

# What's included in the *Summer Language Arts Review Book for Kindergarten?*

## **Concepts about print**

- Identifying the front cover, back cover
- Following words from left to right, top to bottom
- Understanding that printed materials provide information
- Recognizing that sentences are made up of separate words
- Distinguishing letters from words
- Recognizing and naming all uppercase and lowercase letters
- Recognizing basic punctuation (. ! ?)

## **Decoding and word recognition**

- Matching all consonant and short-vowel sounds to appropriate letters
- Reading simple one-syllable and high-frequency words
- Understanding that as letters of words change, so do the sounds (word families)
- Understanding that some words name a person, place or thing and some words name actions
- Recognizing own name

## **Vocabulary**

- Identifying and sorting common words in basic categories
- Describing common objects and events

## **Comprehension**

- Using pictures and context to make predictions
- Connecting information in texts to life experiences
- Using prior knowledge to anticipate meaning and make sense of text
- Retelling familiar stories
- Identifying types of everyday print materials
- Identifying characters, settings and important events
- Asking and answering questions about characters, setting and important events

## **Phonemic Awareness**

## **Writing**

- Using letters and phonetically spelled words to write about experiences, stories, people, objects or events
- Using consonant-vowel-consonant patterns to create words
- Writing by moving from left to right and from top to bottom
- Using oral language to recognize that words are used in a specific order in a sentence (example: subject-verb; Mary runs)
- Generating ideas
- Creating illustrations which represent information
- Writing own name

## **Penmanship**

- Writing uppercase and lowercase letters of the alphabet

## **Spelling**

- Recording independently the letter names and sounds of the alphabet
- Using phonetic knowledge when writing words

## **Speaking/Listening**

- Understanding and following one and two step oral directions
- Taking turns in conversations and group situations
- Sharing information and ideas by speaking audibly in complete, coherent sentences
- Retelling an experience in logical sequence

## **Research**

- Discovering specific characteristics by analyzing and classifying objects
- Locating title, author and illustrator
- Understanding the role of the author and illustrator

## **Answer key**

## Instructions to Parents

- Your child must have the help of a proficient reader to complete this book.
- Because of the varied levels of reading and writing competency at this age, the helper must determine how much of the activities in this book the child is able to read and write.
- Some concepts may be new to your child and will need to be introduced with your support. However, if your child shows signs of frustration, you may choose to skip the activity.
- The program is designed to be used 3 days per week for 10 weeks.
- An answer key is located at the back of the book. It contains just those answers that may not be immediately obvious.
- You will notice several symbols repeated throughout the program. When you see the symbols below, follow the corresponding directions.



- **Helper reads:** This icon indicates that a new activity is beginning. The instructions are meant for a helper to read to the child.



- located at the bottom of each page. These indicate completion or continuation of a lesson.



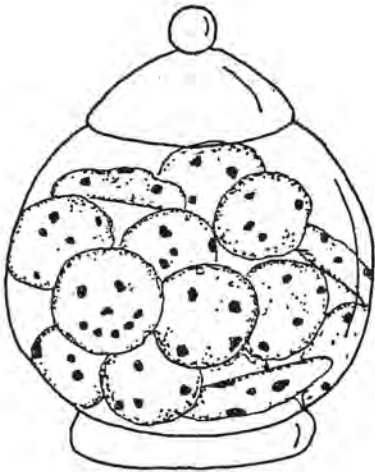
- indicates scissors are needed to complete activity.

- Parent/guardian, please read the information on the next page.
- In order to maximize your child's reading development, a booklist is included to assist you and your child as suggestions for daily reading.
- Make these activities an enjoyable experience for your child. Have a great summer!

Lesson #8 (continued)

Helper reads: I am going to read you a poem. Listen for the rhyming words.

## Goodies



I went to the goody jar  
to see what I could see,  
and something in the goody jar  
was smiling back at me.

I moved in close to take a peek  
while trying not to shout.  
The little treat I saw inside  
just wanted to get out.

Chocolate chips had formed a face  
as happy as could be.  
Two eyes, a nose, a smile too—  
a cookie made for me!



Circle the smiling cookie in the cookie jar.

Let's write the words from the poem that rhyme with these words:

see \_\_\_\_\_ shout \_\_\_\_\_ be \_\_\_\_\_

Now you think of rhyming words.

jar \_\_\_\_\_ peek \_\_\_\_\_ face \_\_\_\_\_



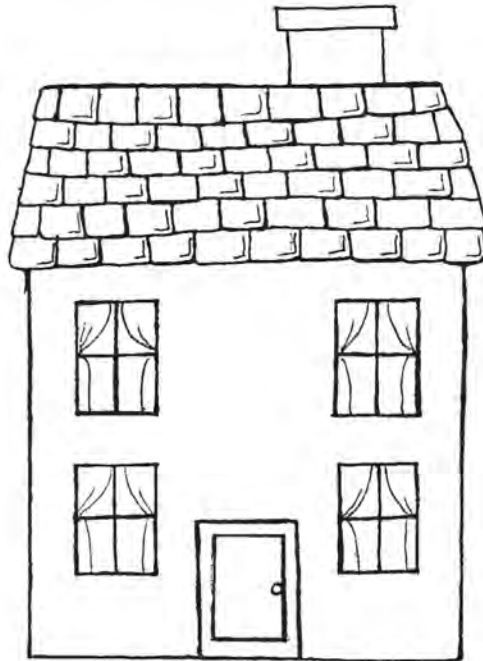
**Lesson #13 (continued)**

Helper reads: Buddy loves to write stories. When Buddy writes he knows that each sentence must have at least one **noun**. A **noun** is a person, place or thing. The word ball is a **noun**.

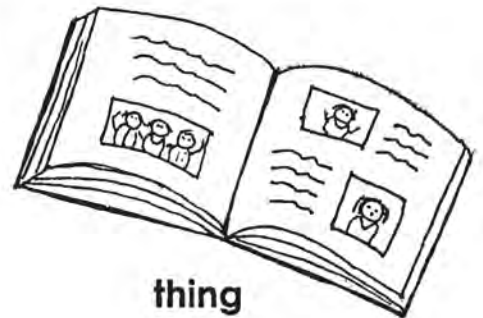
Color the pictures of the **nouns** below.



**person**



**place**



**thing**

Listen to the following sentences. Complete each sentence by adding a **noun**.

1. Rusty loves to play with his toy \_\_\_\_\_ .
2. Frankie goes to the \_\_\_\_\_ with his friends.
3. \_\_\_\_\_ is my favorite food.
4. Alec and \_\_\_\_\_ went to their grandmother's house to play.



**Lesson #14 (continued)**

Helper reads: We're going to have a listening activity. You will be making new words. Listen carefully as I read the directions and words below.

Helper reads: Add a beginning "s" sound to each word as I say it. For example after I say the word "top," you would say "stop." Now try the following words:

tar

pill

kate

mile

car

Helper reads: Change the ending sound of each word below to the "p" sound. For example after I say the word "catt," you would say "capp." Now try the following words:

clam

slid

cut

mad

soak

Helper reads: Take away the beginning sound of each word that I say. For example after I say the word "bring," you would say "ring." Try the following words:

ball

fair

send

fin

ran

Helper reads: Add an ending "f" sound to the following words. For example after I say the word "pan," you would say "panf." Now try the following words:

an

ten

star

tin

car



**Lesson #20 (continued)**

Helper reads: Have you lost your first tooth yet? I am going to read you a story about Sierra and how she lost her first tooth.

## Grandpa Saves the Day

"My tooth is so wiggly," thought Sierra as she skipped to school. "I will save it when it falls out, so I can put it under my pillow."

Sierra wiggled her tooth back and forth with her tongue and was excited because this was her first loose tooth. After recess Sierra looked in the mirror and saw a hole where her tooth had been.

"Oh, no!" cried Sierra, "How will I ever find my tooth on that big playground?" Sierra felt very disappointed.

Grandpa met Sierra at her classroom door after school. "What's the matter, Pumpkin?" he asked. "Why do you look so sad?"

Sierra explained, "I lost my tooth on the playground and I don't think I will ever be able to find it."

Grandpa said patiently, "Don't you worry, honey. We won't go home until we find that tooth! Think back, Sierra. Where were you playing during recess?"

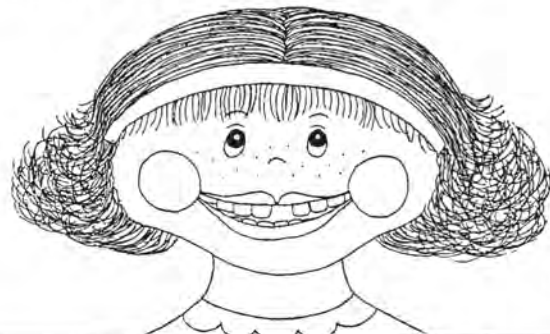
"My friends and I were on the monkey bars." answered Sierra.

"Then that's where we'll start looking." said Grandpa walking toward the monkey bars. Suddenly Grandpa shouted, "I see something white on the ground!"

"Grandpa! It's my tooth!" Sierra yelled excitedly as she scooped it up in her hand. "It must have fallen out when I was hanging upside-down by my knees. Thank you so much, Grandpa. I can always count on you!"

Helper reads: Answer the questions as I read them to you.


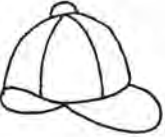
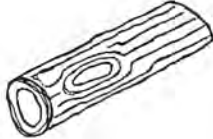
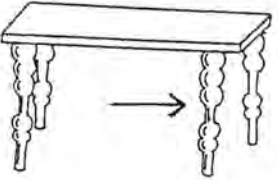

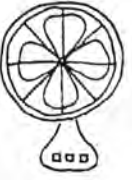




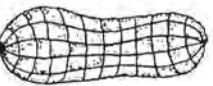
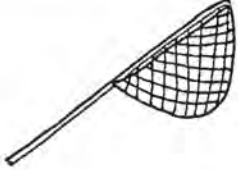


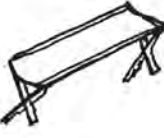

1. Who are the main characters?
2. What is the setting of the story?  
(Where does the story take place?)
3. What was Sierra's problem?
4. How was the problem solved?



Lesson #25 (continued)

Helper reads: Did you know that you can change a word just by changing its vowel?

Fill in the missing vowel in each of the words below.

 cup c ___ p	 cap c ___ p	 log l ___ g	 leg l ___ g
 fin f ___ n	 fan f ___ n	 bag b ___ g	 bug b ___ g
 map m ___ p	 nut n ___ t	 net n ___ t	 cat c ___ t
 dig d ___ g	 dog d ___ g	 cot c ___ t	 cat c ___ t



Lesson #29 (continued)



Helper reads: Look at each row. Cross out the picture that does not belong with the other three.

1.
 


			
nickel	dime	quarter	dollar
  
2.
 

			
skates	beach towel	beachball	sunglasses
  
3.
 

			
orange	cherry	watermelon	corn
  
4.
 

			
baseball	football	helmet	basketball
  
5.
 

			
car	bus	train	airplane
  
6.
 

				
man	dog	girl	woman	

<p><b>Lesson 2:</b>  <b>page 5</b> - Bernadette, bed, book, butterfly, ball, buttons, brush, book bag, bat  <b>Page 6</b>- fan, man, pan, can</p>	<p><b>Lesson 12: page 47</b>  kangaroo, key, king, kitchen, kitten</p>
<p><b>Lesson 4: page 16</b>  cage, crown, cat, candle, cake, cup, cook  clover, cow, crocodile</p>	<p><b>Lesson 13: page 50</b>  Begin with Ll: lamb, ladder, leaf, leg, lips  End with Ll: ball, pail, heel, bell</p>
<p><b>Lesson 5: page 19</b>  door, duck, doll</p>	<p><b>Lesson 14: page 52</b>  Circle muddy footprints, milk, mustard</p>
<p><b>Lesson 6: page 23</b>  elevator, envelope, elbow, elf</p>	<p><b>Lesson 15: page 55</b>  Begin with Nn: needle, nurse, neck, nickel,  necklace, nests  End with Nn: sun, can</p>
<p><b>Lesson 7:</b>  <b>page 26</b> - today! backyard. hook?  <b>page 27</b> - Bird building nest  Bird sitting on eggs  Baby birds hatching  Bird flying to nest with worms  Bird feeds worm to babies  Bird watches babies fly out of nest</p>	<p><b>Lesson 16:</b>  <b>page 58</b> - clock, sock, blocks, mop  <b>page 60</b> - frog = 1  toothbrush = 2  grapes = 1  car = 1  helicopter = 4  glasses = 2  comb = 1  window = 2  calendar = 3  dolphin = 2</p>
<p><b>Lesson 8: page 29</b>  Words that begin with Gg:  grapes, gum, glasses  Words that end with Gg:  bag, wig, flag</p>	<p><b>Lesson 17:</b>  <b>page 62</b> - pipe, pie, pan, pumpkin  <b>page 63</b> - b-e-d = 3  h-a-n-d = 4  f-r-o-g = 4  p-i-g = 3  l-e-g = 3</p>
<p><b>Lesson 9:</b>  <b>page 33</b> hammer, hand, horse, heart  <b>page 37</b> f= fly  d= dragonfly  c= caterpillar  e= eggs  a= ant  g= grasshopper  b= butterfly  h= hive</p>	<p><b>Lesson 19: page 73</b>  red, rake, rooster</p>
<p><b>Lesson 10: page 39</b>  in, insect, ink, iguana</p>	<p><b>Lesson 20:</b>  <b>page 77</b>  skates, sled, squirrel, snowman  <b>page 78</b>  Main characters: Sierra and Grandpa  Setting: school  Problem: lost tooth</p>
<p><b>Lesson 11: pages 42-43</b>  Group 1: <u>clothing</u> — sweater, skirt, pants,  raincoat, dress  Group 2: <u>food</u> — pretzels, cheese,  sandwich, cookies, bananas  Group 3: <u>transportation</u> — airplane, train,  boat, car, motorcycle</p>	