



Summer Enrichment Packet For Students Entering Grade 1

Student Name _____

MyOn login information: website [clever.com](https://www.clever.com), select “log in as a student,” then select “log in with Clever”

username _____ password _____



Dear Student,

You have learned so much this year! We want you to keep up the good work. To support you, we’ve put together the attached calendar of activities to help prepare you for the school year ahead.

You should use a notebook of some kind to show your work (spiral, composition, binder with paper, or staple some sheets of paper together to create your own notebook). You may do the activities in any order or on any day that you choose.

A list of suggested books to read are included on the last page.

Happy learning!

Skills and Ideas to Review/Preview for Students Entering Grade 1

Mathematics

In Kindergarten, foundational skills include, but are not limited to:

- Know number names and count to tell the number of objects up to 100
- Write numbers from 0 to 20 and represent a number of objects with a numeral
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Fluently add and subtract within 5, and solve addition and subtraction word problems
- Compare numbers up to 99 using $<$, $>$, and $=$ symbols
- Work with numbers 11-19 to gain foundations for place value
- Classify objects and count the number of objects in categories
- Identify, describe, compare, and compose shapes

*Throughout the summer, practice basic addition & subtraction facts.

English/Language Arts

- Demonstrate left-to-right and top-to-bottom progression
- Handle writing tools correctly
- Retell a simple story and recognize basic story components
- Recognize all letters and sounds of the alphabet
- Recognize rhymes and rhyming patterns
- Make predictions about a story based on title and pictures
- Identify basic sight words
- Distinguish fact from fiction
- Read and write his/her own first and last name using appropriate capital and lowercase letters
- Write familiar words
- Copy and/or write words to convey messages
- Build simple words and sentences
- Produce illustrations on a named topic and add labels

Social Studies

- Identify and describe national holidays
- Identify American symbols
- Correctly use words and phrases related to time
- Explain purpose of a map and a globe
- State street address, city, state and country
- Demonstrate good citizenship and describe positive character traits
- Describe work people do and explain people earn income by working
- Explain that money is used to purchase goods and services
- Explain people must make choices and cannot have everything they want
- Map Skills- Use a compass rose to identify cardinal directions
- Compare similarities and differences
- Organize items chronologically
- Identify issues and /or problems and alternative solutions

Science

Core Ideas for 1st Grade:

- Plants and animals grow and change
- Basic needs of plants and animals
- Interactions, energy and dynamics
- Cycles of matter and energy transfer in ecosystems
- Ecosystem dynamics, functioning and resilience
- Plants have different parts
- Plants and animals grow and change
- Basic needs of plants and animals
- Interactions, energy and dynamics
- Cycles of matter and energy transfer in ecosystems
- Ecosystem dynamics, functioning and resilience
- Roles of water in Earth's surface processes
- Weather and climate
- Sound can make matter vibrate, and vibrating matter can make sound
- Light is needed to see
- Sources of light
- Light and sound are used to communicate
- Ecosystem dynamics, functioning and resilience

| Week 1: Art | Mathematics | English/Language Arts | Social Studies | Science |
|---|---|---|---|--|
| Create a drawing using a variety of lines and shapes. Practice your 'artist signature'. (Sign your first and last name about an inch from the bottom. | Walk around your house and/or apartment. How many windows can you see? How many doors? Which object is there more of, doors or windows? | Read or listen to a storybook and after you are finished name the characters, settings, and major events in the story. Try to do this without looking back in the book. In your best handwriting write your first and last name three times. Circle the one that is the neatest. | Practice writing and saying your home address. Read a book from the reading list. | Start a weather log. Draw a picture and write a sentence about the way it looks and feels outside. Record the temperature. Add to your log every day for 10 days. |
| Week 2: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Create a piece of art using only the primary colors. (red, yellow, blue) Use your picture to tell a story. | Draw a number line. Beginning with 18, go back 12 numbers. What number did you stop on? | Read or listen to a nonfiction book and after you are finished draw and label three things you learned from this nonfiction book. | Read a book. Create a map of your room or home. Using a compass, identify the cardinal directions in your home. Practice giving directions to different locations using the cardinal directions | Take a walk outdoors. Find a plant. Make observations about its living conditions. What conditions would make it grow bigger or taller? What conditions would make it die? |
| Week 3: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Create a piece of art using only secondary colors. (orange, green, purple) Use your picture to tell a story. | Look for 15 items in your house that can be matched with the numbers 1 through 10. (ex. 3 pots, 1 microwave, etc.) Keep a record by drawing pictures of the items you found and label each picture. | Read or listen to a book by Dr. Seuss. Identify and write at least three sets of rhyming words you found in the story. | Read- Me on a Map (YouTube) Create a chart that identifies your city, county, state, country, and continent. Practice saying where you live. | Choose a book from the book list to read aloud. List three questions that you wonder or want to know more about after reading the book. |
| Week 4: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Look in a children's book for illustrations with warm colors (yellows, oranges, reds). Draw/color something that has warm colors. Use your picture to tell a story. | Write ten number sentences that equal 10. Use both addition and subtraction. Draw models to show your number of sentences. | Read a book. After you are finished make a list of at least 10 sight words you recognize from the story. | Choose a book to read. Create a timeline of your life so far. Include big events such as moving, the birth of a sibling or starting school. Add pictures with each event. | Science is life! Take a tour of your home. Make a list of all the things in your home that involve science. |

| Week 5: Art | Mathematics | English/Language Arts | Social Studies | Science |
|--|---|---|--|--|
| Look in a children's book for illustrations with cool colors (blues, greens, purples). Draw/color something that has cool colors. | Go on a shape hunt. Look through your house to find things shaped like a circle, square, triangle, pentagon and hexagon. Make a chart to show your results. | Read a book about animals. Write a sentence about your favorite animal and tell why it is your favorite. Don't forget to add a drawing of your animal. | Read a book from the list. Interview an older family member or friend to find out what life was like when they were a child. Write a summary of how you are alike and different. | Take a walk outdoors. Find a plant. Make observations about it's living conditions. What conditions would make it grow bigger or taller? What conditions would make it die? |
| Week 6: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Find things in nature and create a variety of patterns. (leaf, stone, stone, leaf, stone, stone) Discuss how patterns are used in art. Draw a family portrait and use color and line patterns to design clothes. | Does $6+3 = 5+2$? Draw a picture to prove your answer. | Read or listen to a book. Find an example of each type of ending punctuation mark in the book (period, question mark, exclamation mark). Name each mark and tell why the author used the mark. | Read <u>The Declaration of Independence</u> . Write about how you are celebrating Independence Day and what it means to be a patriot. | Classify the shoes in your closet. Make a Venn Diagram to compare and contrast the different shoes you and another family member own. |
| Week 7: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Create 3D works of art using traditional and/or contemporary media and methods (e.g. assemblage, paper folding/curling) Discuss the difference between 2D and 3D. | What is today's date? How many days are left before school starts? What strategy did you use to count? | Make an ABC book of your own. Write one letter of the alphabet on each page. Add an illustration of something that begins with each letter and label it. | Read a book. Interview an adult in your life to find out more about making economic choices. Use the suggested questions or add in some of your own. | Place two fingers on the front of your throat. Whisper your name. What did you feel? Place two fingers on the front of your throat. Say your name loudly. How was the 1st feeling different from the 2nd? What conclusion can you make about sound and vibrations? |
| Week 8: Art | Mathematics | English/Language Arts | Social Studies | Science |
| Create your own sketchbook. Fill your sketchbook with art by drawing daily. Get inspiration from nature or from books. | Predict how many jumping jacks you can do in 30 seconds. Test your prediction. Use the terms "less than" or "equal to" to compare your prediction and the actual count. | Make a 5-page book about your summer. Include an illustration and sentence on each page telling about something you've done this summer. Don't forget to include a front cover and identify yourself as the author and illustrator. | Use an ad for back to school supplies, select ONLY 6 items you would like to have. Were you able to get everything you wanted? What didn't you get that you would like to have? How did you decide what is most important? | Tech Day Try out an interactive site. https://tinyurl.com/techit19 Choose an experiment to try. https://tinyurl.com/scifun19 |

Suggested Summer Reading

| Art | Mathematics | ELA | Social Studies | Science |
|--|--|---|---|--|
| <p style="text-align: center;">(MyOn)</p> <p><u>Emily's Pictures</u></p> <p><u>Drawing and Learning about:</u> <u>Cats</u> <u>Dogs</u> <u>Faces</u> <u>Monsters</u></p> <p>YouTube (read alouds) <u>I Am an Artist</u> by Marta Altes <u>Frida</u> by Jonah Winter</p> <p><u>Ish</u> by Peter H. Reynolds</p> <p><u>Mouse Paint</u> by Ellen Stoll Walsh</p> <p>Additional resources: video In the Art Room-Sketchbooks with Kids (Cassie Stephens)</p> <p>Art Hub for Kids</p> <p>Online art Galleries: https://www.nga.gov/education/kids.html</p> <p>https://www.moma.org/interactives/destination/#</p> <p>https://www.metmuseum.org/art/online-features/metkids/time-machine</p> | <p>12 Ways to Get to 11 by Eve Merriam</p> <p>A Fair Bear Share by Stuart J. Murphy</p> <p>Animals on Board by Stuart J. Murphy</p> <p>Dominoes Addition by Lynette Long</p> <p>Mission: Addition by Loreen Leedy</p> <p>Pizza Counting by Christina Dobson</p> <p>Two of Everything by Lily Toy Hong</p> <p>Actual Size by Steve Jenkins</p> <p>Betcha! by Stuart J. Murphy</p> <p>Count on Pablo by Barbara deRubertis</p> <p>From One to One Hundred by Teri Sloat</p> <p>I See a Pattern Here by Bruce Goldstone</p> | <p>The following book series are suggested:</p> <p>Biscuit by Alyssa Satin Capucilli</p> <p>Dr. Seuss Collection by Dr. Seuss</p> <p>Elephant & Piggie by Mo Willems</p> <p>Pete the Cat by James Dean</p> <p>Pigeon by Mo Willems</p> <p>David by David Shannon</p> <p>Big Brown Bear by David McPhail</p> <p>Clifford The Big Red Dog by Norman Bridwell</p> <p>Tiny by Cari Meister</p> <p>National Geographic Kids</p> <p>Time for Kids</p> | <p style="text-align: center;">MyOn Books</p> <p>Week 1: <u>Where We Live</u> <u>A Place to Live</u></p> <p>Week 2: <u>What is a Map</u> <u>Maps: What You Need to Know</u></p> <p>Week 3: <u>Me On a Map</u> (YouTube)</p> <p>Week 4: <u>It's Hard Being Five</u> (YouTube) <u>When I Was Little</u> (YouTube)</p> <p>Week 5: <u>Finding Out About Your Family History</u> <u>Taking a Trip: Comparing Past and Present</u></p> <p>Week 6: <u>The Declaration of Independence</u></p> <p>Week 7: <u>Make Money Choices</u> <u>Making Choices</u> <u>Wants or Needs</u></p> <p>Week 8: <u>We Need Money</u> <u>Save Money</u> <u>Earn Money</u></p> | <p>If You Find a Rock by Peggy Christian</p> <p>Rocks: Hard, soft, smooth, and rough by N. Rosinky & M. John</p> <p>What Did They See? by John Schindel</p> <p>I See Myself by Vicki Cobb, Julia Gorton</p> <p>Sheep in a Jeep by Nancy Shaw</p> <p>What if rain boots were made of paper?</p> <p>The Remarkable Farkle McBride by John Lithgow</p> <p>Butternut Hollow Pond by Brain Heinz</p> <p>Big Tracks, Little Tracks: Following Animal Prints. by Millicent E. Selsam. HarperTrophy</p> <p>My Five Senses. by Aliki. HarperCollins</p> <p>Day Light, Night Light. by Franklyn M. Branley. Scott Foresman</p> <p>A Drop of Water: A Book of Science and Wonder. Walter Wick. Scholastic Press</p> <p>Is Your Mama a Llama? by Deborah Guarino. Scholastic</p> <p>The Very Hungry Caterpillar. Eric Carle.</p> <p>Trade Book List: https://tinyurl.com/scipicbooks</p> |

History Interview

Interview an older friend or family member to find out what life was like when they were growing up. Listen for things you have in common and things that are different and summarize when you are finished. You may use the questions attached or add your own! You may want to have them write down their answers for you or record your conversation.

Name:

Birthdate:

Where did you grow up?

Can you tell me a little bit about your family? (parents, jobs, siblings, grandparents)

What was your home like?

Do you have any pictures of yourself or your family when you were younger?

Where did you attend elementary school?

How did you get to school and back home?

Can you describe a day at school?

What type of technology did you have in your classroom?

How much homework did you have to do?

What happened if you didn't complete your homework?

What did you and your friends do during recess?

What did you like to do for fun at home?

What were some of your favorite shows or movies?

Did you have a favorite musician or type of music?

What was your favorite thing to eat?

Where did your family go out to eat?

How did you stay in touch with your family and friends?

Where did you get your clothes?

What types of vacations or trips did your family take?

After Interview:

Complete the statements.

I interviewed _____. I learned about how we are similar and how we are different.

We are the same because...

We are different because...

Economics Interview

Interview a friend or family member to understand how adults make economic choices.

Name:

What do you do for a living?

What are some services that you use? (ex. Car maintenance, yard services, housekeeping etc.)

How do you make important decisions about what to buy and where to buy it?

Why is it important to save money?

What are some goods you buy regularly?

How do you decide where you buy your goods?

What is your best economic advice?