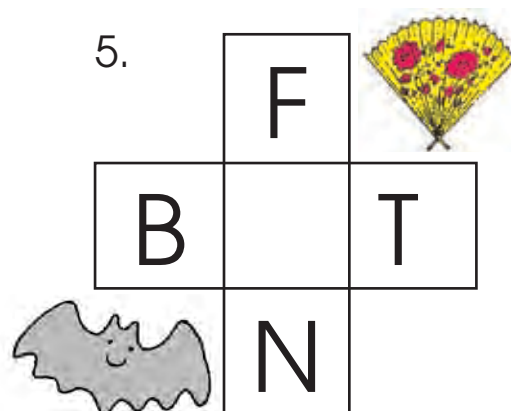
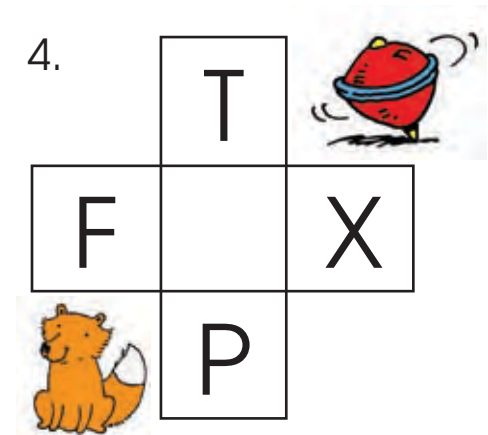
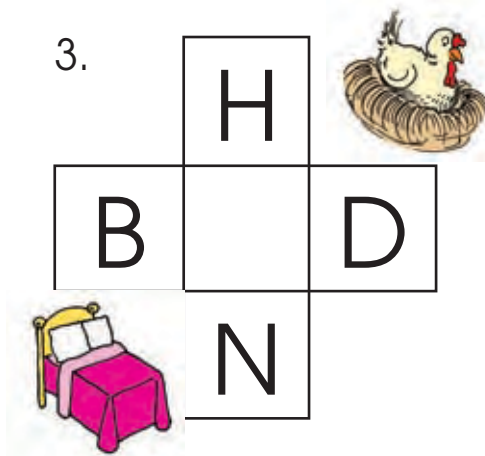
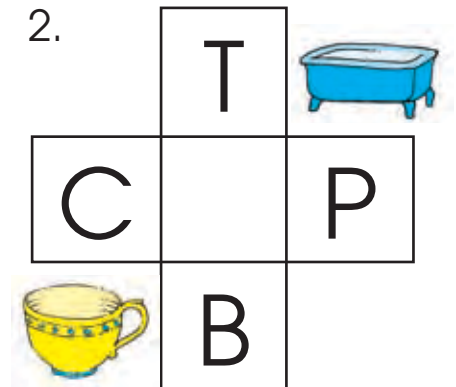
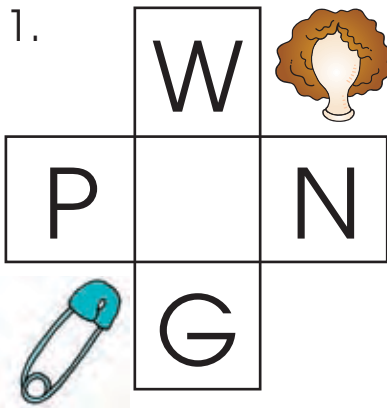
3. Short-e sound as in



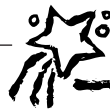


Short Vowel Crosswords

Use the picture clues to add a short vowel to each puzzle.



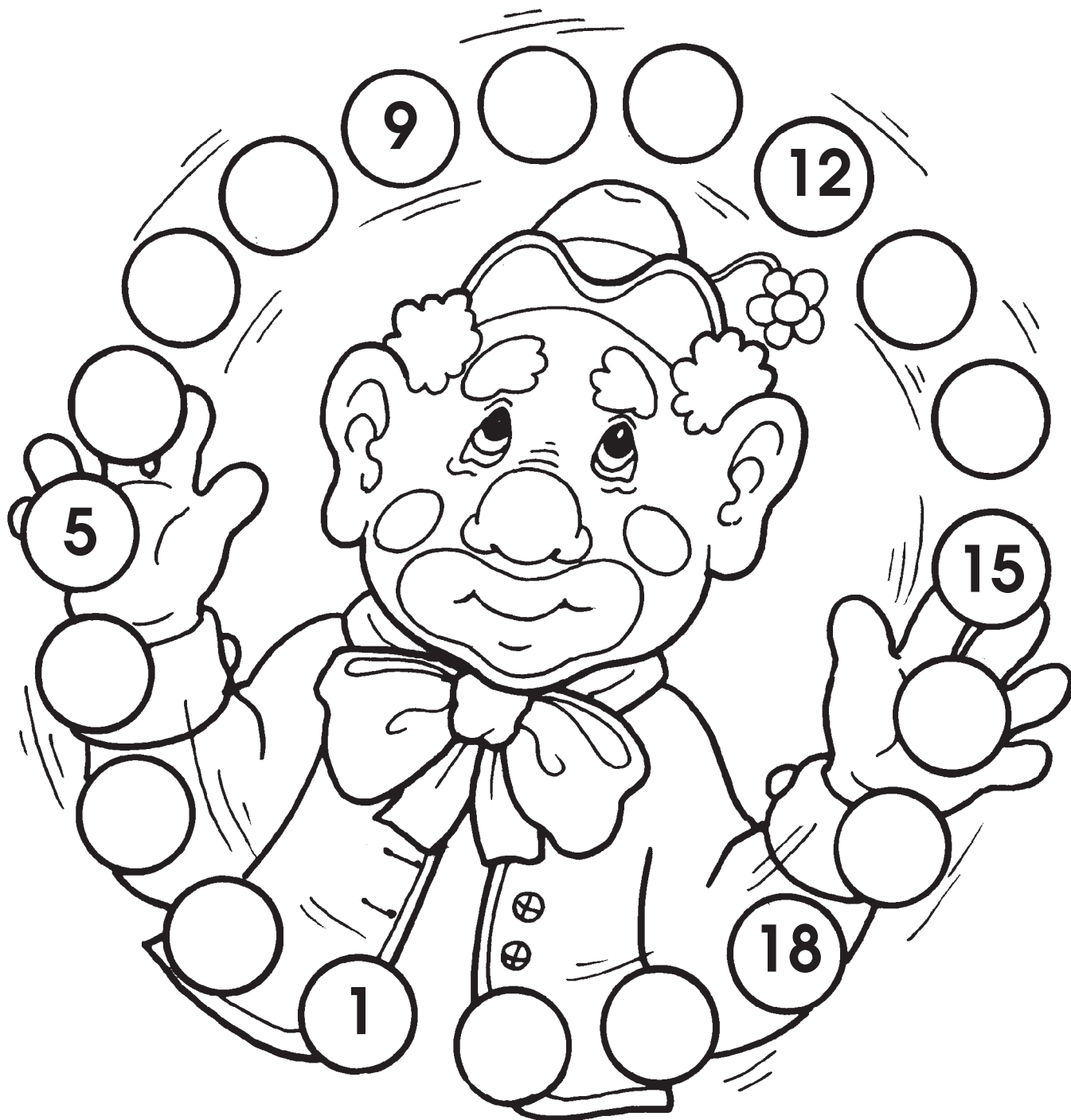
Name _____



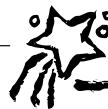
Ordering numbers
from 1 to 20

Juggling Act

Write each missing number.



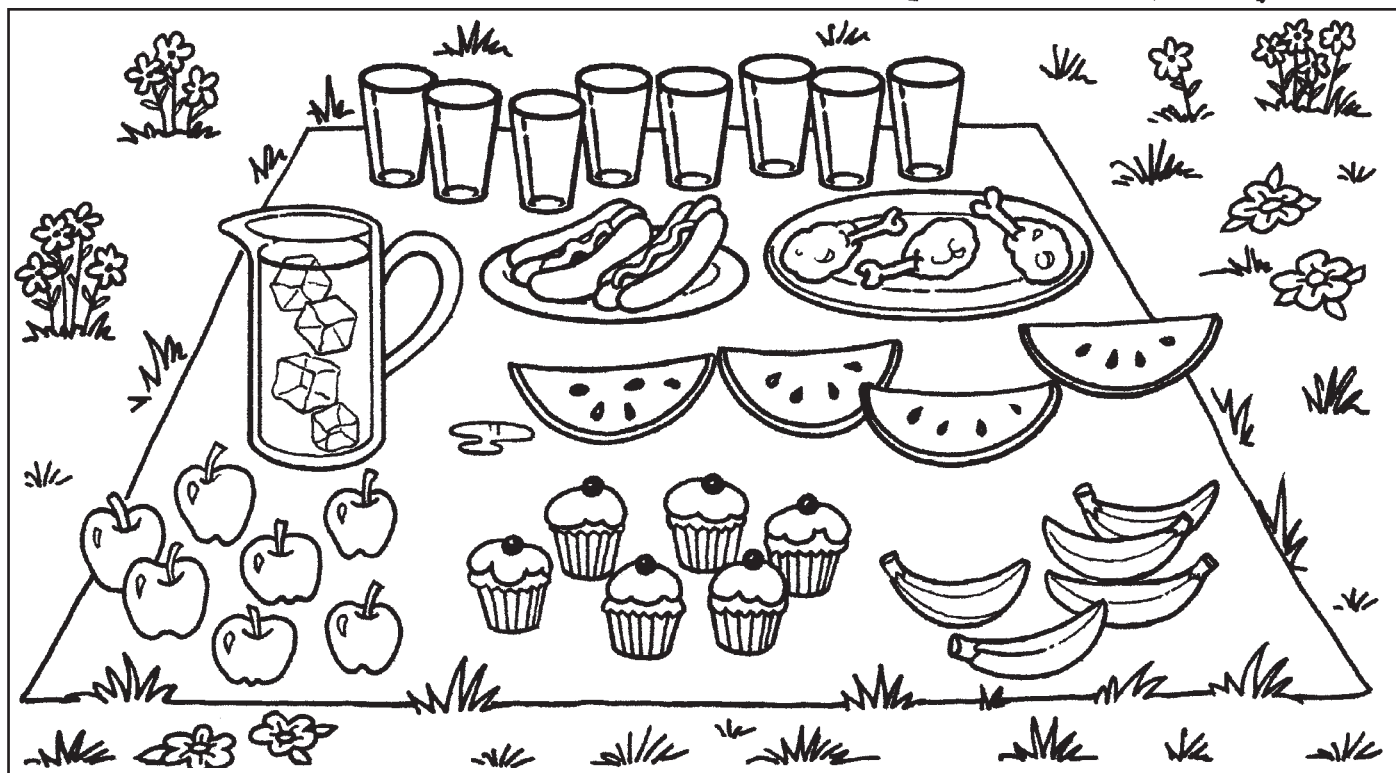
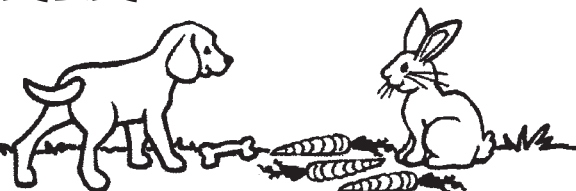
Name _____









Time for a Picnic

The rabbit has **more** than the dog.







The dog has **fewer** than the rabbit.



Write how many. Circle the group that has **more**.

 _____	 _____	 _____	 _____	 _____	 _____
--	--	--	---	--	--

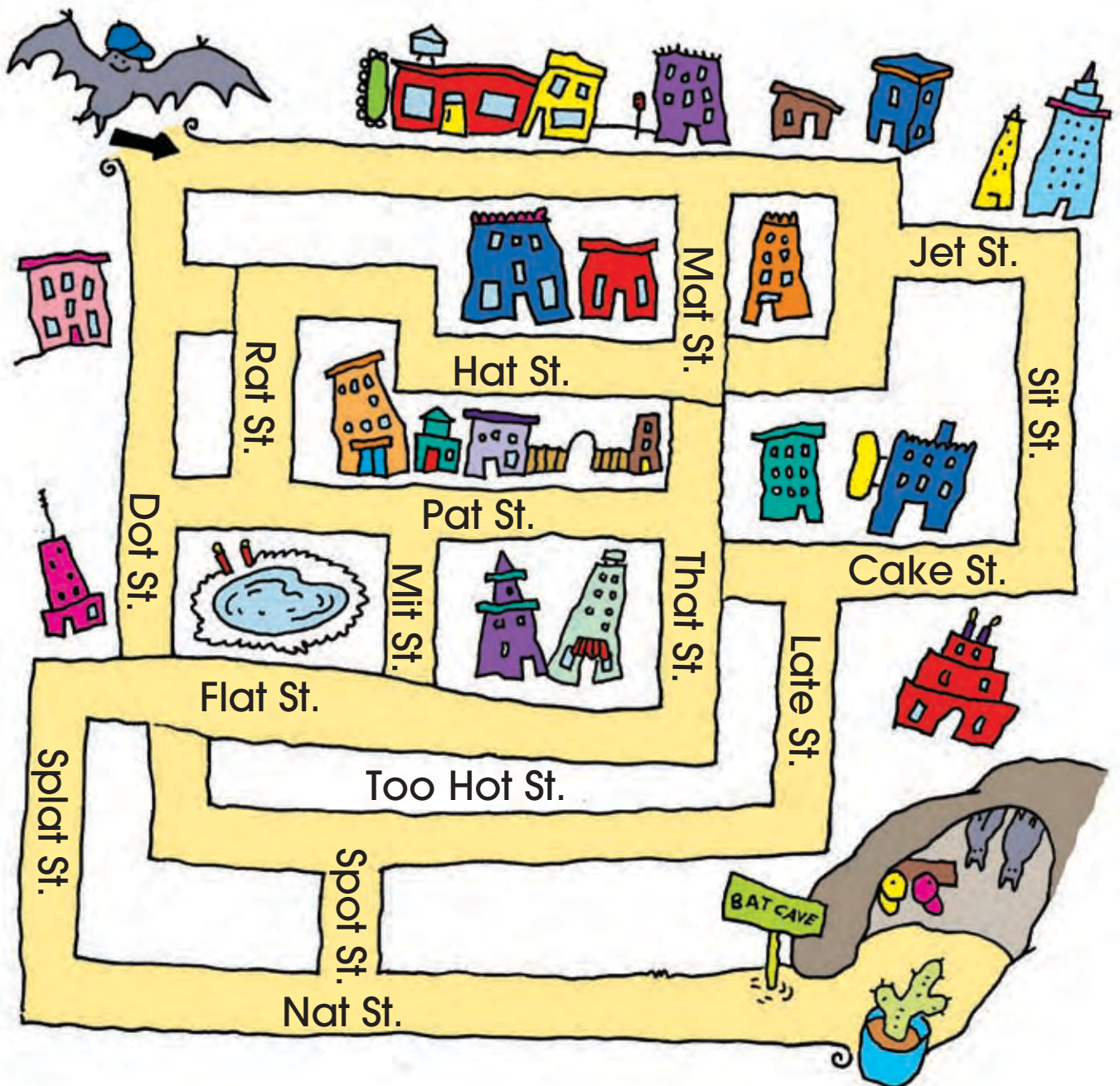
Write how many. Circle the group that has **fewer**.

 _____	 _____	 _____	 _____	 _____	 _____
--	--	--	--	--	--



Scat, Billy Bat!

Billy Bat is lost in the city. Help him get home to his cave. Follow the streets whose names rhyme with *bat* to find the way.





Blends Game

Say the words.

Listen for the beginning sounds.

Use the Beginning Sounds Color Code to make a picture.

Beginning Sounds Color Code

bl = blue

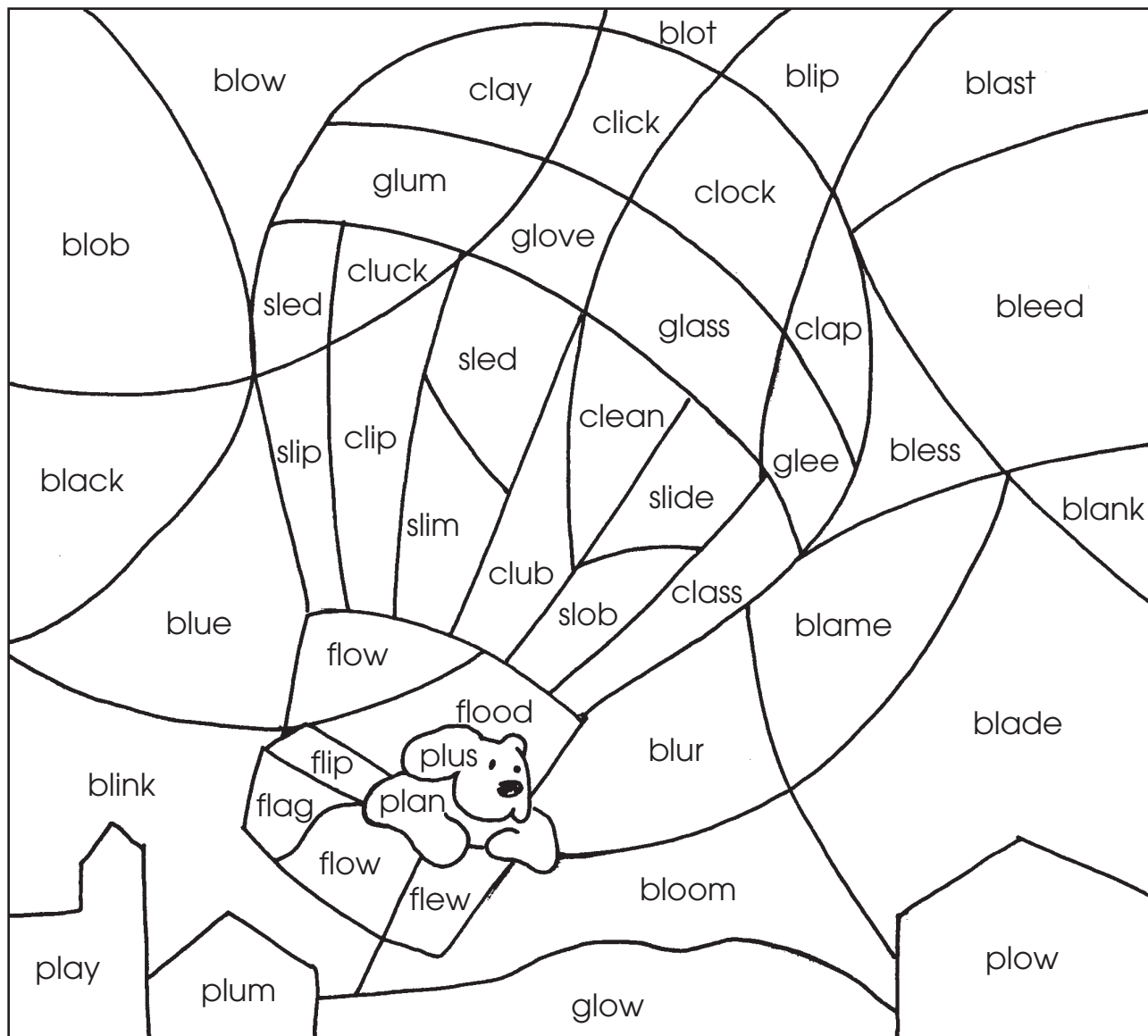
cl = red

fl = yellow

gl = green

pl = brown

sl = purple





Each Number in Its Spot

Write each missing number.

11 12 14 17

14 16 17 19

13 15

17 18 20

13 15 18

15 18

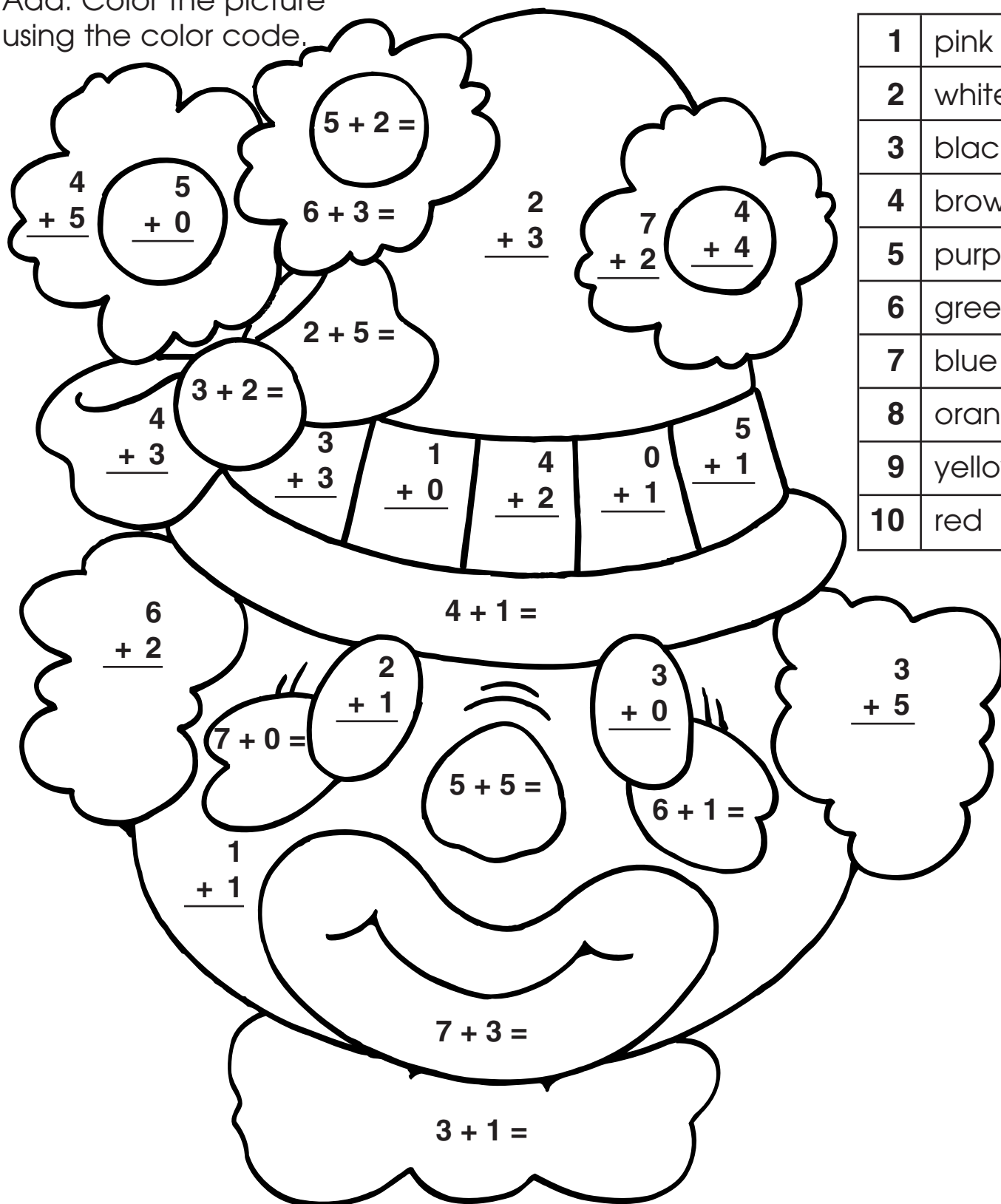


Clowning Around

Add. Color the picture using the color code.

Color Code

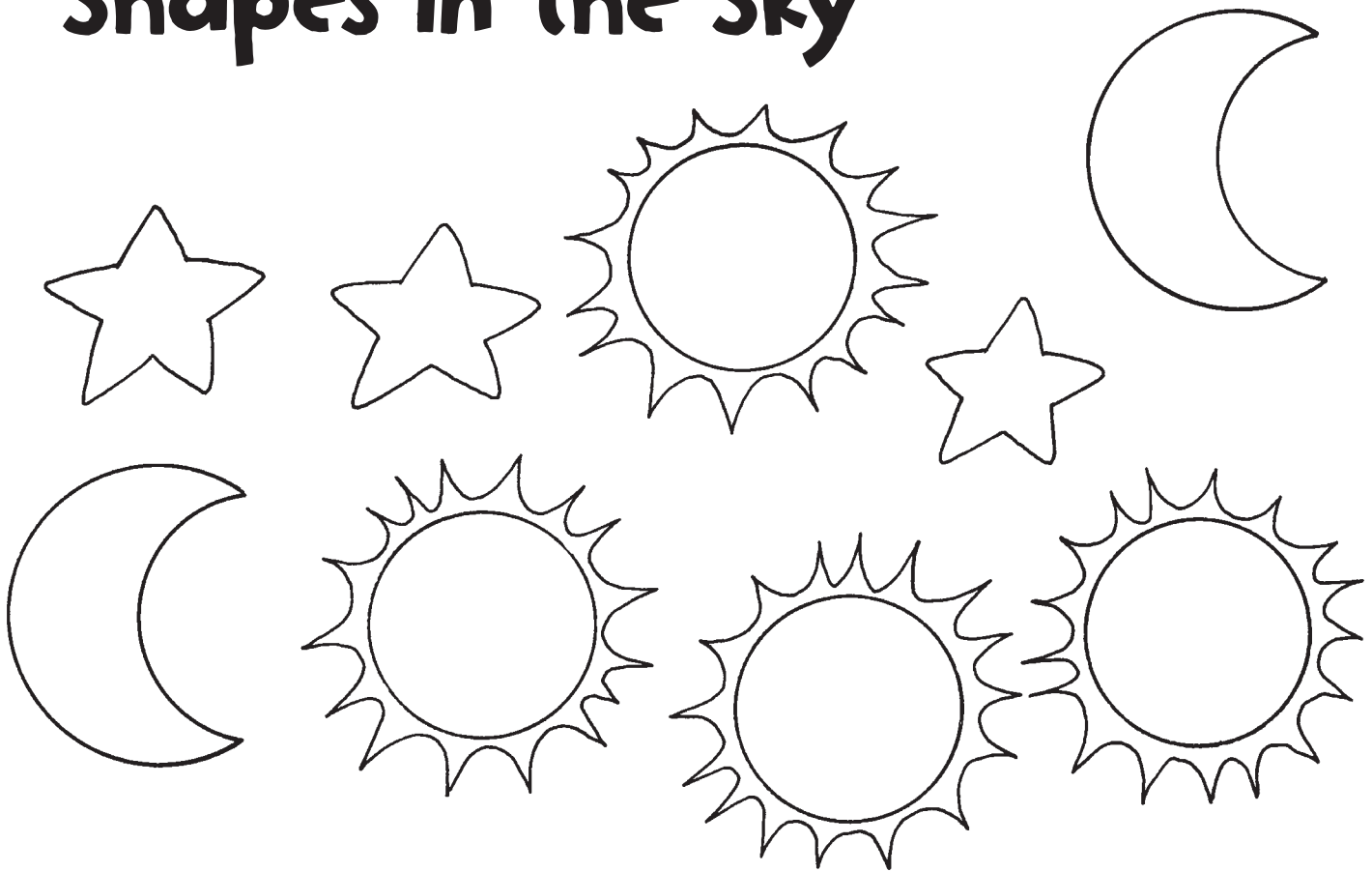
1	pink
2	white
3	black
4	brown
5	purple
6	green
7	blue
8	orange
9	yellow
10	red



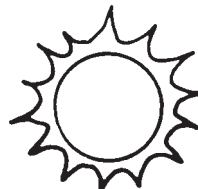
Name _____ Date _____

Read the directions out loud to your child and help your child complete the page.

Shapes in the Sky



1. Color each star blue.
2. Color one moon yellow and one moon orange.
3. Write the number of stars inside this star.
4. Write the number of suns inside this sun.

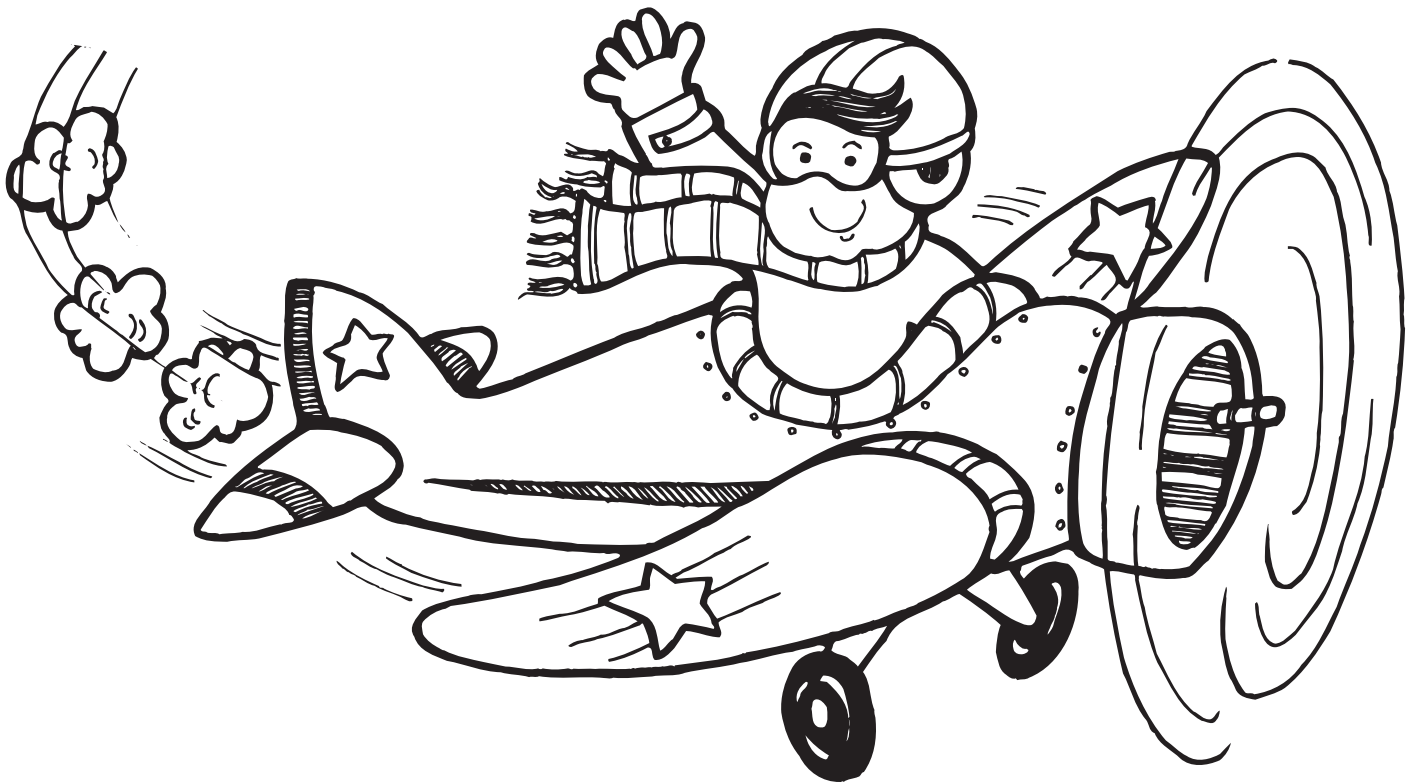


Name _____ Date _____

Read this story out loud to your child. You may want to read it more than one time.
Then help your child color the airplane according what he or she has heard in the story.

My Uncle's Airplane

My uncle has a new airplane. It is yellow. It has blue stripes.
It has stars on the wings. The airplane can fly high.
The name of his plane is Yellow Bird.







Letter Hunt

Write the missing letters. Use the Letter Bank.

Letter Bank

Cc Hh Ll Oo Rr Vv
Ee Jj Mm Qq Tt Zz

Aa	Bb		Dd		Ff
Gg		Ii		Kk	
	Nn		Pp		
Ss		Uu		Ww	Xx
		Yy			

Extra!

Circle the letter that begins your first name.

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



Write the letter.

How Did You Do?

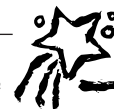
How many stars do you give your work?

Color them.



Word Family
-ink



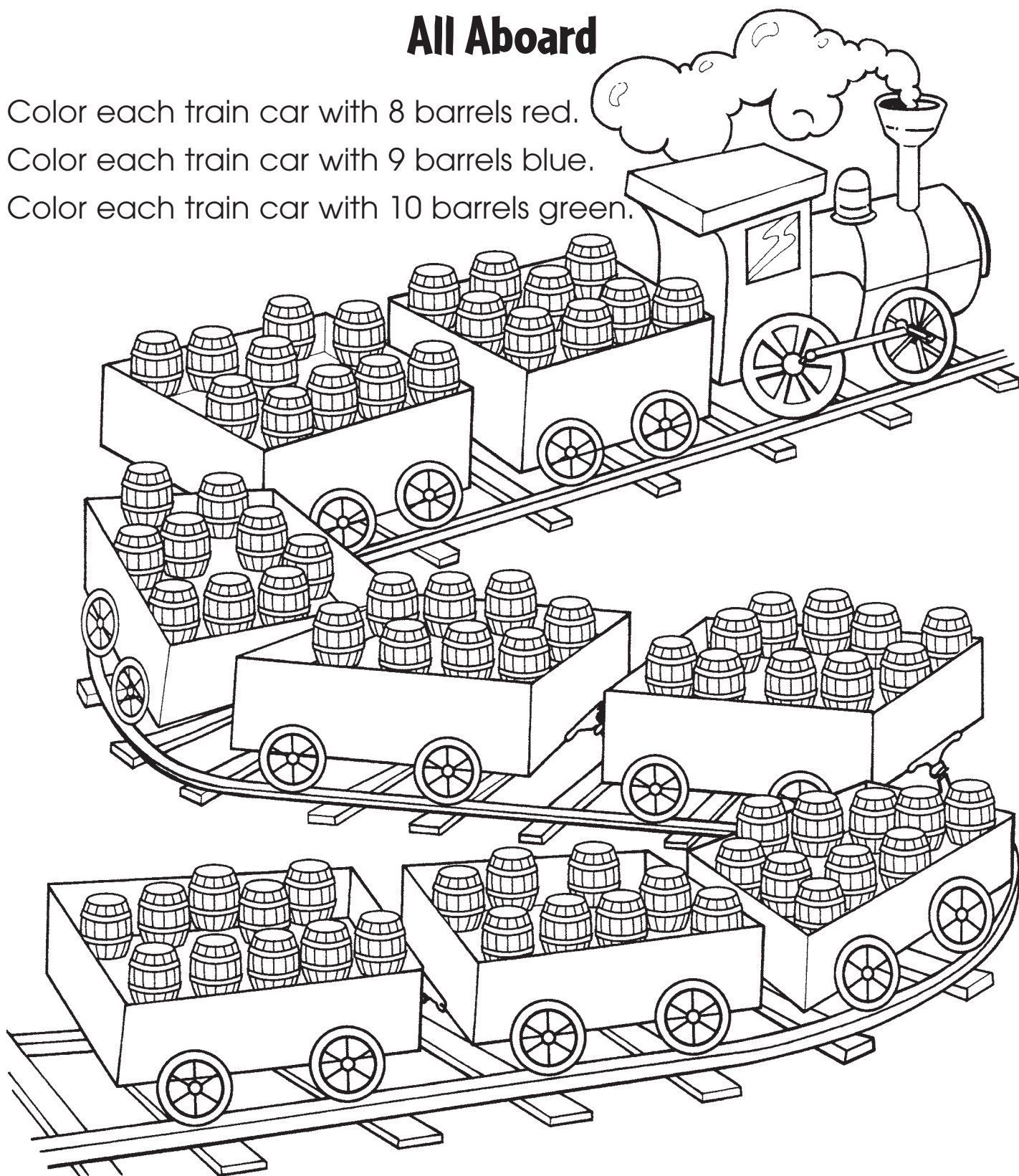


All Aboard

Color each train car with 8 barrels red.

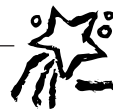
Color each train car with 9 barrels blue.

Color each train car with 10 barrels green.
















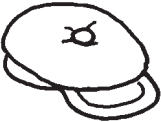


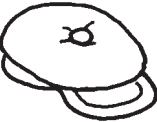






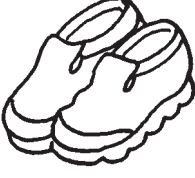


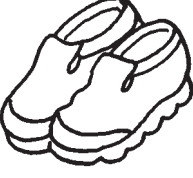

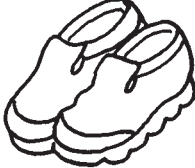


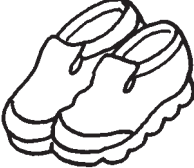

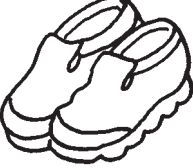







On another piece of paper, draw a train with 10 train cars.

Name _____



Ordering Outfits

Circle what comes next.



Going to Grammy's



Kelly is going to spend the night with her grandmother. She will need to take her nightgown, a shirt, and some shorts. Into the suitcase go her toothbrush, toothpaste, and hairbrush. Grammy told her to bring a swimsuit in case it was warm enough to swim. Mom said to pack her favorite pillow and storybooks. Dad said, "Don't forget to take Grammy's sunglasses that she left here last week." Now Kelly is ready to go!

Color the things that Kelly packed in her suitcase.



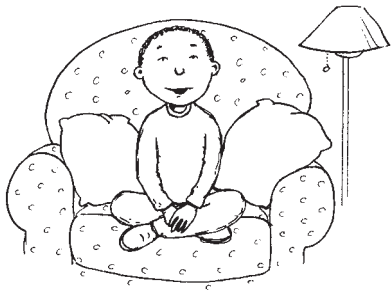
On a separate sheet of paper, make a list of things you would pack if you were going to spend the night at your grandmother's house.

Name _____ Date _____

Read these stories out loud to your child. Then help your child circle the answers to the questions below.

Meet Irv

Irv likes to try new things. He likes to taste new foods. He likes to try new dances. Today he is learning to skate. Oops! Irv just tripped and fell. But Irv will try again.



Meet Marcus

Marcus does not like new things. He will not eat new foods. He will not try anything new. Marcus is safe on the couch.

1. How are Irv and Marcus the same?

They are both in kindergarten.

They are both boys.

They are both hungry.

2. What is one new thing Irv will try?

new clothes

new songs

new foods

3. How is Marcus different from Irv?

He does not like new things.

He does not like to dance.

He likes to skate.

4. What happened to Irv today?

He fell down.

He tasted a new food.

He danced.

5. What do you think will happen to Marcus next?

Trace and write these high frequency "sight" words.

so

make

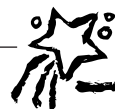
has

go

see

no

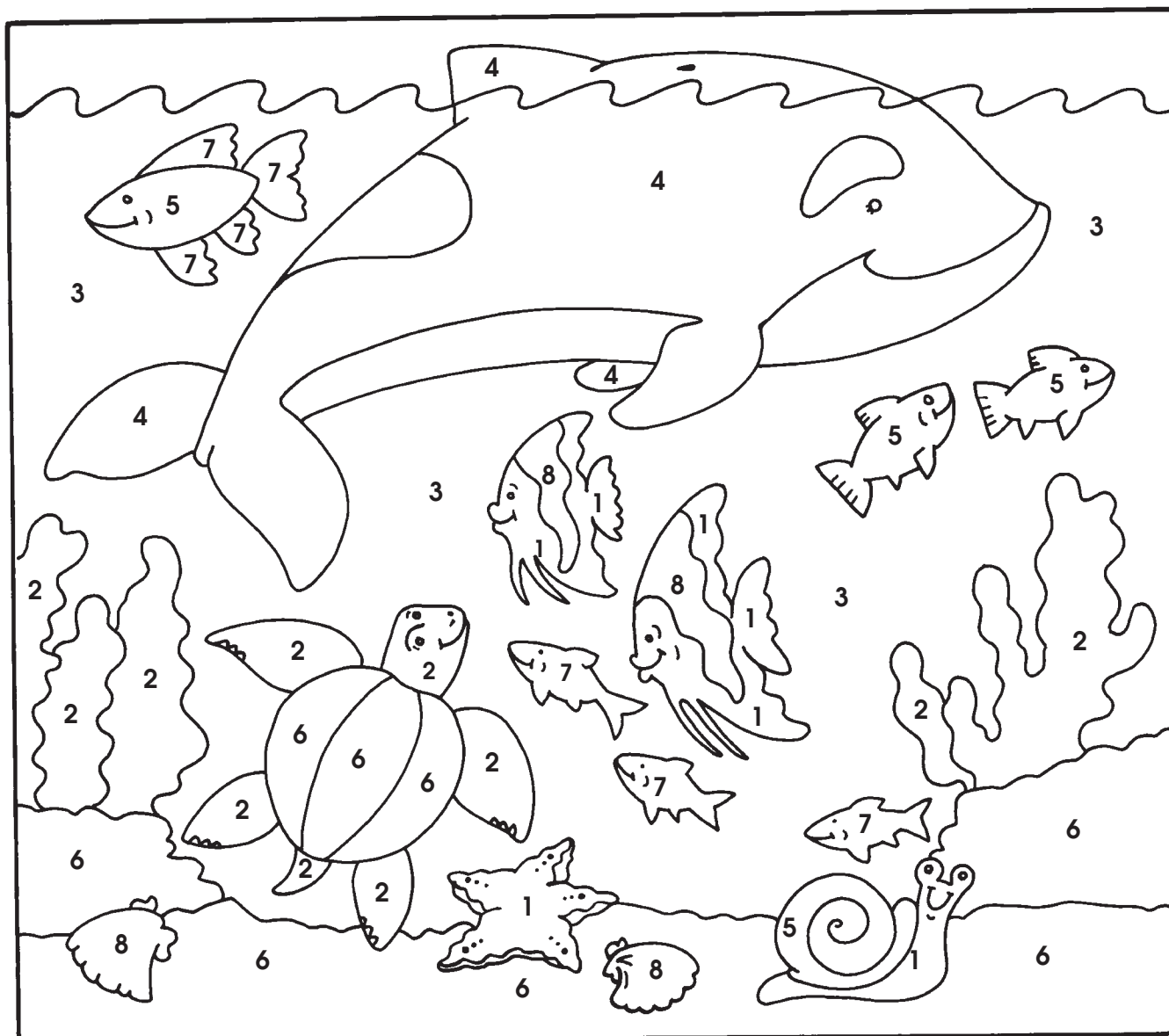
Name _____



Identifying numerals
1 to 10

A Sea of Numbers

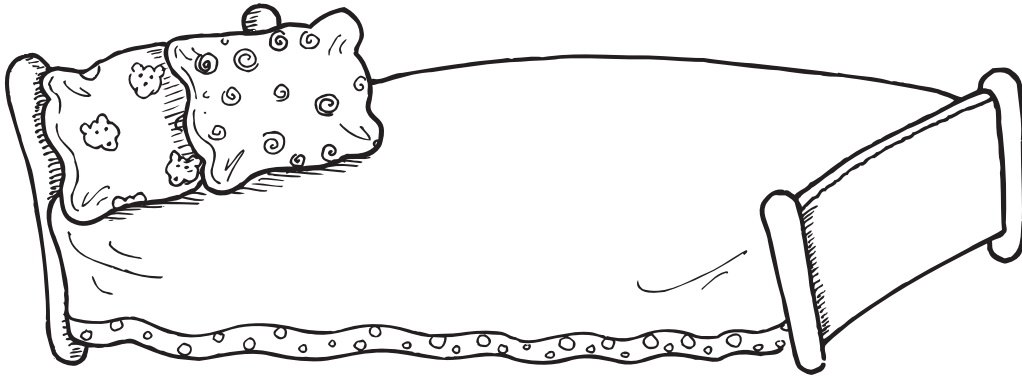
Color.



Name _____ Date _____

Solve these story problems. Cut out the teddy bears at the bottom of the page to help you.

Teddy Bear Troubles



1. 3 teddy bears were on Jane's bed. Her sister Eva borrowed 2.

How many teddy bears were left? _____

2. Jonathan didn't have any teddy bears. His brother Jackson gave him 2. His sister Shannon gave him 1.

How many teddy bears did Jonathan have then? _____

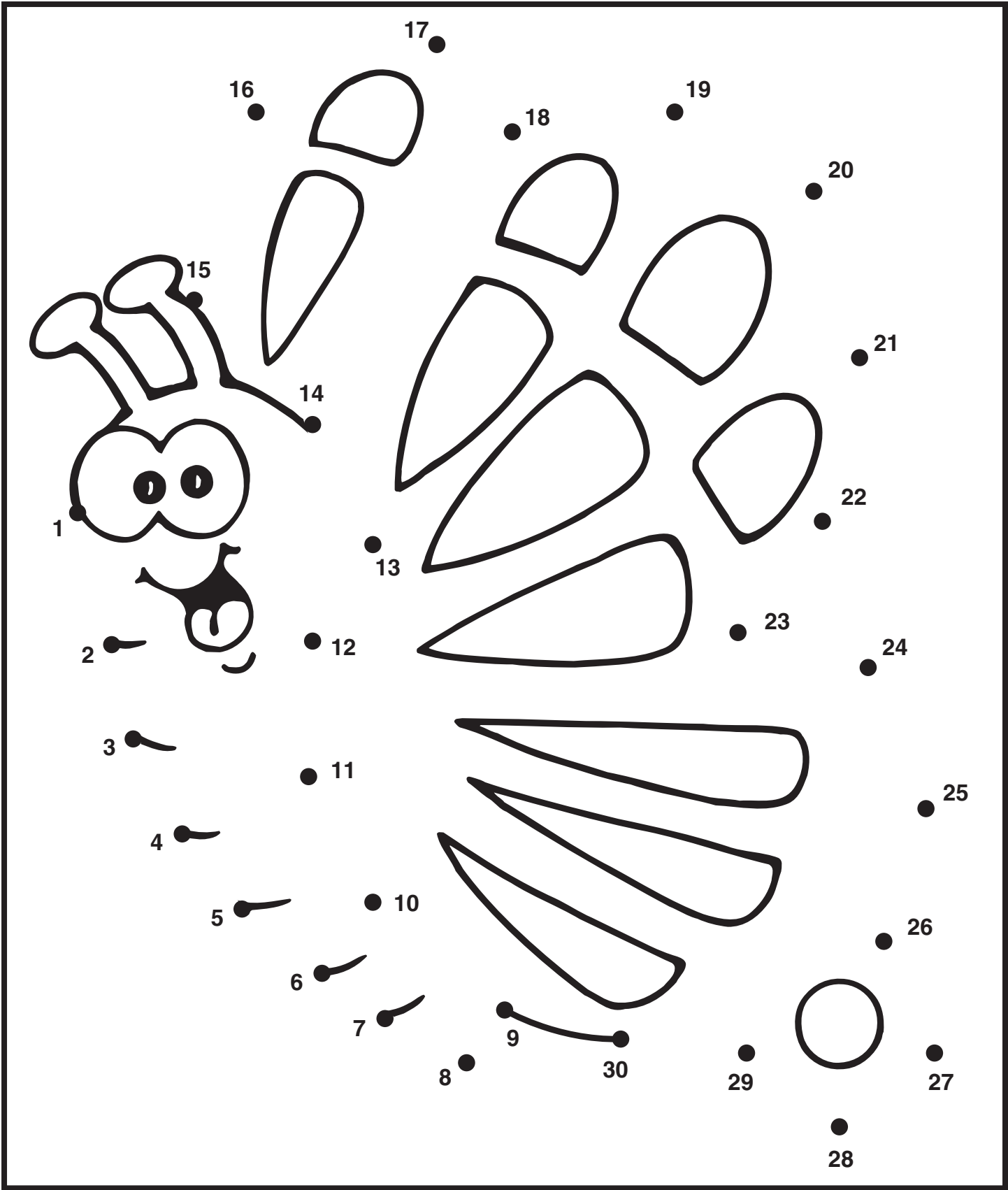
3. Jimmy had 3 teddy bears. He thought he was too old for teddy bears, so he gave them all away.

How many teddy bears did Jimmy have then? _____



Name _____

Connect the dots in order. Start at 1. What picture did you make?

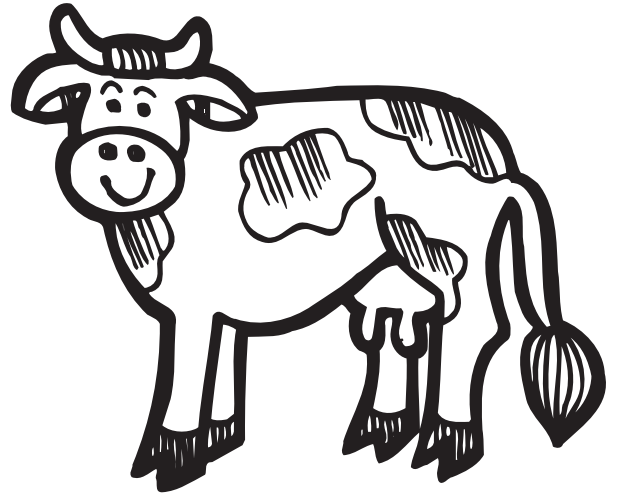


Name _____ Date _____

Read this story out loud to your child. Then help your child answer the following questions.
Writing the answers is optional.

Betsy the Cow

My family lives on a farm.
We have a cow named Betsy.
Betsy is brown with white spots.
Betsy is a special cow. She can talk!
Our other cows only say, "Moo."
Betsy tells us what the other cows
are saying.



1. Where does the family in the story live?

2. What is the name of their cow?

3. What color is Betsy?

4. Why is Betsy a special cow?



What Do You See?

Say the words.

Listen for the ending sounds.

Use the Ending Sounds Color Code to make a picture.

Ending Sounds Color Code

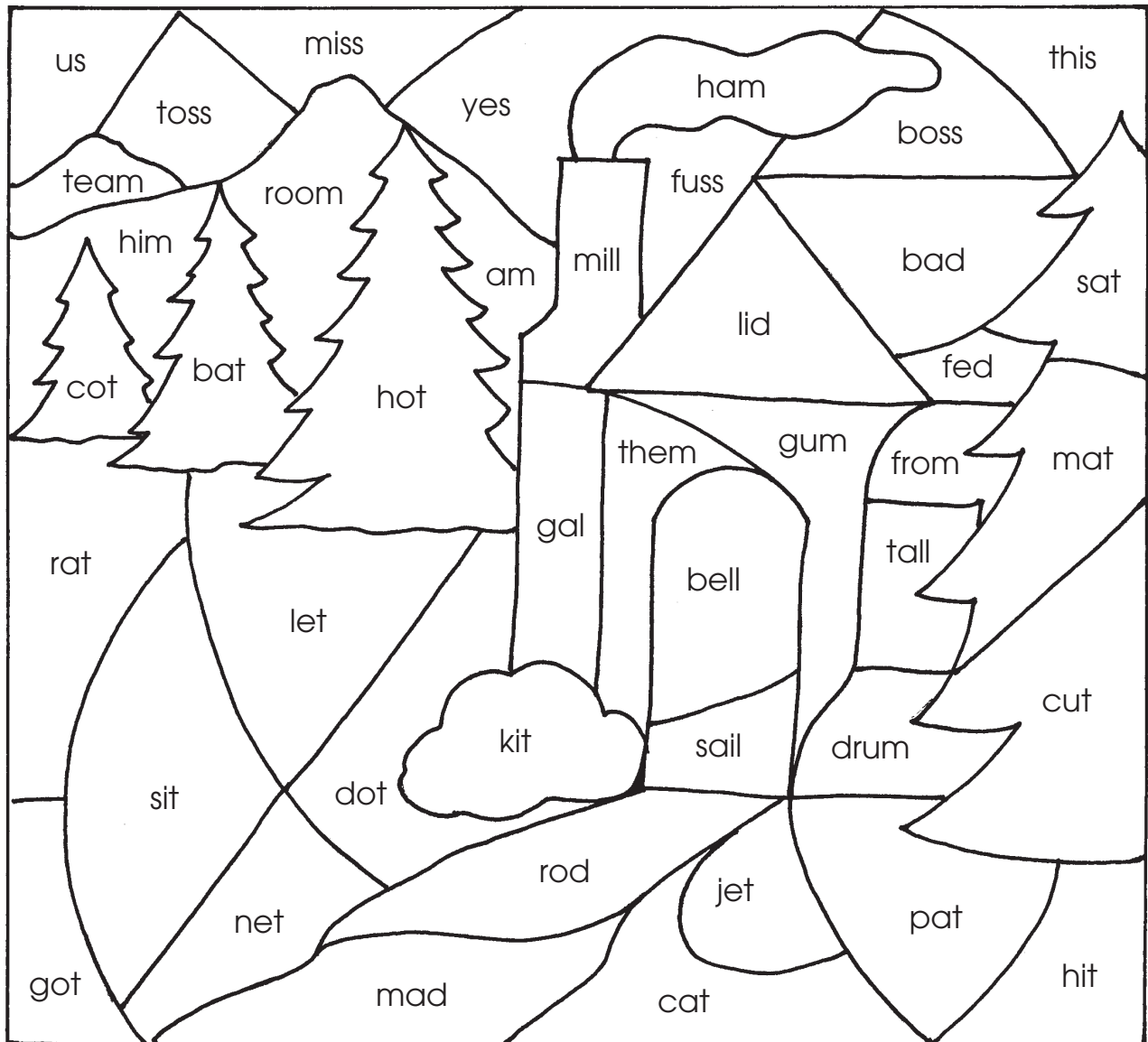
blue = s

green = t

black = d

red = l

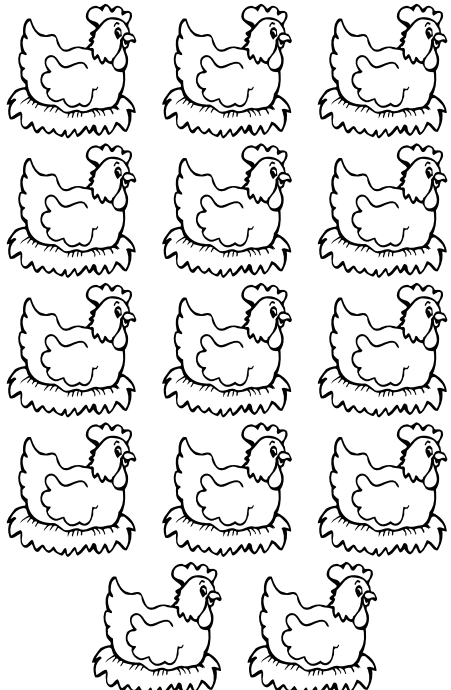
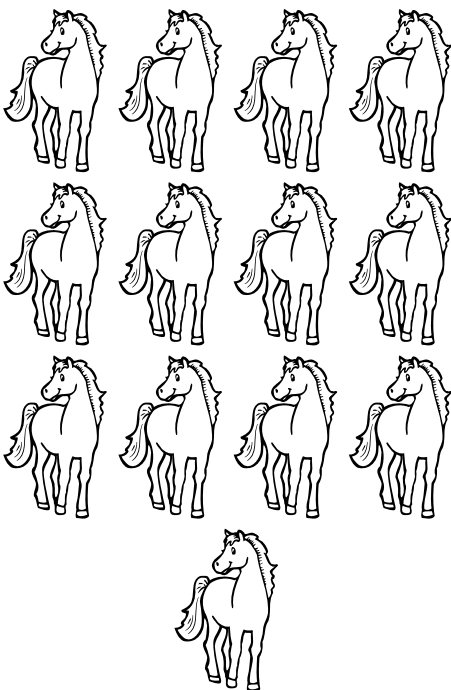
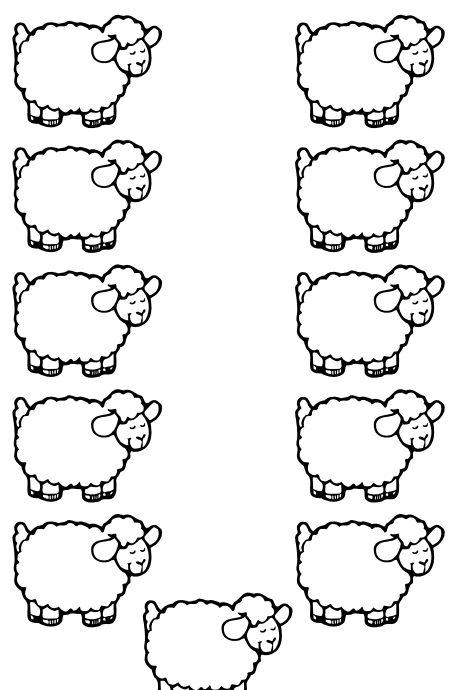
white = m



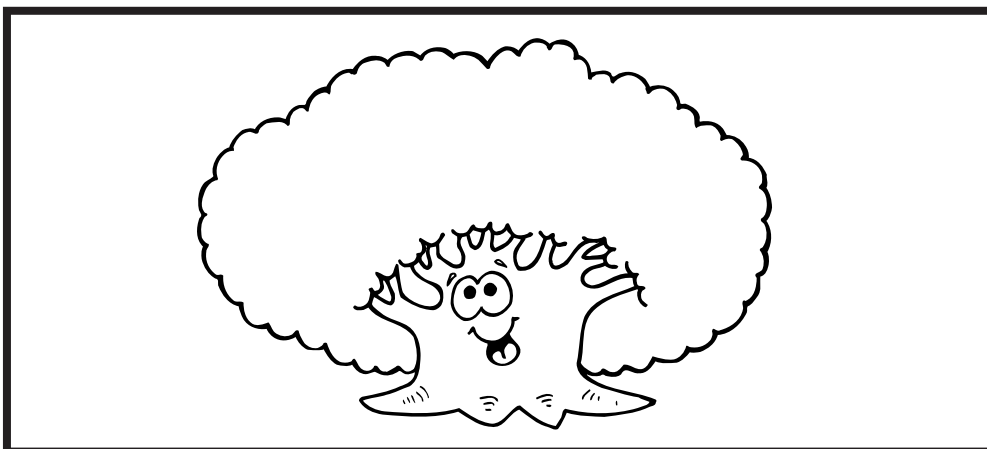
"I can count to 15!" Write the missing numeral.

9, __, 11, 12, __, 14, __

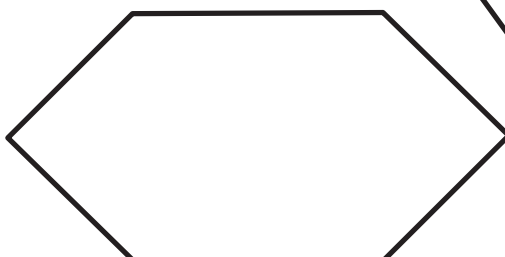
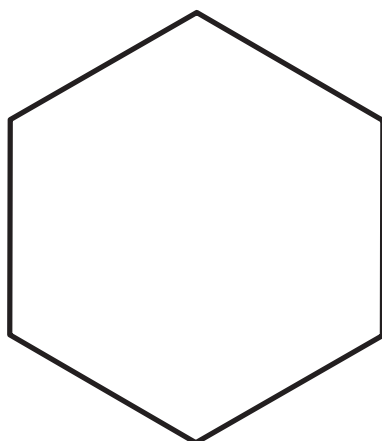
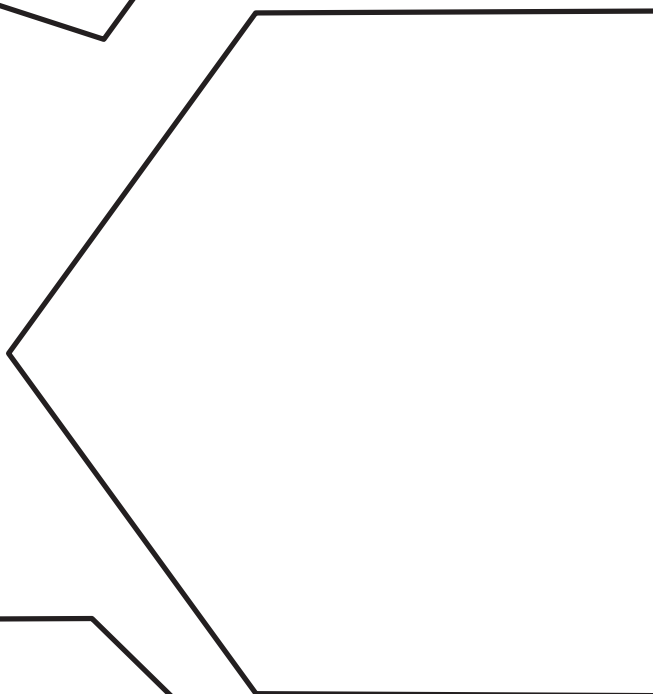
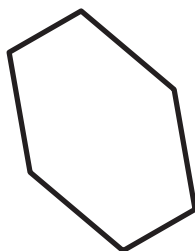
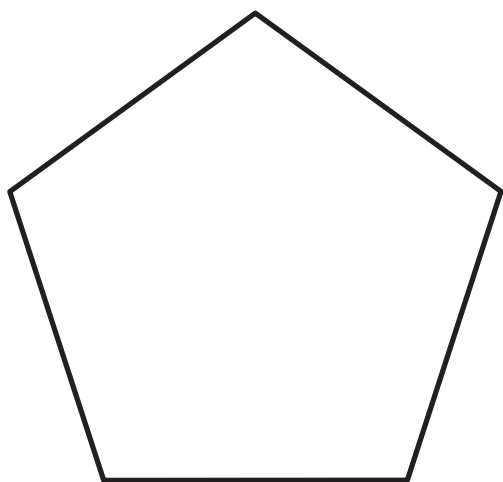
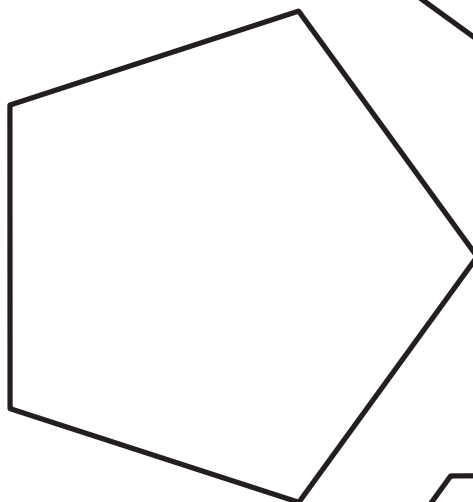
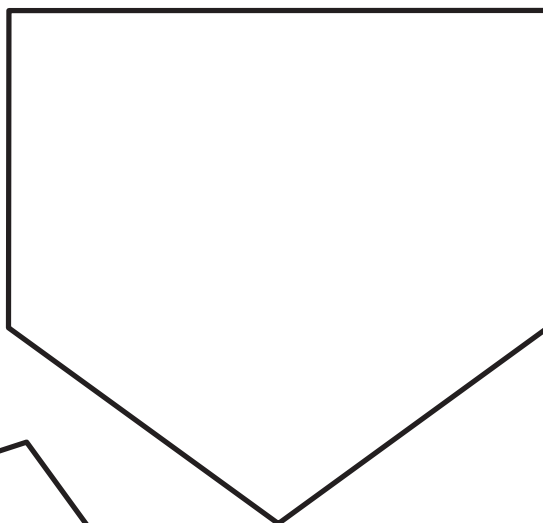
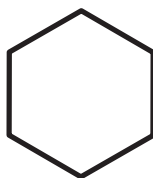
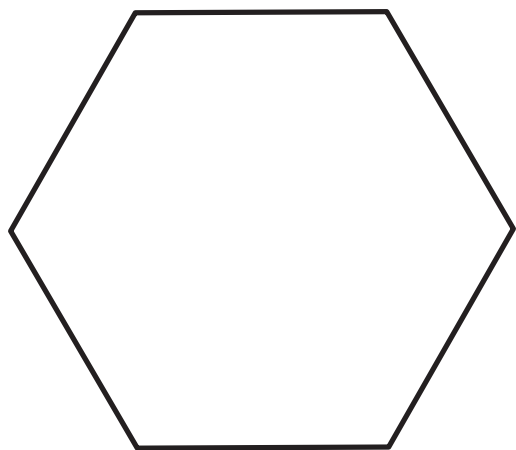
Count the number of objects in each box and circle that number.

		
12 14 11	12 14 13	11 14 13

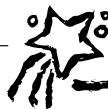
**Draw 15
apples on
the apple
tree.**



Color the shapes!
Color the hexagons pink.
Color the pentagons brown.

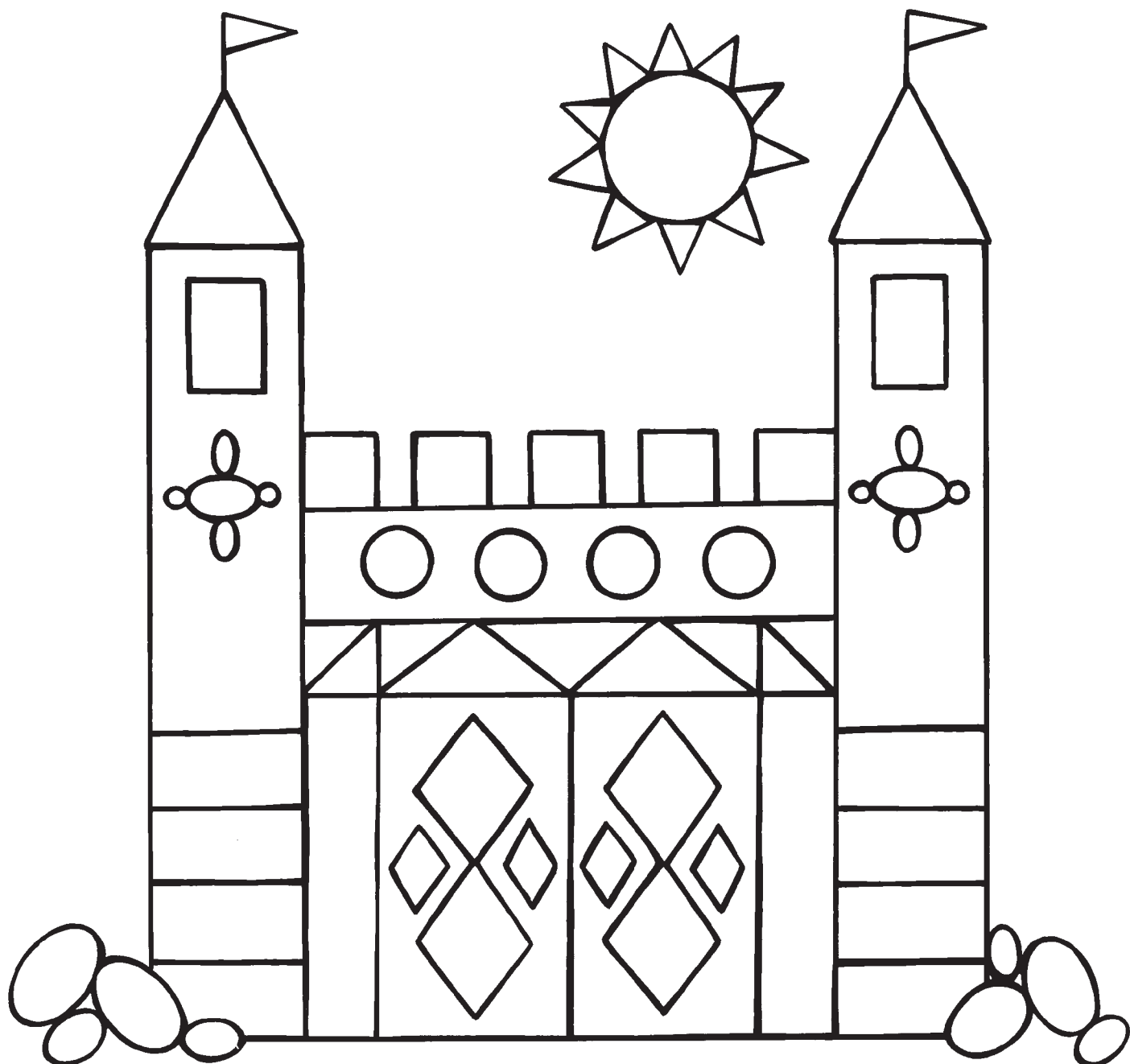


Name _____



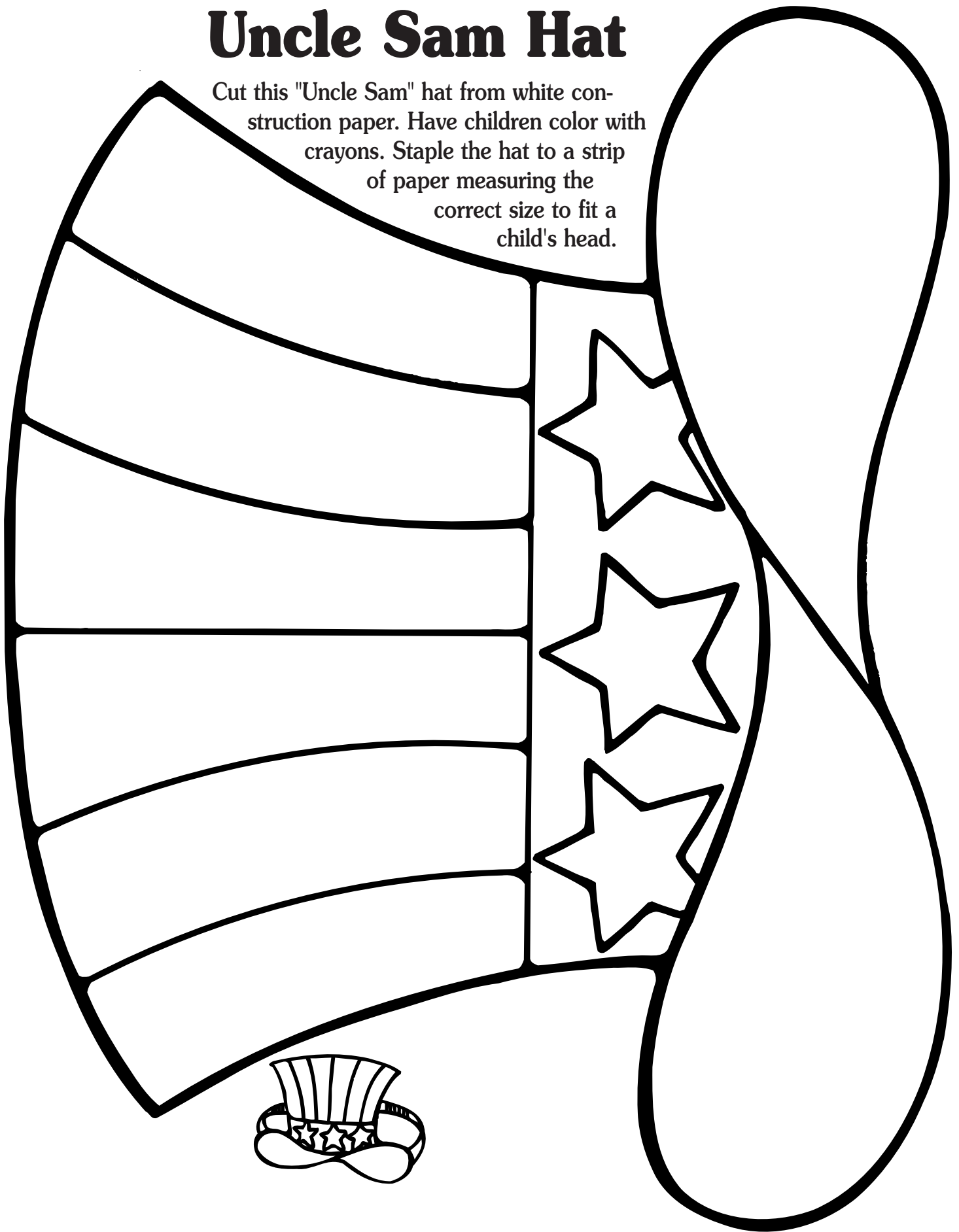
A Shapely Castle

Color.



Uncle Sam Hat

Cut this "Uncle Sam" hat from white construction paper. Have children color with crayons. Staple the hat to a strip of paper measuring the correct size to fit a child's head.



Name _____ Date _____

Read this story out loud to your child. Then help your child circle the correct answer to each question.

Robot to the Rescue

Urbie is a new robot.

It has cameras that act as eyes.

Urbie may one day go into
burning buildings.

Inside, Urbie will search for people
with its camera eyes.

It will let firefighters know
where the people are.

Then the firefighters can
save the people.



1. What is Urbie?

a building

a firefighter

a robot

2. What does Urbie use to
find people?

Its wheels

Its motor

Its eyes

3. What does it mean to **rescue**
someone?

give someone a gift

save someone from danger

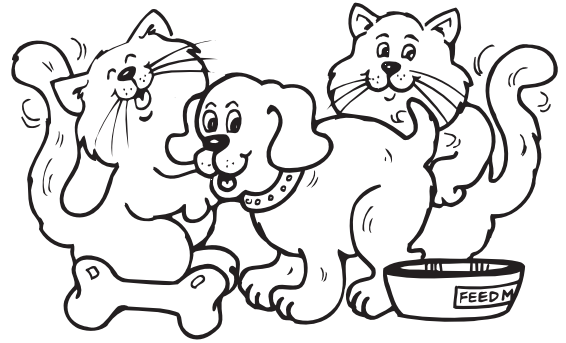
use a camera

Name _____ Date _____

Read this story out loud to your child. Then help your child answer the questions. Many questions can be answered with numerals. Your child can spell some answers correctly by copying from the story.

Joel's Pets

Joel has three pets. He has two cats and one dog. Joel's cats are named Fifi and Foofoo. Joel's dog is named Hook. Joel gives his pets fresh food and water each day. He plays fetch with Hook.



1. How many pets does Joel have?

2. How many cats does Joel have?

3. How many dogs does Joel have?

4. What are the names of Joel's cats?

5. What is the name of Joel's dog?

Name _____ Date _____

Read this story out loud to your child. Ask your child to tell you as many details as he or she can remember. Write the details on the lines if you wish. (You only need a word or two for each one.) You may need to read the story a second time.

Jeremy the Squirrel



There is a squirrel that lives in my backyard. The squirrel is brown. He has black stripes on his tail. Sometimes I watch him gather nuts. Sometimes the squirrel climbs trees. I will name the squirrel Jeremy.

1.

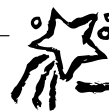
2.

3.

4.

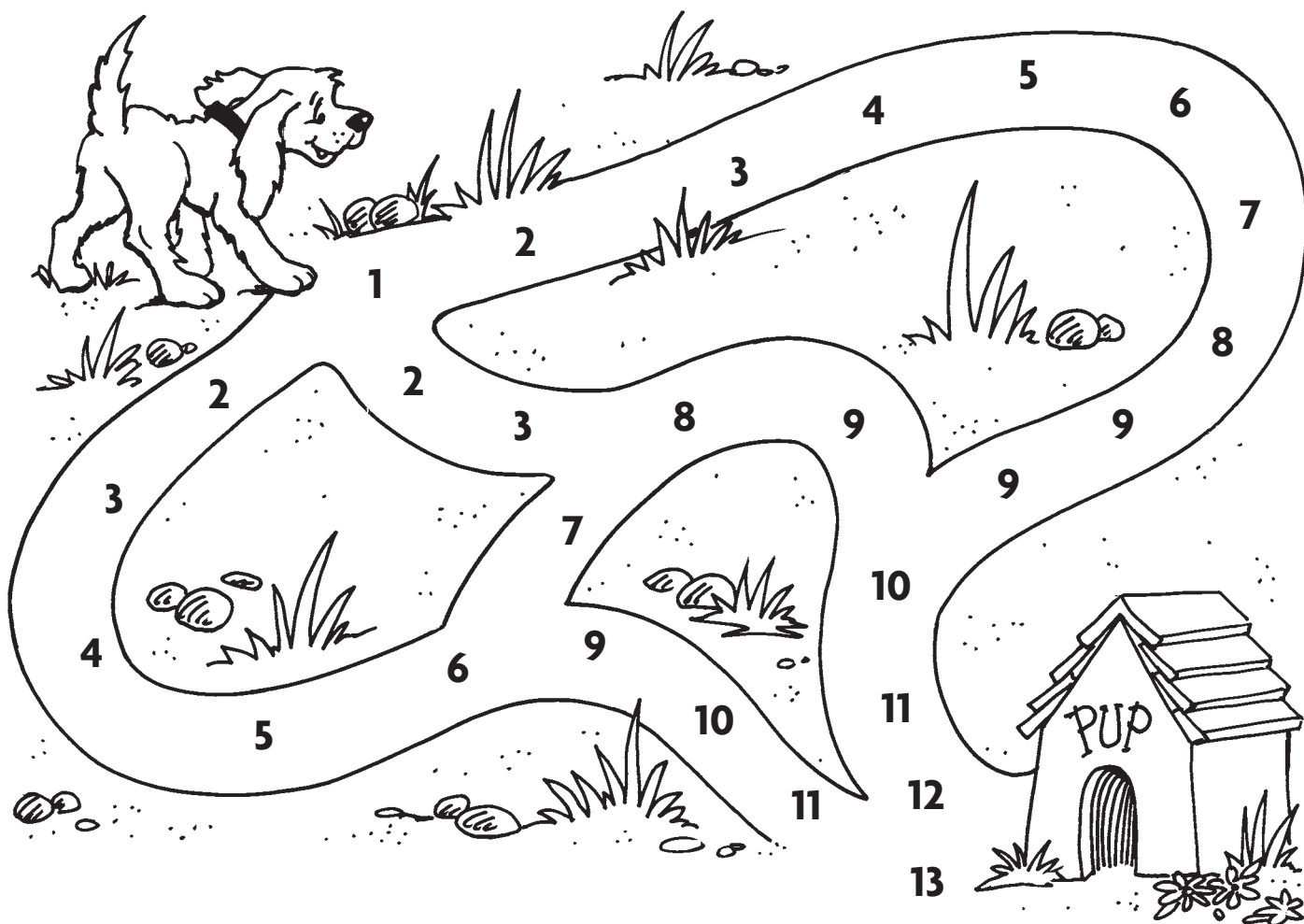
5.

6.



Where, Oh Where, Has My Puppy Gone?

Help the puppy find its home. Trace the path that goes in order from 1 to 13.



Write the number that comes next in each bone.

1, 2, _____

7, 8, _____

11, 12, _____

5, 6, _____

9, 10, _____

4, 5, _____

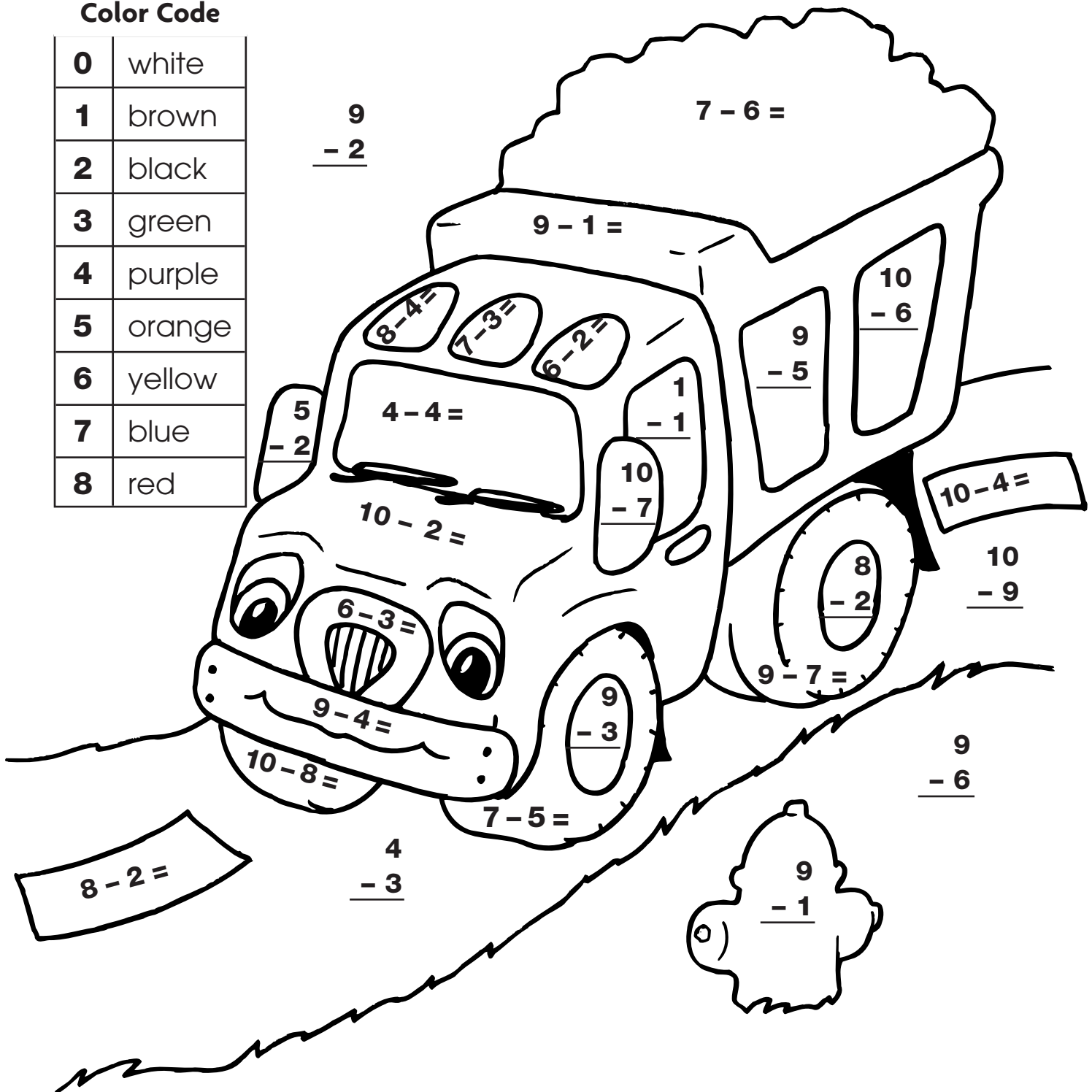


Trucking Along

Subtract. Color the picture using the color code.

Color Code

0	white
1	brown
2	black
3	green
4	purple
5	orange
6	yellow
7	blue
8	red



Name _____



Smiling Shapes

Draw a line to the shape that comes next.

Name _____ Date _____

Read this story out loud to your child. Then help your child circle the correct answers.

Snakes Are Everywhere!

Some snakes live in forests.

Some live in hot, dry deserts.

Others live in lakes or streams.

Some snakes even live in the sea!

Snakes live almost everywhere.

But they never live where
it is always freezing cold.



1. What is the story about?

Where snakes live.

What snakes eat.

How snakes move.

3. Can snakes live in water?

Yes

No

2. In which of these places can
snakes live?

deserts

forests

where it is always very cold

Name _____ Date _____

Read this passage out loud to your child. Then help your child answer the following questions. You will need to go back to the passage to find the answers.

Ostriches

An ostrich is big! It is the biggest bird in the world. An ostrich may grow up to 8 feet tall. It can weigh up to 345 pounds. The ostrich lays the biggest egg, too. One egg can weigh 3 pounds. An ostrich can also run very fast.



1. What is the main idea of this text?

2. How tall is an ostrich?










3. How much can an ostrich weigh?

4. How much can an ostrich egg weigh?



Show What You Know

Say the name of each picture. Fill in the circle next to the letter that stands for the missing sound. Write the letter on the line.

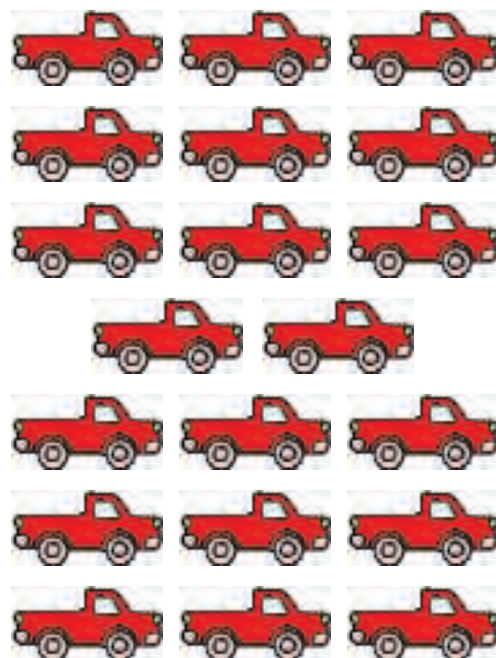
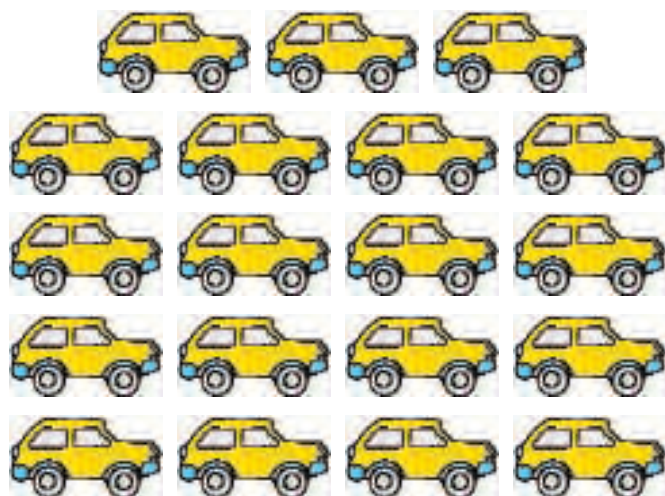
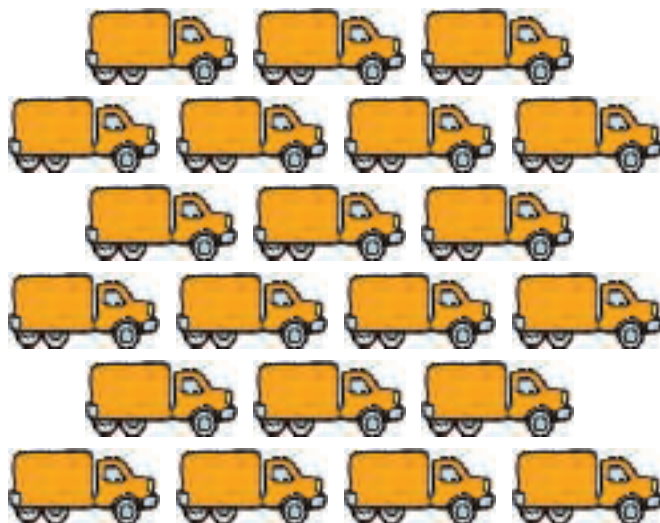
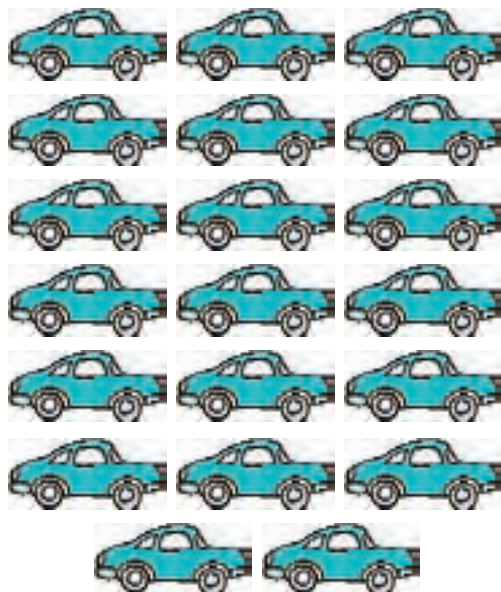
<p>1.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o c _____ t <input type="radio"/> u</p>	<p>2.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o b _____ b <input type="radio"/> u</p>	<p>3.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o b _____ d <input type="radio"/> u</p>
<p>4.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o f _____ x <input type="radio"/> u</p>	<p>5.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o b _____ g <input type="radio"/> u</p>	<p>6.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o b _____ x <input type="radio"/> u</p>
<p>7.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o _____ gg <input type="radio"/> u</p>	<p>8.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o f _____ sh <input type="radio"/> u</p>	<p>9.  <input type="radio"/> a <input type="radio"/> e <input type="radio"/> i <input type="radio"/> o h _____ t <input type="radio"/> u</p>



19, 20 ... There Are Plenty!

Draw a circle around each group of 19.

Draw a square around each group of 20.



Name _____



Let's Count!

Color the correct number of objects.

14	
12	
16	
11	
18	
15	
17	
13	

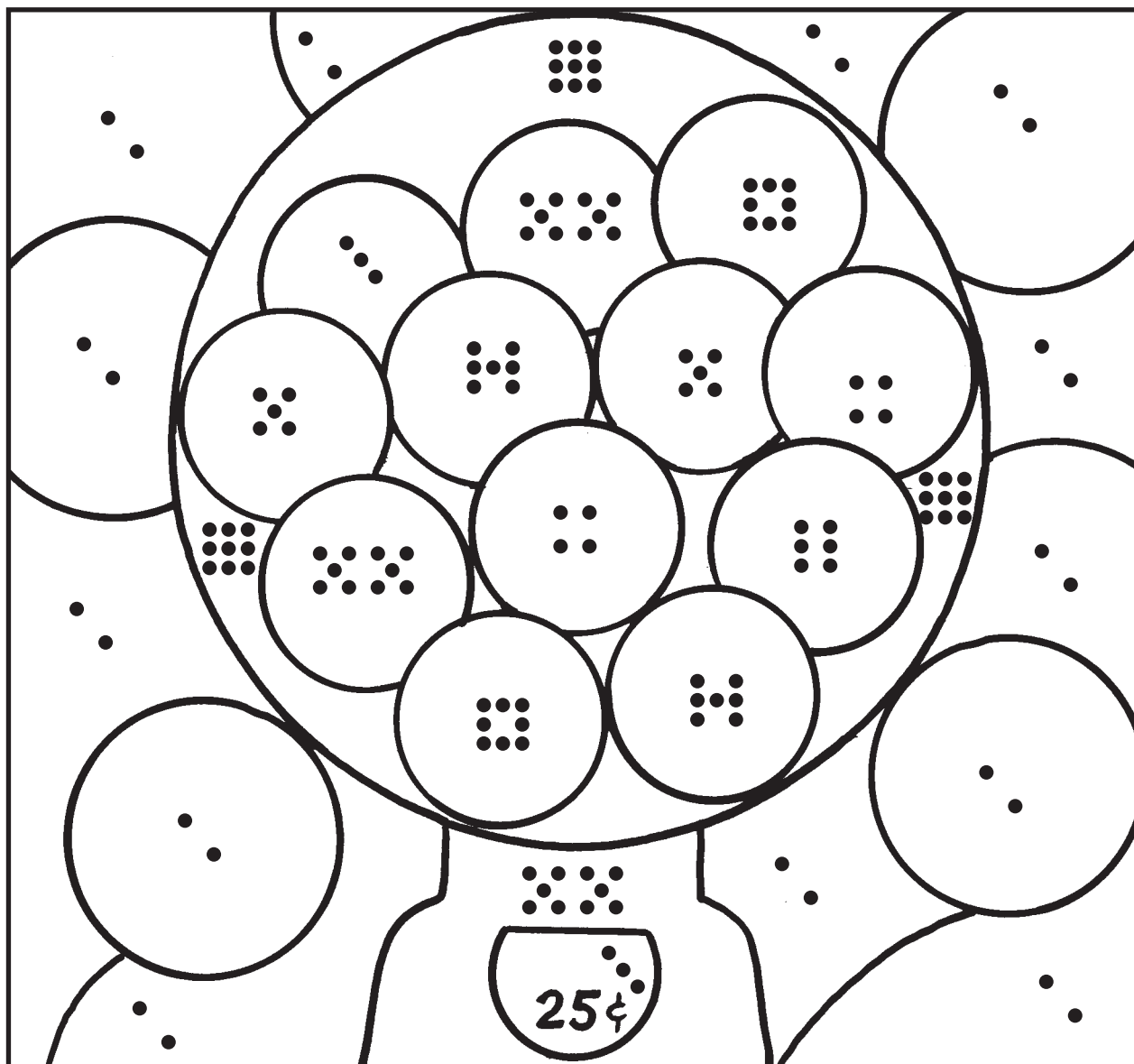
Name _____



Gumball Goodies

Color.

• blue	•• red	•• green
•• orange	••• purple	••• black
••• brown	•••• white	•••• yellow



Name _____ Date _____

Read this text to your child and discuss it, assuring your child that it is, indeed, about a real place. Then read the statements and help your child decide whether each one is true or not. Circle every sentence that is true.

Ice Hotel

Have you ever heard of a hotel made of ice? The Ice Hotel is in Sweden. It gets very cold there in the winter. The hotel is made of snow and ice. Even the beds are made of ice. The people who stay there sleep in special, warm sleeping bags. Every spring the Ice Hotel melts. But in the fall, people build a new one!



1. The Ice Hotel is in Sweden.
2. The Ice Hotel has beds made of ice.
3. People build fires to keep warm in the Ice Hotel.
4. The Ice Hotel lasts all summer.
5. People at the Ice Hotel sleep in special sleeping bags.

Name _____ Date _____

Read this story out loud to your child. Remember to change your voice when there is a new speaker. Then help your child to circle the correct answer to each question.

Buddies

Roger was feeling a little sad.
It was the first day of school, and he
had no one to eat lunch with.
Roger saw a new boy who
looked sad, too.
"Is something wrong?" Roger asked.
"I just moved here," said the boy.
"I don't know anyone."
"Why don't I sit with you?" said Roger.
"Then we can be friends."



1. Where does this story
happen?

in a forest

in a school

in a living room

2. Who was the main character
in the story?

Roger

Buddy

the teacher

3. What nice thing did Roger do?

ate all his lunch

said please and thank you

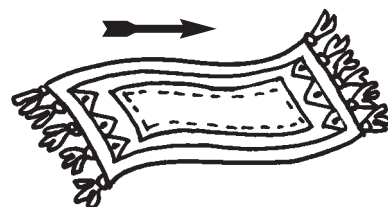
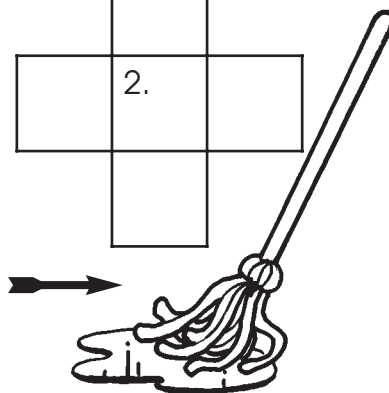
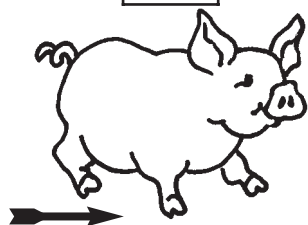
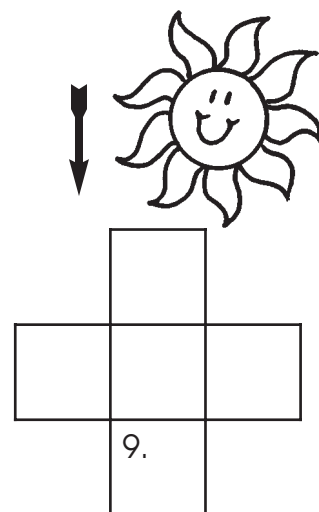
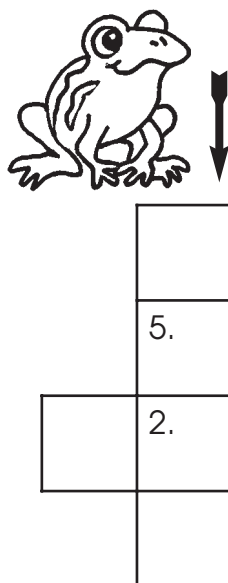
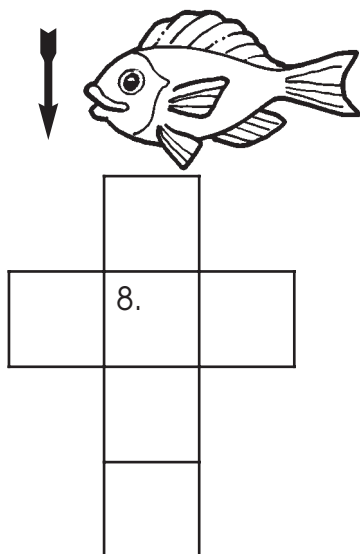
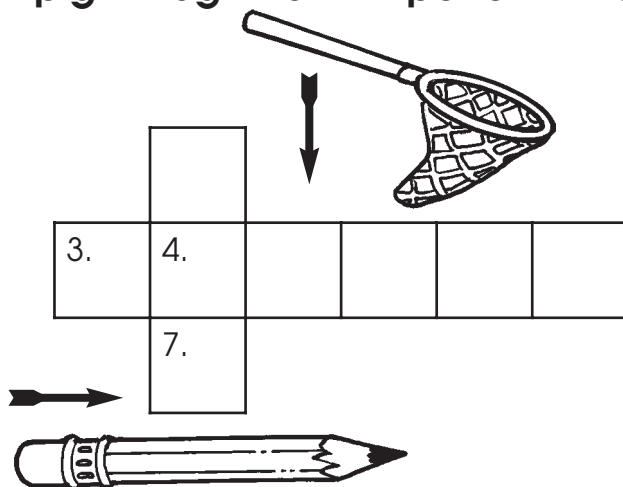
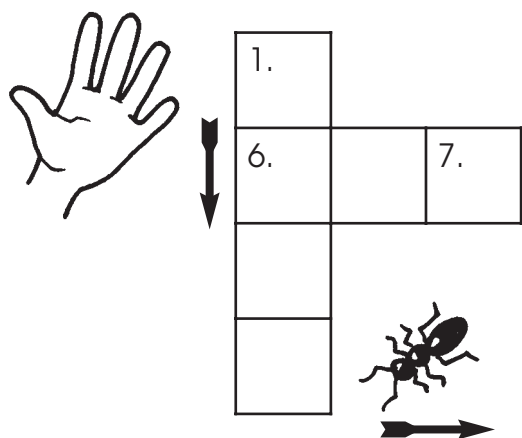
sat with the boy



Hopping Fun

Use the picture clues to complete each puzzle with words that have short vowel sounds. Then use the number code to answer the riddle below.

net mop sun fish hand pig rug ant pencil frog



What do you give a sick frog? A 1 2 3 4 5 6 7 8 2 9 !

Mystery Critter

Name _____ Date _____

I climb up the side of walls and never fall.

I am a fast runner and have a very long tail. Who am I? _____

To find out, connect the numbers in order from 20 to 68.



Bright Light

Write the answer for each problem.
Connect the dots in the order of your answers.
What picture did you make?

a. $4 - 1 =$

d. $9 - 2 =$

g. $8 - 7 =$

b. $8 - 2 =$

e. $9 - 5 =$

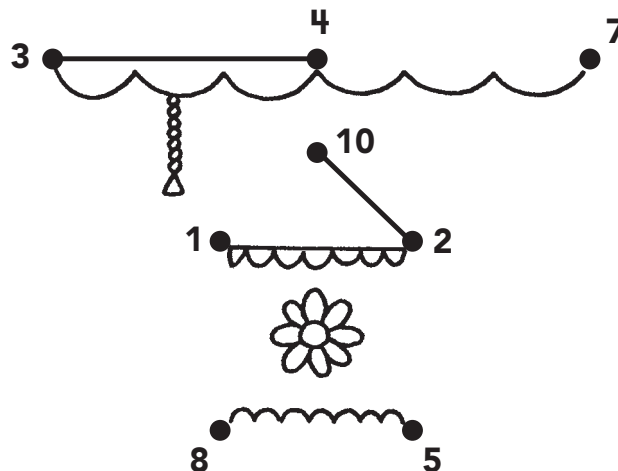
h. $10 - 2 =$

c. $10 - 1 =$

f. $10 - 0 =$

i. $10 - 5 =$

j. $5 - 3 =$



Name _____ Date _____

Read the paragraph. Then answer the questions.

Life in the Ocean

The dolphin lives in the wide, open sea.

It **roams** the ocean to catch fish.

The dolphin does not swim too deep.

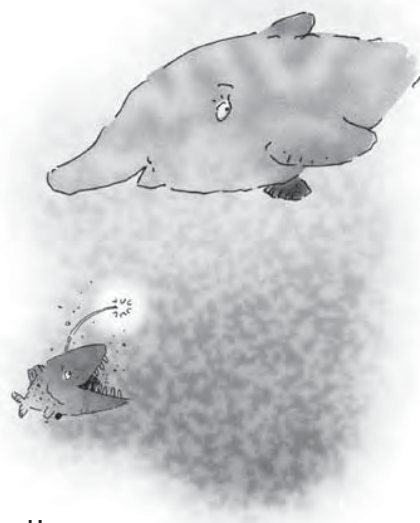
It must come up to breathe.

The anglerfish lives in the deep, dark sea.

It makes its own light with a light pole on its head!

What happens when other fish swim toward the light?

The anglerfish catches them.



1. How are a dolphin and an anglerfish alike?

- ☐ A. They both live in the sea.
- ☐ B. They both have a light pole.
- ☐ C. They both need to breathe air.

2. How are an anglerfish and a dolphin different?

- ☐ A. An anglerfish eats fish.
- ☐ B. An anglerfish lives in the deep sea.
- ☐ C. A dolphin can swim.

3. In this paragraph, the word **roams** means

- ☐ A. parts of a home.
- ☐ B. looks for.
- ☐ C. moves from place to place.



Amy's Aprons



Every vowel has a long sound and a short sound. **Long a** makes the sound you hear at the beginning of **apron**. To help remember the long-a sound, stretch out the beginning of the word like this: a-a-a-a-apron.

Amy needs a new apron. Help Amy find the aprons that have pictures with the long-a sound. Color these aprons pink. If the picture on an apron does not have a long-a sound, color it purple.

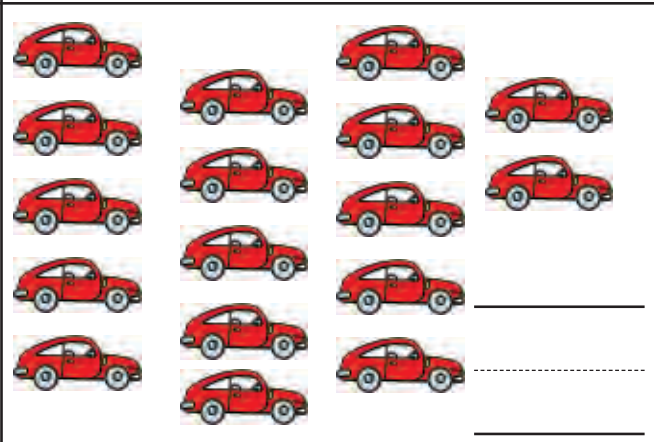
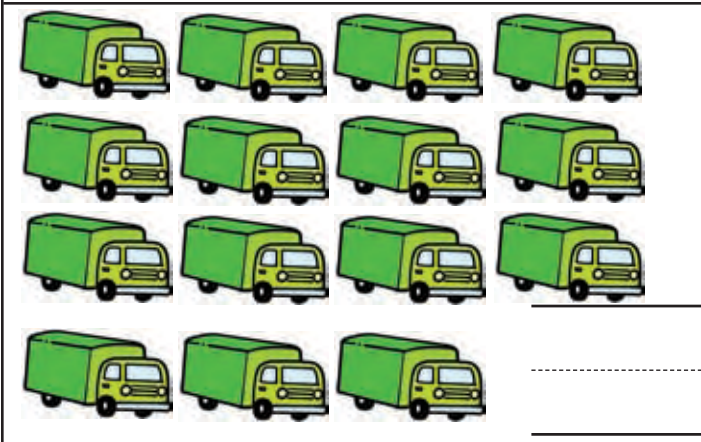
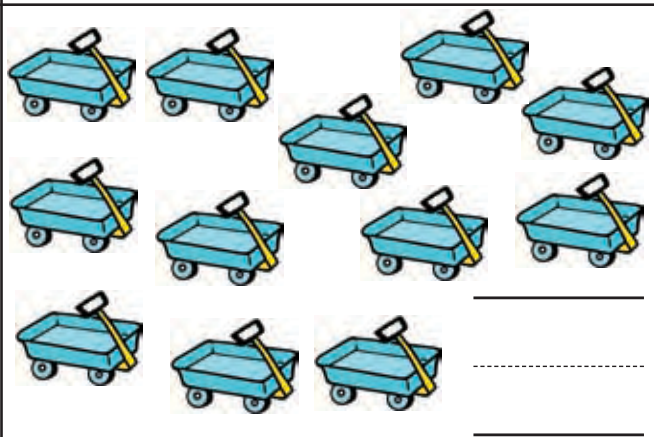
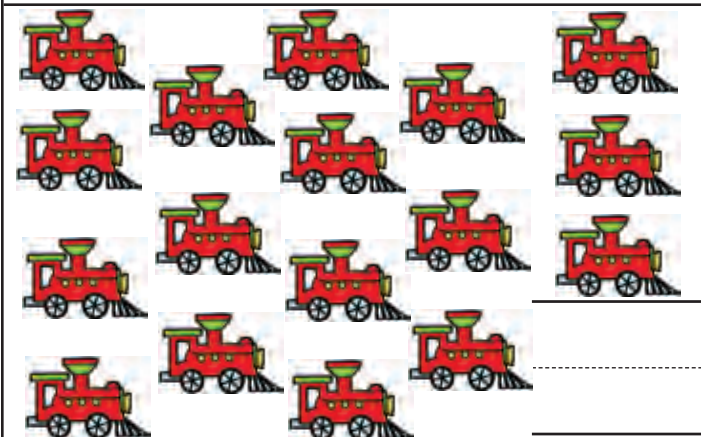
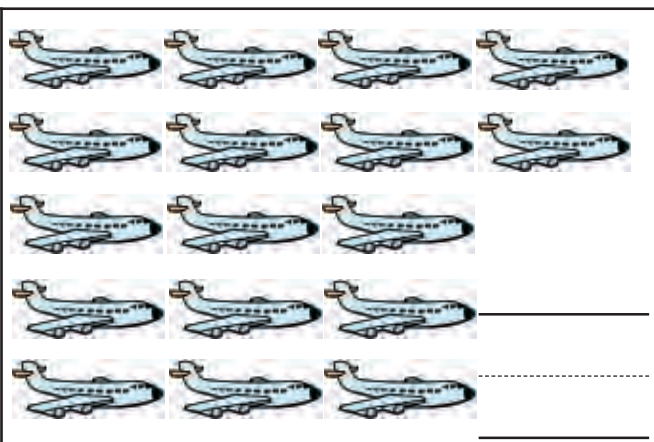
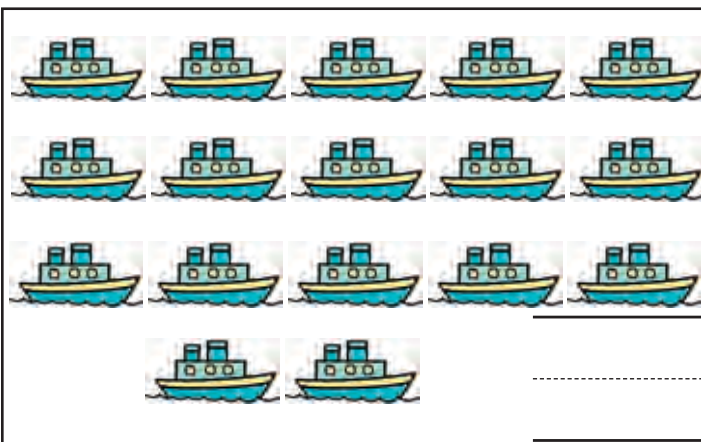


There is a first one, a second one, and a third one. When you hit the baseball, you run and step on them. The word has the long-a sound. What is it? On another sheet of paper, draw a baseball field. Draw arrows that point to your answer.



Way to Go!

Count. Write how many.





Time to Build

Color. 11 = yellow

12 = black

13 = blue

14 = white

15 = orange

16 = green

17 = red

18 = purple

19 = brown

20 = pink



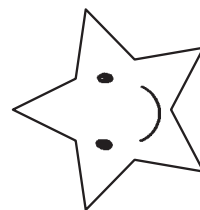
Name: _____

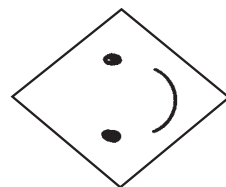
Write the name for each shape.
Use the words in the box.

octagon oval diamond star









Name _____ Date _____

Read this article out loud to your child. You may want to read it more than one time. Then help your child answer the questions below.

High Waters

What causes floods? Floods happen most often in the spring. Snow melts off the mountains and turns to water. The water runs down into rivers. Rainstorms may add even more water to the rivers. The water rises and overflows the riverbanks. These high waters can flood fields and towns.



1. The illustration shows the top of a fence and some _____.

- (A) cars
- (B) houses
- (C) trees
- (D) buildings

2. In what time of year do most floods happen?

- (A) spring
- (B) summer
- (C) fall
- (D) winter

3. What makes a flood?

- (A) fields
- (B) mountains
- (C) cold weather
- (D) snow and rain

Name _____ Date _____

Read the two texts aloud to your child. Then help your child answer the questions.

Chirp! Chirp! Chirp!

On warm summer nights, male crickets chirp. They rub their wings together. It makes a short, sharp sound. The crickets use this sound to call to each other. The females cannot make this sound.

Chirp! Chirp! Chirp!

by Mary Rose

Chirp! Chirp! Chirp!
In the night the crickets sing
Hum, Hum, Hum,
Go the crickets on the wing.

Their song is soft and gentle
It makes a peaceful sound
We're happy when the crickets
At night are all around.



1. How is the poem like the passage?

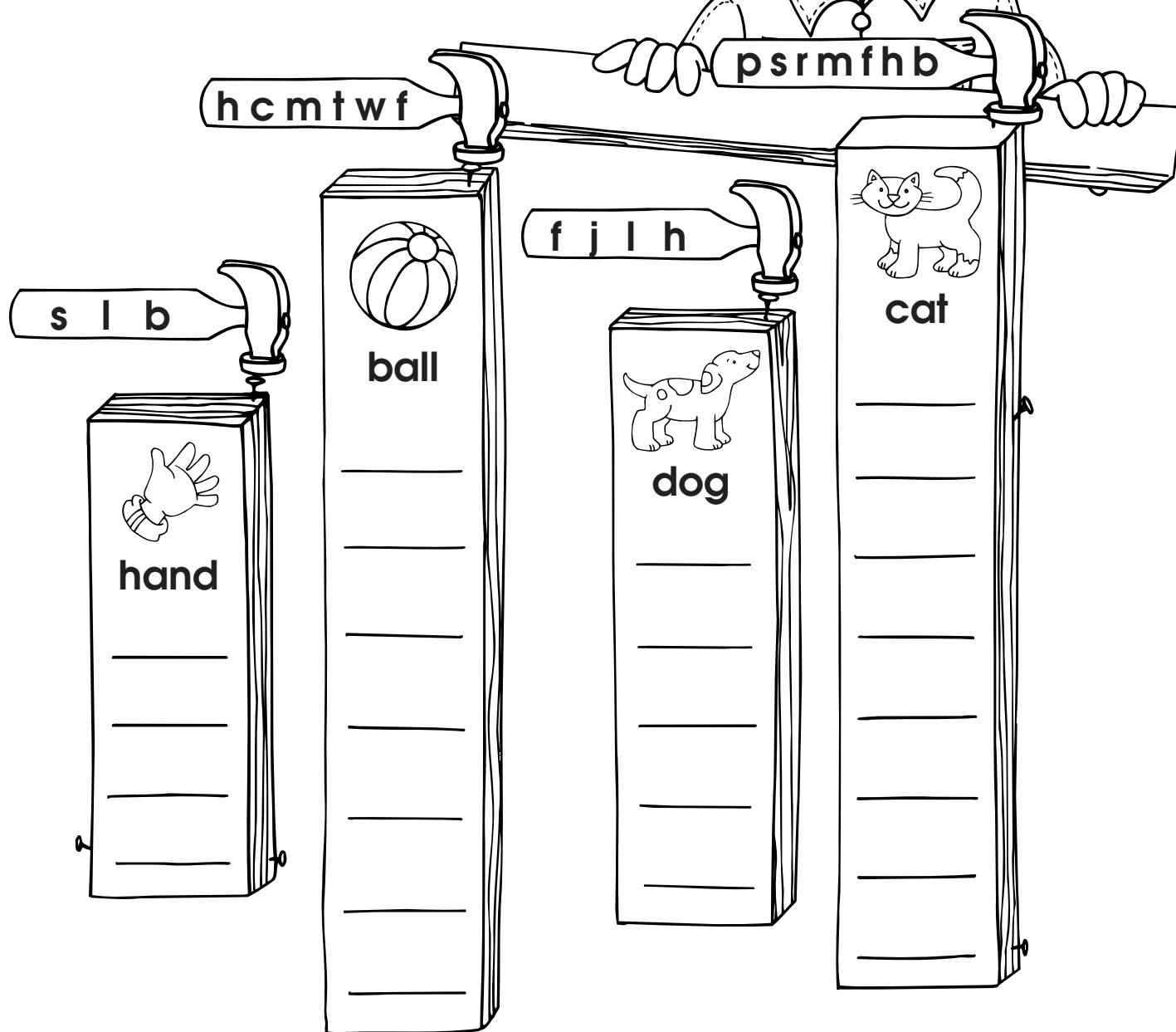
2. Which cricket makes noises (males or females)?

3. Why do crickets make their sounds?



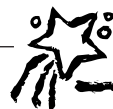
Be a Word Builder!

Make your own rhyming words. Look at the picture and say the word. Copy the word. Then change the first letter using each of the letters on the hammer to make new words.



This word rhymes with *fish*. It rhymes with *dish*. It is what you make when you blow out the candles on your birthday cake! What is it? Draw yours on another sheet of paper.

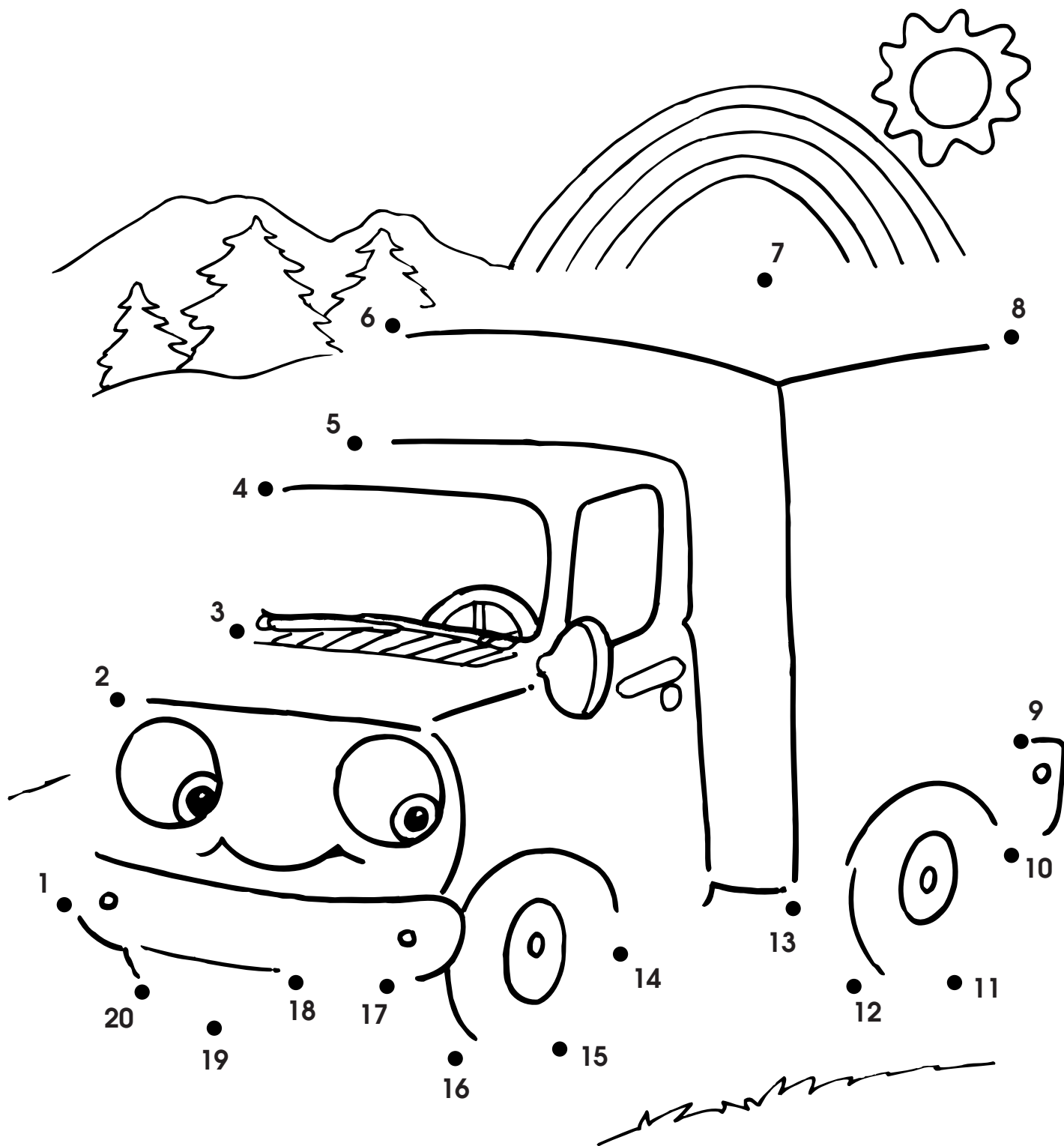
Name _____



Ordering numbers
from 1 to 20

Keep On Trucking

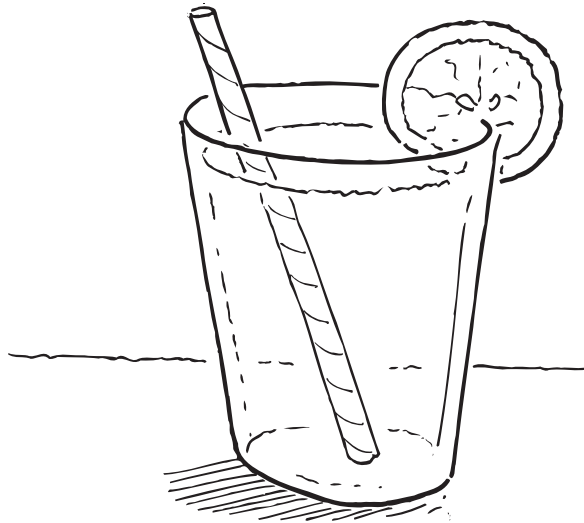
Connect the dots from 1 to 20.



Name _____ Date _____

Solve these story problems. Cut out the ice cubes at the bottom of the page to help you.

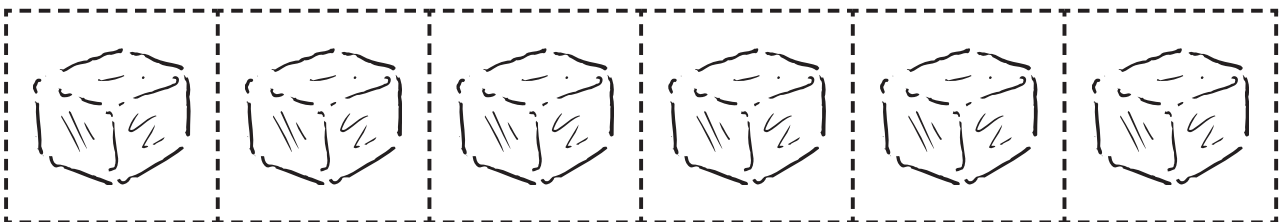
Ice Cold Lemonade



- 1.** Brian had a glass of lemonade. He added 3 ice cubes.
The lemonade still wasn't cold. He added 3 more cubes.
How many did he put in the glass? _____

- 2.** Mandy poured a glass of lemonade. She poured too much!
The glass had 6 ice cubes. Mandy took out 2 cubes.
How many were left? _____

- 3.** Travis had a glass of lemonade. He added 6 ice cubes.
5 cubes melted.
How many were left? _____



Answer Key

WEEK 1

Letter Friends, Page 9

Check that upper- and lowercase letters are correctly matched.
W, r, L, n, f, S

Short Vowel Tic Tac, Page 10

The following pictures should be colored:

1. hat, map, bag
2. fish, pin, pig
3. pen, bed, sled

Short Vowel Crosswords, Page 11

1. i
2. u
3. e
4. o
5. a

Juggling Act, Page 12

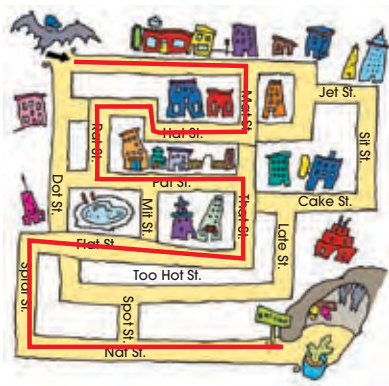
Check that numbers are filled in in order from 1 to 20.

Time for a Picnic, Page 13

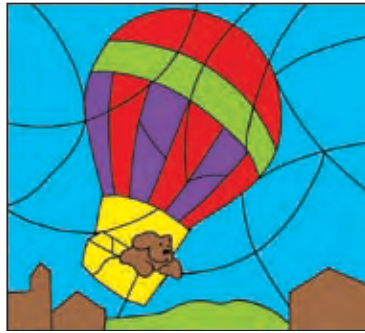
- 6, 7; 8, 4; 3, 5
4, 5; 3, 6; 2, 1

WEEK 2

Scat, Billy Bat!, Page 14



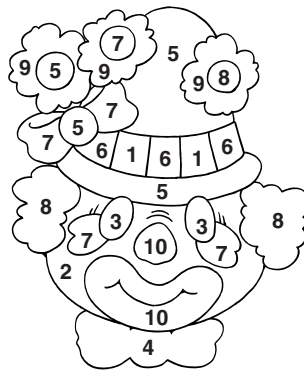
Blends Game, Page 15



Each Number in Its Spot, Page 16

- 13, 15, 16
15, 18
12, 14, 16
19, 20
14, 16, 17, 19
16, 17, 19, 20

Clowning Around, Page 17



Check child's coloring.

Shapes in the Sky, Page 18

1. Check that all 3 stars have been colored blue.
2. Check that one moon has been colored yellow and one moon has been colored orange.
3. 3
4. 4

WEEK 3

My Uncle's Airplane, Page 19

Check that child has colored the plane yellow with blue stripes.

Letter Hunt, Page 20

Cc, Ee, Hh, Jj, Ll, Mm, Oo, Qq, Rr, Tt, Vv, Zz
Answers to Extra! will vary; check your child's work.

Word Family -ink, Page 21

Check child's work.

All Aboard, Page 22

From engine, train cars should be colored blue, green, blue red, green, green, red, green

Ordering Outfits, Page 23

Shirt, pants, belt, skirt, shoes, cap

WEEK 4

Going to Grammy's, Page 24

The following items should be circled: nightgown, shirt, shorts, suitcase, toothbrush, toothpaste, hairbrush, swimsuit, pillow, storybooks, sunglasses

Meet Irv/Meet Marcus, Page 25

1. They are both boys.
2. new foods
3. He does not like new things.
4. He fell down.
5. nothing

Trace and Write, Page 26

Check child's work.

A Sea of Numbers, Page 27

Check child's coloring.

Teddy Bear Troubles, Page 28

1. 1
2. 3
3. 0

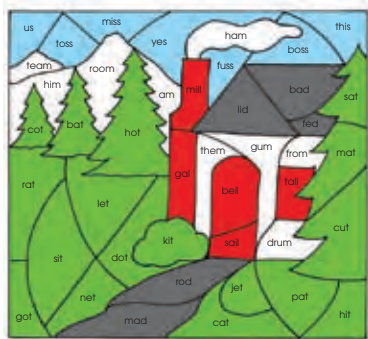
Answers, continued

WEEK 5

Betsy the Cow, Page 30

1. on a farm
2. Betsy
3. Brown with white spots
4. She can talk.

What Do You See?, Page 31



I Can Count to 15!, Page 32

10, 13, 15

14; 13; 11

Check that child drew 15 apples on the tree.

Color the Shapes!, Page 33

Check child's coloring.

A Shapely Castle, Page 34

Check child's coloring.

WEEK 6

Robot to the Rescue, Page 36

1. a robot
2. Its eyes
3. To save someone from danger

Joel's Pets, Page 37

1. three
2. two
3. one
4. Fifi and Foofoo
5. Hook

Jeremy the Squirrel, Page 38

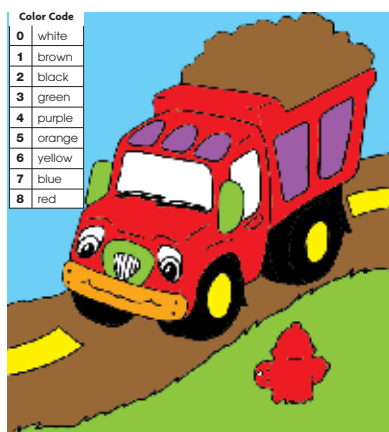
Answers will vary. Details might include: The squirrel lives in my backyard, he is brown, he has black stripes on his tail, sometimes the narrator watches him gather nuts, he climbs trees, and his name is Jeremy.

Where, Oh Where, Has the Puppy Gone?, Page 39

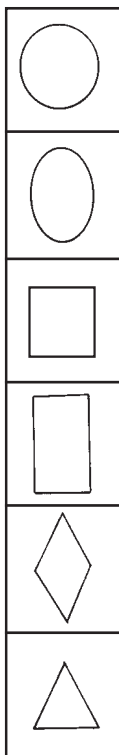
Check the dog's path.

3, 9, 13, 7, 11, 6

Trucking Along, Page 40



Smiling Shapes, Page 41



WEEK 7

Snakes Are Everywhere!, Page 42

1. Where snakes live.
2. Deserts, forests
3. Yes

Ostriches, Page 43

1. An ostrich is big. or An ostrich is the biggest bird in the world.
2. 8 feet
3. 345 pounds
- 4.3 pounds

Show What You Know, Page 44

1. a
2. i
3. e
4. o
5. u
6. o
7. e
8. i
9. a

19, 20...There Are Plenty!, Page 45

Circle: lower left group
Square: upper left group, lower right group

Let's Count, Page 46

Check child's coloring.

Gumball Goodies, Page 47

Check child's coloring.

WEEK 8

Ice Hotel, Page 48

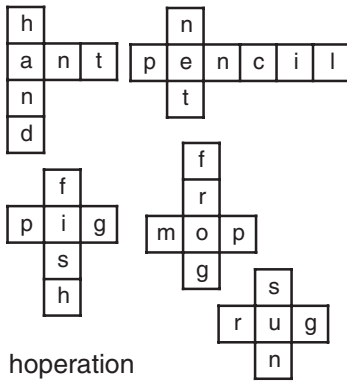
1. True
2. True
3. False
4. False
5. True

Buddies, Page 49

1. in a school
2. Roger
3. sat with the boy

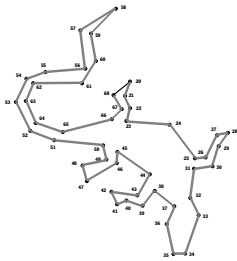
Answers, continued

Hopping Fun, Page 50



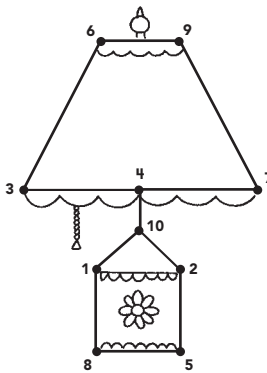
Mystery Critter, Page 51

A salamander



Bright Light, Page 52

- 3
- 6
- 9
- 7
- 4
- 10
- 1
- 8
- 5
- 2



WEEK 9

Life in the Ocean, Page 53

- A
- B
- C

Amy's Aprons, Page 54

snake, rain, vase, rake,
chain, cake, game, plate,
paint;
base

Way to Go!, Page 55

17, 17, 17, 12, 15, 17

Time to Build, Page 56

Check child's coloring.

Shapes: Review, Page 57

oval, octagon, star, diamond

WEEK 10

High Waters, Page 58

- c
- a
- d

Chirp! Chirp! Chirp!, Page 59

- They are both about crickets. They have the same title. They both talk about how crickets chirp.
- The male cricket.
- They make their sounds to call to each other.

Be a Word Builder, Page 60

hand: sand, land, band;
ball: hall, call, mall, tall,
wall, fall; dog: fog, jog, log,
hog; cat: pat, sat, rat, mat,
fat, hat, bat;
wish

Ice Cold Lemonade, Page 62

- 6
- 4
- 1

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