

Pre-Kindergarten Language Arts

The Summer Language Arts Review Book Helps Pre-schoolers:

Concepts About Print

Understand that different print forms are used for different functions
Understand that printed materials provide information
Demonstrate an awareness that print moves from top to bottom, left to right
Display book handling knowledge
Begin to recognize the association between spoken and written words by following print as it is read aloud
Understand that print has meaning
Begin to distinguish between print and illustrations.
Exhibit reading-like behavior

Phonological Awareness

Identify rhymes and rhyming sounds
Increase ability to identify and discriminate sounds in spoken language
Segment and blend words into syllables then phonemes
Identify words that are the same/different
Participate in saying/singing nursery rhymes
Play with repetitive sound

Letter Knowledge and Early Word Recognition

Recognize a word as a unit of print
Recognize a few personally meaningful words
Recognize that letters form words
Understand letters are different from numbers
Demonstrate that letters are grouped to form words and words are separated by spaces
Recognize some letters by name and sound
Begin to identify the names of letters and their shape
Recognize their own name in a variety of contexts

Comprehension

Predict what will happen next
Demonstrate ability to retell
Connect prior knowledge to text
Use picture clues to infer and predict
Connect information and events in books to real life experiences
Use illustrations to tell major events
Draw conclusions

Visualize, represent and sequence an understanding of text through media and play
Identify beginning, middle and end
Ask questions about books
Differentiate between real/make-believe
Recognize patterns in text
Recognize different tones of stories
Identify characters, settings and important events
Identify facts in a selection
Answer literal questions

Writing

Understand ideas can be written
Connect sounds with letters
Use a variety of writing
Dictate words, phrases, sentences
Use known letters to write
Copy familiar words
Use spacing
Choose a topic

Develop Book Knowledge and Appreciation of Books

Listen to stories read aloud
Reread favorite books
Select books on personal interests
Participate in story time
Share a book with another person
Use books to share and gain information
Recognize favorite books by cover
Tell a story from the pictures
Show sustained time in listening to a story

Speaking and Listening

Gain information from listening
Listen and follow directions
Extend understanding of words
Ask questions

Pre-K Language Arts Instructions for Parents

- This book is based on the National Standards of English for Pre-K. However, your child’s school may have covered more or fewer concepts.
- Because most children about to enter kindergarten are not reading, this book should be completed with the assistance of an adult. An answer sheet is not necessary and therefore none is provided.
- To use the *Summer Language Arts Review* simply complete one lesson with your child three days a week for ten weeks. This schedule will ensure the greatest benefit and readiness for school in the fall.
- All questions are posed to be read **to** your child. Further explanation may be necessary.
- Skip material for which your child does not show readiness. If you wish, introduce new concepts if your child does demonstrate readiness.
- Your child should be allowed to write answers if he/she is able to do so; otherwise, the helper should record answers.
- Many children about to enter kindergarten are able to identify and write the alphabet therefore, practice for writing upper case letters has been included as part of the lessons in this book.
- There is a section at the back of the book entitled “Activity Shelf” that contains supplemental activities and is meant to be used whenever time permits.



This icon is located at the bottom of each page and indicates a continuation or completion of a lesson.



This icon indicates that scissors are needed for the activity.

- In order to maximize your child’s reading development, a booklist is included to assist you with suggestions for daily reading.
- Make *Summer Language Arts Review* fun and a springboard for other language arts activities.

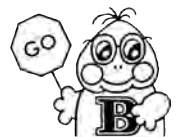
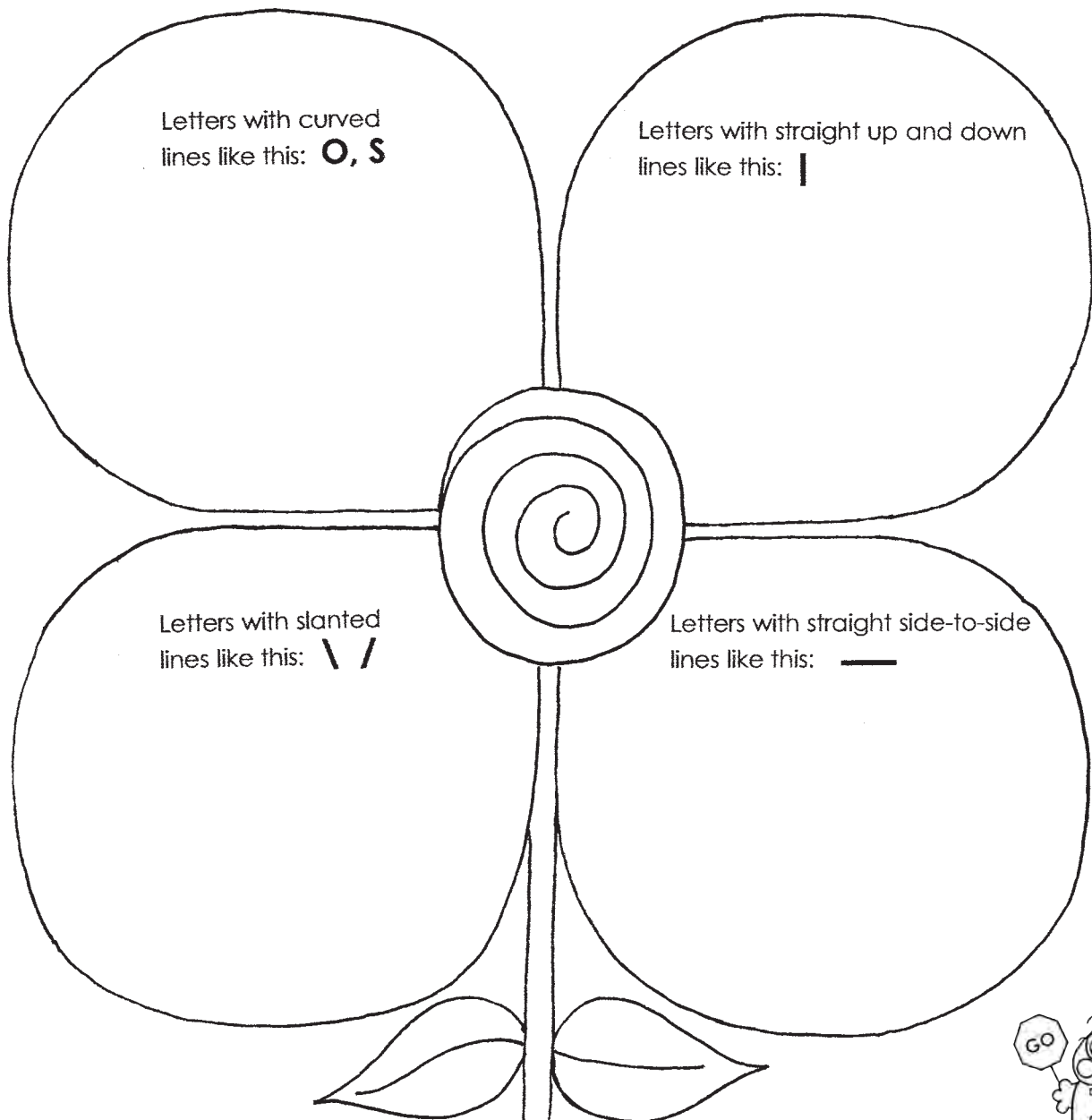
We hope you enjoy the shared experience of completing this book with your child.

Lesson #4

Let's talk about the 4 kinds of lines that are used to make the letters of the alphabet.

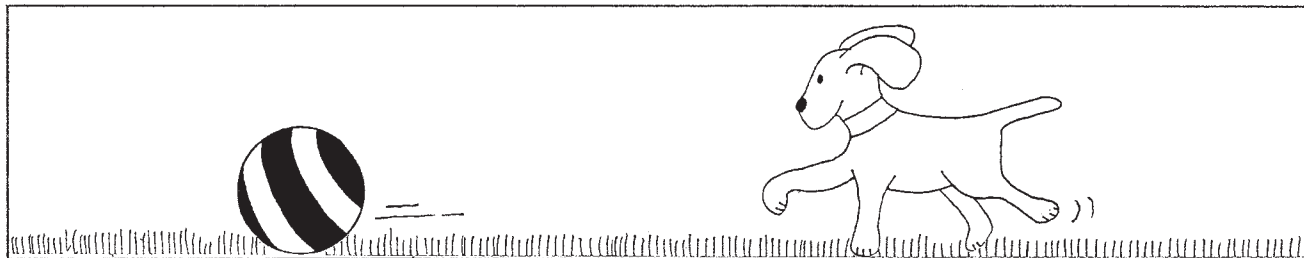
1. Curved lines – like in **O** and **S**
2. Straight up and down lines – like in **T** and **I**
3. Slanted lines – like in **X** and **Z**
4. Straight side-to-side lines - like in **T** and **Z**

Take out the letters **A, B, C, D, E** and **F** from the pocket at the back of the book. Now sort the letters on the flower petals below. Some letters can go on more than one petal. You can move them from petal to petal.

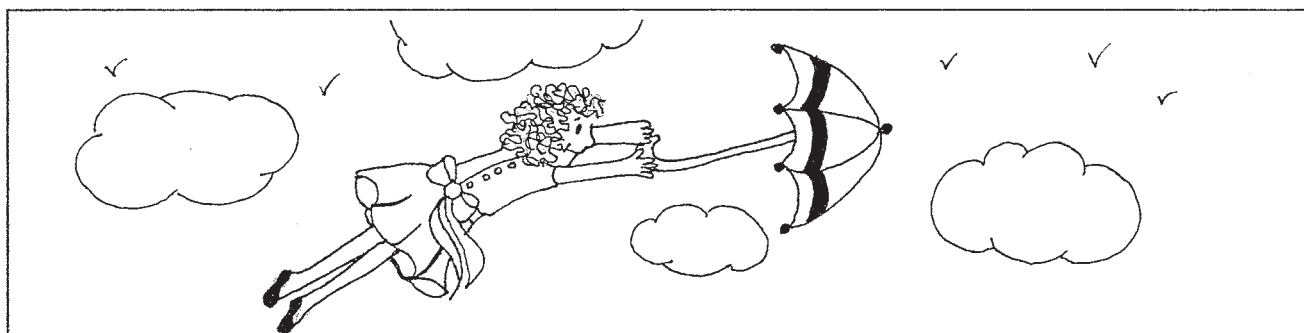


Lesson #7 continued

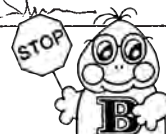
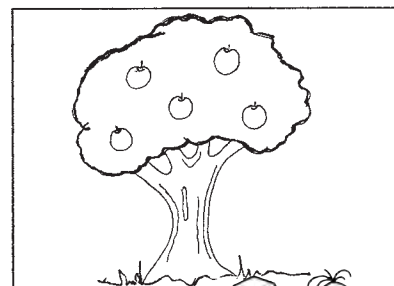
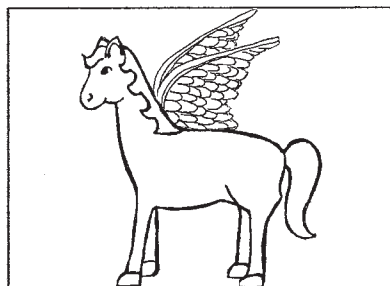
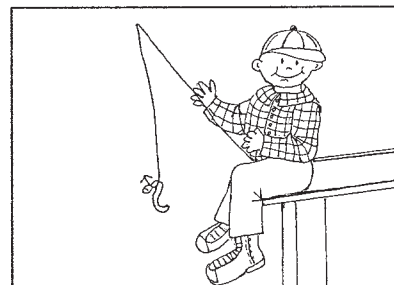
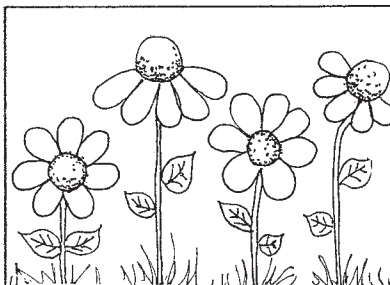
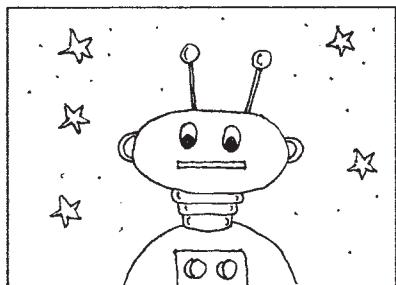
This is a picture of a dog chasing a ball. Because this is something that could happen, it is **real**.



This is a picture of a girl flying away with an umbrella. Because this is something that could not happen, it is **make-believe**.

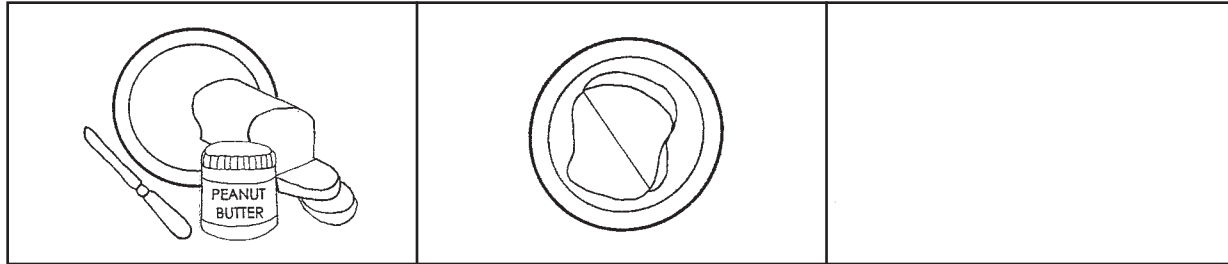


Look at each picture below. If what you see is **real**, outline the picture in green. If what you see is **make-believe**, outline the picture in red.

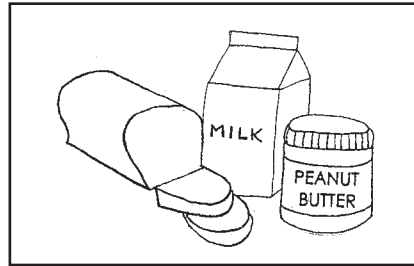
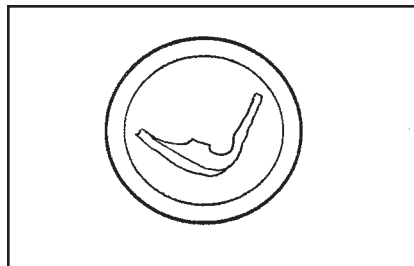


Lesson #10 continued

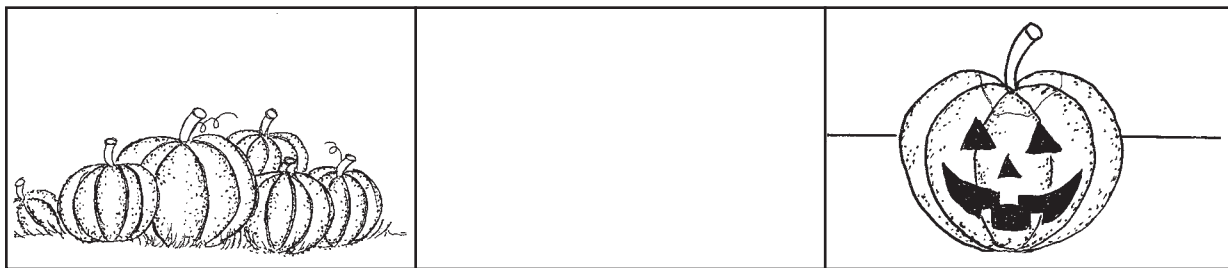
Look at these two pictures. They are the **beginning** and the **middle** of a picture story.



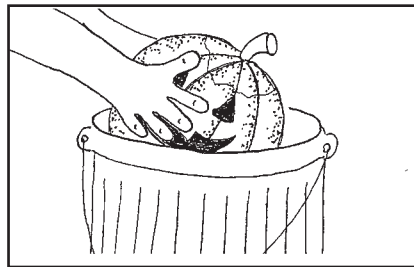
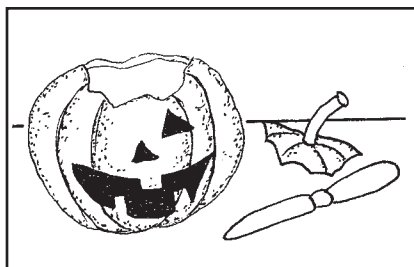
Now circle the picture that **ends** this picture story.



Look at the two pictures. They are the **beginning** and the **end** of a picture story.



Now circle the picture that belongs in the **middle** of this picture story.



Lesson #23

A **nursery rhyme** is a type of poem written especially for children. Most nursery rhymes are very old and have rhyming words. Listen to this nursery rhyme:

Mary Had a Little Lamb

Mary had a little lamb
Its fleece was white as snow
And everywhere that Mary went
The lamb was sure to go.



Below are pairs of words that are in this nursery rhyme. Let's find the pair of rhyming words and circle them.

Mary lamb

snow go

fleece white

Now let's go back and say *Mary Had a Little Lamb* together and when we get to the rhyming words, we will say them in a loud voice.

Let's try another one:

Jack Be Nimble

Jack be nimble
Jack be quick
Jack jump over
The candlestick



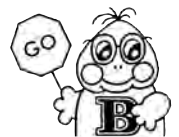
Below are pairs of words that are in this nursery rhyme. Let's find the pair of rhyming words and circle them.

nimble quick

nimble over

quick candlestick

Now let's go back and say *Jack Be Nimble* together and when we get to the rhyming words, we will say them in a loud voice.



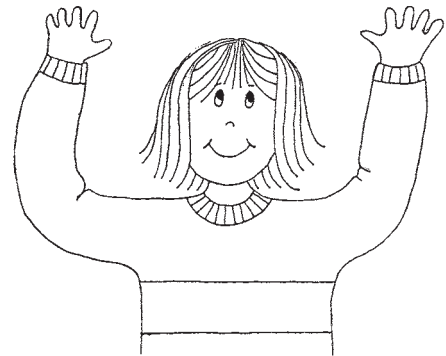
Lesson #27

When you go to school, it is very important to listen to what your teacher says. Following directions is important too. I am going to read you three directions. When I am finished I want you to follow them in that same order.

1. Pat the top of your head three times.
2. Turn around in a circle.
3. Touch your toes.

Let's try three more.

1. Stick out your tongue.
2. Reach your arms high in the air.
3. Clap your hands three times.



Now I am going to give you three directions. This time **say** them back to me in that same order.

1. Sit on the floor.
2. Wiggle your toes.
3. Stand up and cheer.

Pretend you are going to the grocery store and you have to remember what to buy. I will read you a list and when I'm finished, say it back to me in that same order.

1. A carton of milk.
2. A loaf of bread.
3. Twelve cupcakes.

Let's try another list.

1. Butter
2. A box of cereal.
3. A bag of oranges.



Lesson #30

Have you ever met a set of twins? Sometimes it can be difficult to tell twins apart. Do you know what triplets are? Let's read the story below about Emma and her three friends who are triplets. We'll answer the questions that follow when we are finished.

New Haircuts

Emma's best friends are triplets. Their names are Libby, Belle and Gracie. They look so much alike that at first it was hard for Emma to tell them apart.

One day all of the girls went to the park. "Libby, would you like a push on the swing?" Emma asked.

"I'm not Libby," replied Belle.

"Gracie, will you sit on the other end of the teeter totter?" asked Emma.

"I'm not Gracie," said Libby.

They were in the sandbox. "Belle, will you please pass me that shovel?"

"I'm not Belle," said Gracie.

Emma thought "Oh, I don't know how I'm ever going to tell the triplets apart. Each time I think I have it right, I get them mixed up again."

The next day Libby, Belle and Gracie met at the park again. Emma looked at the triplets with surprise when they walked through the gates. Libby's hair was still long, but Belle's hair now only came to her shoulders. Gracie's hair was cut very short with bangs.

Emma broke into a big grin, "Now I will always get your names right!"

1. Who is the main character?
2. Where does the story take place?
3. Who else was in the story?
4. What was Emma's problem?
5. How was Emma's problem fixed?

