

I am going into SK and I CAN.....

Wipe all by myself in the bathroom (#1 and #2)	Write my first name from memory	Hold scissors correctly and cut straight and curvy lines	Open and close my lunch containers
Hold a pencil correctly (look up Tripod Grip)	KNOW MY BIRTHDAY	Draw a person using basic shapes or stick figures	Count to at least 20
Zip and unzip jackets and lunchboxes	Put on and take off an oversized T-shirt	<i>Button and unbutton uniform shorts and shirts</i>	When others are speaking, listen without interrupting

Put a check or a sticker on each box when you accomplish a goal and bring to Orientation to show your new teacher!



Rising to SK: Summer Activities

Reading

Required Reading: [Polar Bear, Polar Bear What do you hear?](#) By Bill Martin, Jr. and Eric Carle

Activity: Use shaving cream to create a 2D polar bear. Parents write “polar bear” in the shaving cream and student traces and copies in the shaving cream. Take a selfie with your polar bear and save it for your teacher.

Optional texts: *Hello Ocean* by Pam Muñoz Ryan

Rain by Manya Stojic

Key math skills students should have entering SK:

1. One-to-one correspondence (to 10)
2. Composing numbers to 10 with the use of manipulatives (doubles addition)
3. Rote count to 30
4. Write numerals 0-10
5. Recognize multiple representations of numbers (tally marks, five & ten frames, finger representation)
6. Interpret simple graphs

Apps

1. Bugs and Buttons
2. KidgitZ
3. Park Math
4. Beginning Operations

Suggested Activities

Indoor:

- Number Scavenger Hunt - hide numbers around the house. Use playing cards or some other card with number representations (dominoes, etc.) and have your child match the number to the corresponding representation of the numbers.

- Sort and Graph Snacks - Have your child sort a snack mix into groups. Then take each of the groups and graph them on a plate. Discuss which item has the most/least and how many more/less.

Outdoor:

- Fire Hose Addition- use chalk to draw flames with addition facts (composing numbers to 10), have your child state the answer and then spray it out with a water squirter. Alternatively, you can ask the addition fact and your child can squirt the correct answer.
- Number Identification - Write numbers in chalk on the sidewalk, call out a number for your child to identify and spray with the water squirter. Your child can then rewrite them with the chalk (similar to a class activity, Wet-Dry-Try).

Traveling:

- Which is Greater - turn over 2 cards and identify the numbers (take out the face cards). Player with the largest number drawn keeps the cards in their "win" pile. Player with the most cards at the end of the game is the winner.
- Dice Addition - roll a die, write the number and the addition sign and roll the die again to finish writing the equation. Solve the equation, using manipulatives if needed.
- Tally Marks - While driving around, make tally marks for different colored cars viewed and count to determine which car color had the most tallies and which had the least.

Additional activities:

- **Cutting practice:**
 - Cut pictures from a magazine and glue pictures to a piece of paper to create a new scene
 - Cut designs from links like these <http://www.schoolsparks.com/kindergarten-worksheets/category/cutting-worksheets>
- **Use modeling clay or playdough to make each letter of the alphabet.**
 - Extension: spell your name or CVC words (cat, dog, mug, fit, bet)
- **Make copies of the Letter Formation Guide (link on parent portal). Have your child practice writing a few letters each day. We focus on lower case letters first.**
- **Rip and crumple tissue paper**
 - Extension: Make a design of your favorite flower, animal, character, etc. and glue it to a piece of paper
- **Play “I’m thinking of...”** (in the car, at bath, on a walk, etc.) Example: I’m thinking of an animal. It starts with the /s/ sound. It has scales and no legs. What am I?
 - Extension: I’m thinking of a letter. It is a capital letter and has a triangle hiding in it. You say it before you say B. What am I?
- **Label the house!** Example: parents write items from the house on cards (bed, sink, pencils, refrigerator, snacks, table, tub, door, wall, etc.) Have students help identify and tape the card to the item. Leave the labels up for continued exposure and practice.
- **Letter Wall:** On a disposable tablecloth, write the lowercase letters of the alphabet and hang it on a wall. Practice throwing paper airplanes or squish balls at the letter you pull from a pail.
 - Extension: identify the letters by their sound, not their name