

_____ 's
Kindergarten
Summer
Work
Packet

* This packet is due to Mrs. Imrie on the first *
* day of First Grade! *

Aa

Page Instructions: Make your own "Aa" page. Draw, cut and paste pictures that start with the /a/ sound. Cut and paste words with the letter A from magazines or newspapers. Use the lines to practice writing letters and/or copy simple words & sentences.

Activity: Make three boxes on the board. Write the short vowel in the middle box. Add beginning and ending consonants such as "c" and "t." Track as you segment and blend the word: /c/-/a/-/t/. Say, "Let's think of more words that have /a/ in the middle, like CAT." Give additional clues if students are having difficulty.

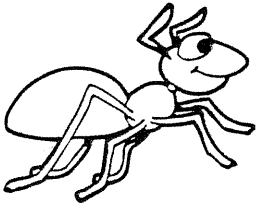
Word List: back, bag, basket, bath, black, cab, can, cat, class, crack, dad, fan, fast, flag, glass, grass, ham, jack, lamp, lap, last, man, map, mask, mat, math, nap, pants, plant, ran, rat, sad, sand, snap, splash, tag, tan, van.

Short Aa

Aa

Directions: Say the name of each picture. Circle its name.

1.



ax pan ant

2.



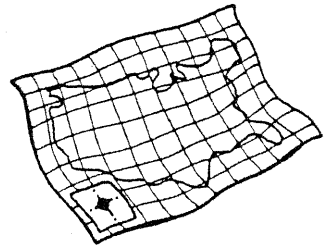
lap lad pad

3.



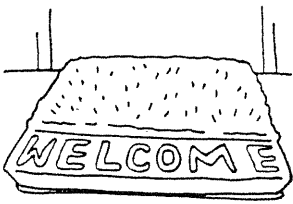
tack tag pack

4.



map nap mat

5.



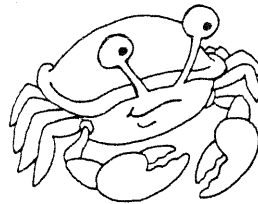
map mitt mat

6.



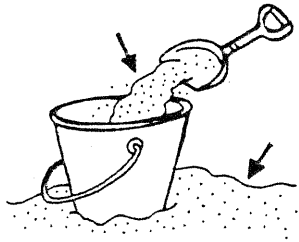
bag bat cat

7.



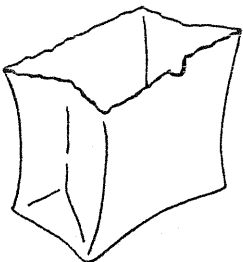
cat gab crab

8.



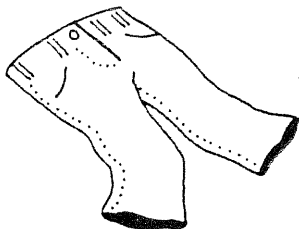
land sand sat

9.



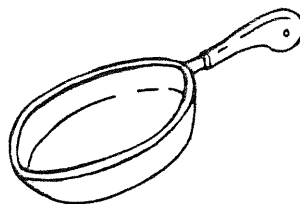
bag bat wag

10.



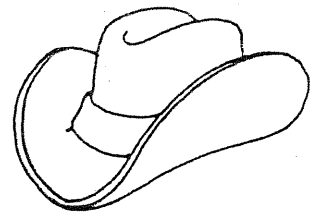
pad pants ant

11.



pad pan dad

12.

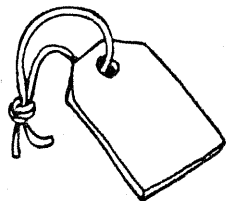


rat ham hat

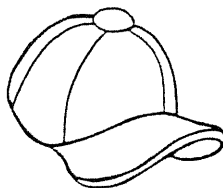
Short Aa

Aa

Directions: Look at a sentence. Circle the word that will finish it. Print the word on the line. Use the pictures as clues.



tag



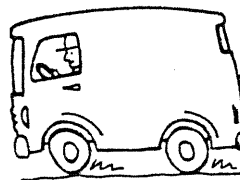
cap



dad



camp

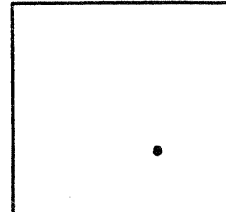
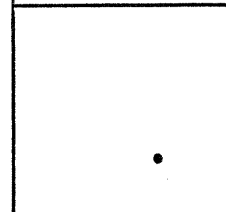
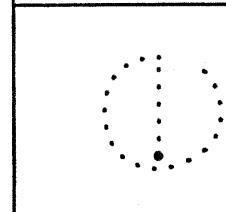
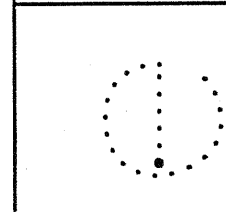
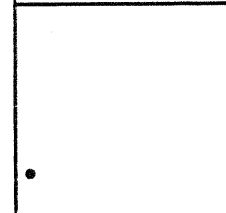
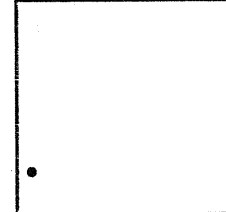
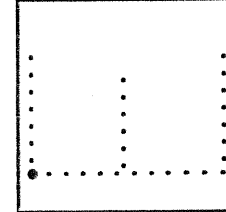
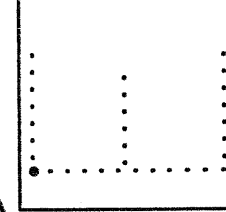
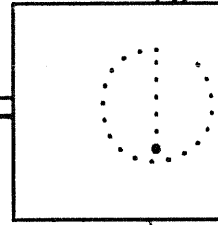
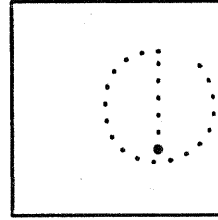
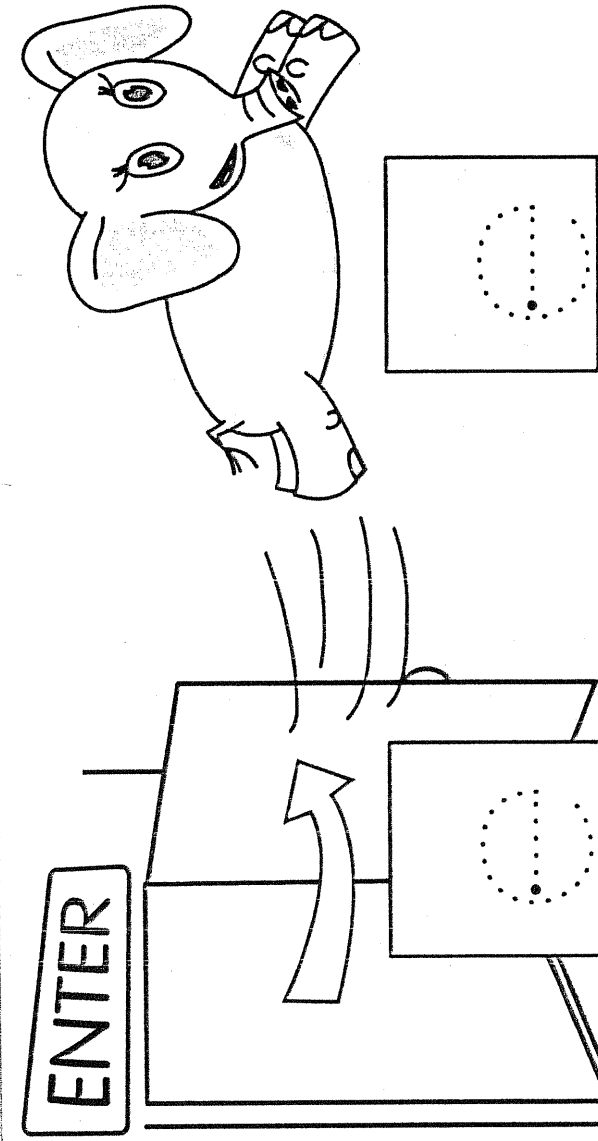
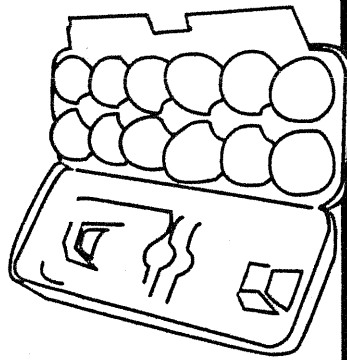


van

1. Dan is in the _____.	tan van ten
2. He is with his _____.	dad mad sad
3. On his head, Dan has a _____.	tap nap cap
4. It has a _____ on it.	tag sat cab
5. Dan will wear the cap at _____.	can van camp

Name _____

Ee is for



Page Instructions: Help the student read, "E is for eggs." Say, "Repeat the names of the pictures after me: enter, elephant, exit. What sound do you hear at the beginning of each word?" Tell the student to trace the letters in the boxes, start at the big dot. Color the page.

Activity: Play this game. Be sure each student has a YES and NO card. Say, "I am going to say a word. If you think the word starts with the /e/ sound, hold up your YES card. If you think the word does NOT start with the /e/ sound, hold up your NO card."

Word List: elbow, exercise, eggs, rain, enter, paint, exit, moon, elevator, empty, excellent!

Short Ee

Ee

Directions: Circle the word that will finish the sentence below. Then print the word on the line.

1. The elephant is _____.

wet
dog
cat

2. He is Santa's _____.

truck
elf
log

3. He writes with a _____.

hen
ten
pen

4. The _____ is for camping.

dog
ten
tent

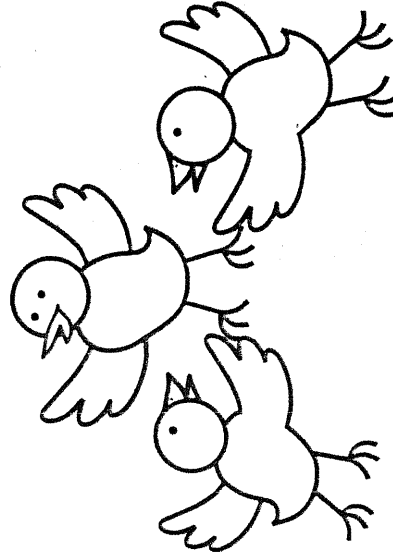
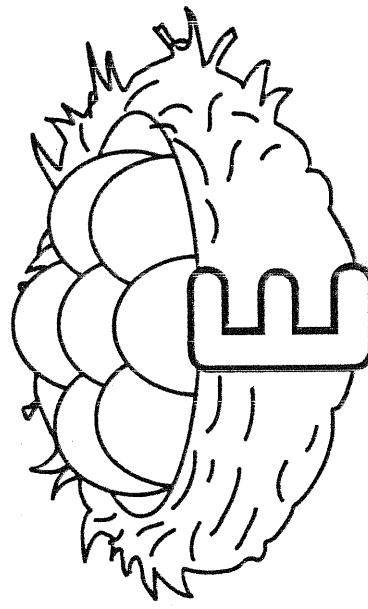
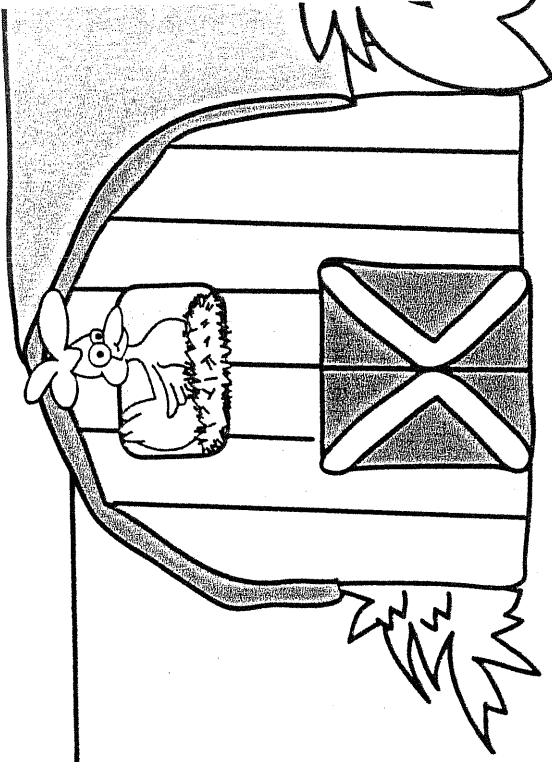
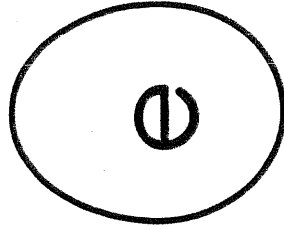
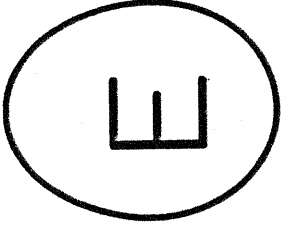
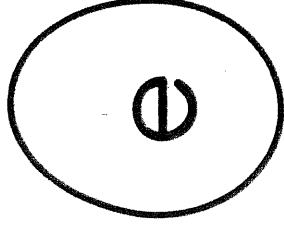
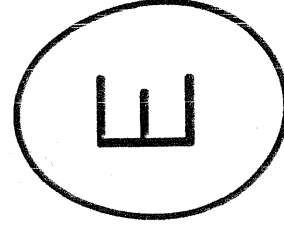
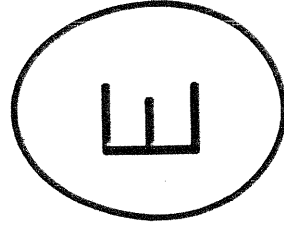
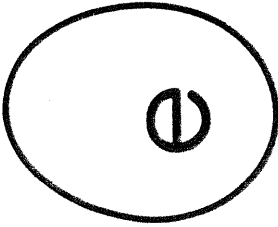
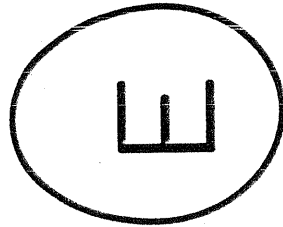
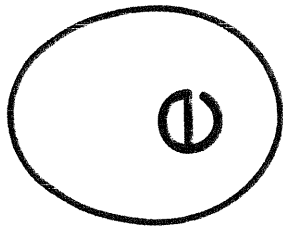
5. _____ are good to eat.

Eggs
Pens
Wet

6. A _____ goes very fast.

wet
jet
ten

Name _____



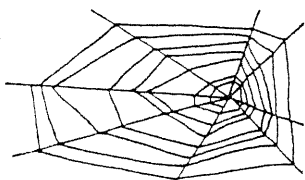
Page Instructions: Tell the student to point to the capital-E nest. Say "Color the capital-E on the nest BLUE. Color the eggs in the nest BLUE too." Tell the student to point to the lower-case-e nest. Say "Color the lower-case-e on the nest YELLOW. Color the eggs in the nest YELLOW too." "Now we are going to help sort out the eggs on the farm. Color all the capital-E eggs BLUE, and all the lower-case-e eggs YELLOW, just like the ones in the nests."

Short Ee

Ee

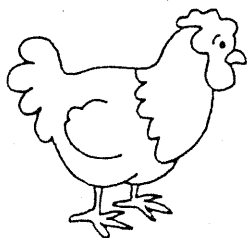
Directions: Say the name of each picture. Circle the correct word.

1.



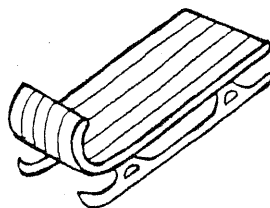
web wed wet

2.



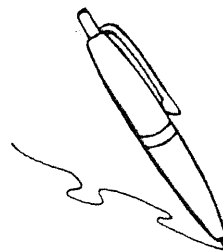
net hen hat

3.



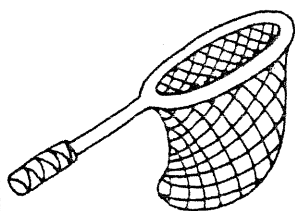
sled sat send

4.



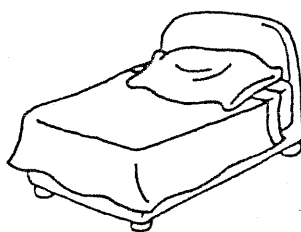
pen pan pet

5.



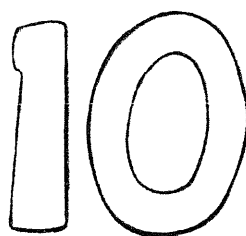
nat not net

6.



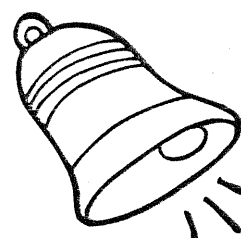
bad bed dab

7.



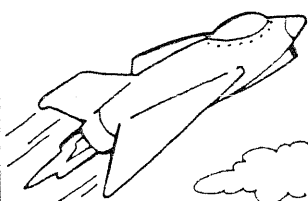
tan ton ten

8.



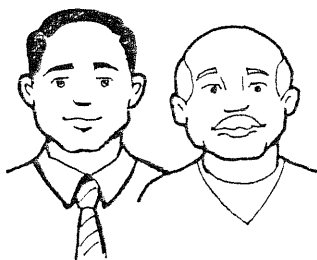
bell ball lap

9.



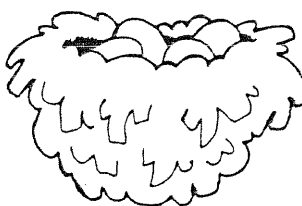
jam jar jet

10.



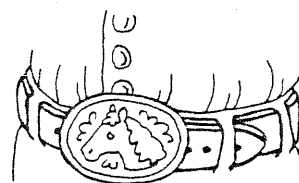
met men map

11.



net nest neck

12.



belt bet bolt

Ii

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

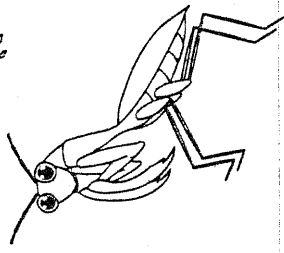
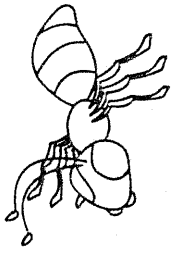
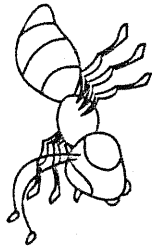
Page Instructions: Make your own "Ii" page. Draw, cut and paste pictures that start with the /i/ sound. Cut and paste words with the letter I from magazines or newspapers. Use the lines to practice writing letters and/or copy simple words & sentences.

Activity: Make three boxes on the board. Write the short vowel in the middle box. Add beginning and ending consonants such as "b" and "g." Track as you segment and blend the word: /b/-/i/-/g/. Say, "Let's think of more words that have /i/ in the middle, like BIG." Give additional clues if students are having difficulty.

Word List: chin, chick, did, dig, dish, drip, fin, fish, fix, flip, hill, him, his, hit, kick, kid, kiss, lick, lid, lip, milk, miss, mitt, mix, pick, pig, pin, pink, ribs, rip, ship, sink, sit, six, swim, tick, tip, trick, trip, wig, will, win, wink, wish, zip.

Name _____

My Insect



Page Instructions: INVENT your very own INSECT! Say, "Use your IMAGINATION to think up your very own insect. It can fly or crawl or jump! Draw and color your special insect in the blank space on the page." Share the insect drawings and make a list (on large paper or on big board) of words to describe the insects (see descriptive word list below). Tell the student to copy words from the list onto their page to describe their insect.

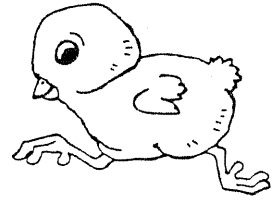
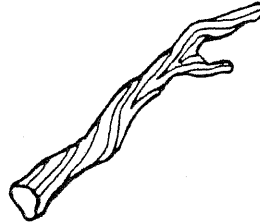
Descriptive Word List: red, orange, yellow, green, blue, purple, brown, black, tan, grey, big, small, silly, happy.

Short Ii

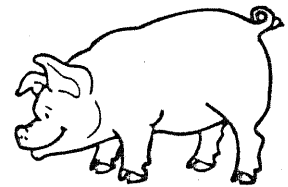
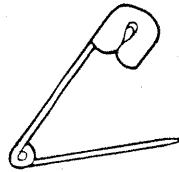
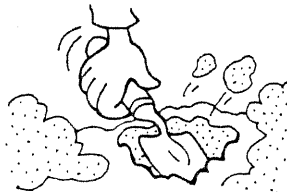
Ii

Directions: Blend the letter sounds together as you say each word. Then color the picture it names.

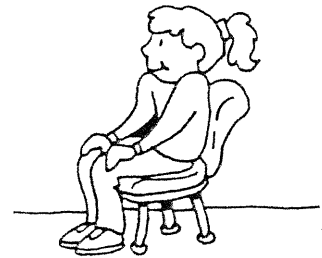
s → ick



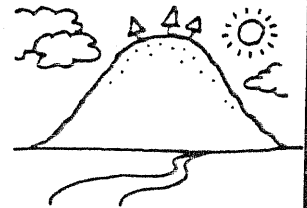
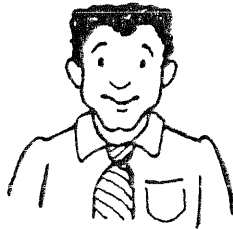
p → ig



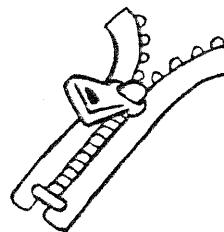
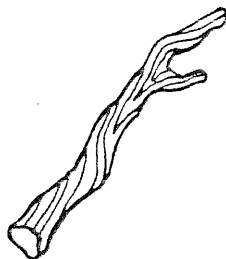
s → ix



h → im



z → ip



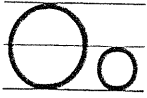
Short Ii

Ii

Directions: *Igloo* has the short sound of i. Circle each picture whose name has the short sound of i.



Short Oo



Directions: Print the missing letters in the boxes to make words that will label each picture.

1

2

3

4

5

6

7

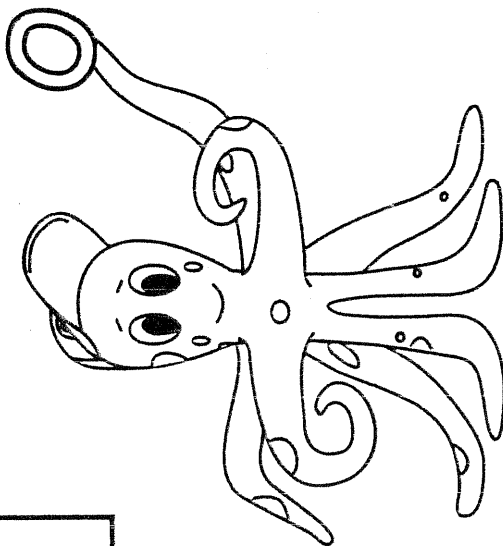
8

A crossword puzzle grid with eight numbered squares. Each square is a cross shape with a central circle. The numbers are: 1 (top), 2 (left), 3 (top), 4 (left), 5 (top), 6 (left), 7 (top), and 8 (left). The illustrations are: a log (1), a dog (2), an open box (3), a dog (4), a bowl of spaghetti (5), a ball (6), a pot (7), and a cot (8).

Name _____

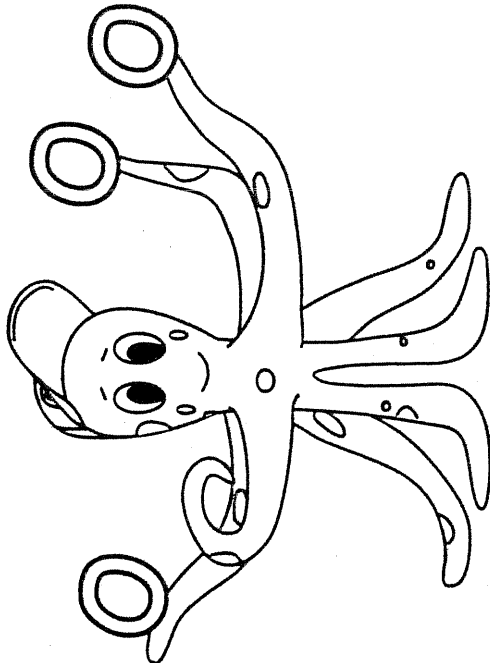
Star

.....

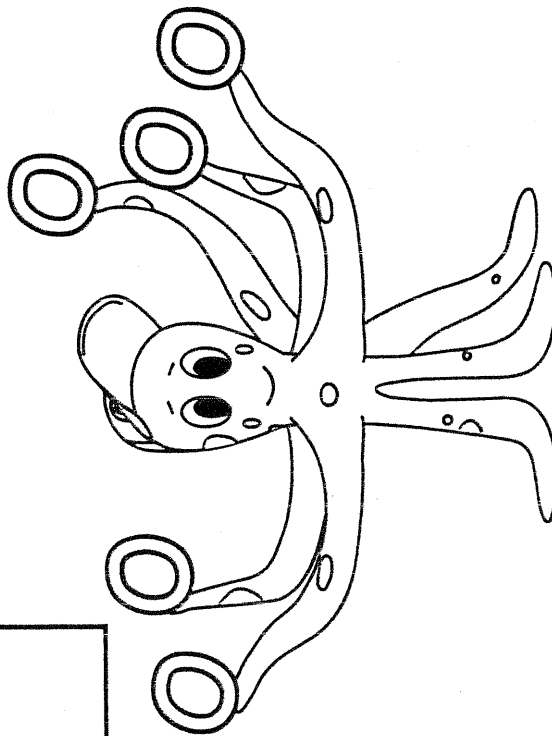


Star

.....



--



--



Page Instructions: Count the O's the octopus is holding in each picture. Write the number of O's you counted in each box. In the empty space draw your own octopus and O's. Write the number of O's you drew in the box. Color the page.



1 2 3 4 5 6 7 8

Short Oo

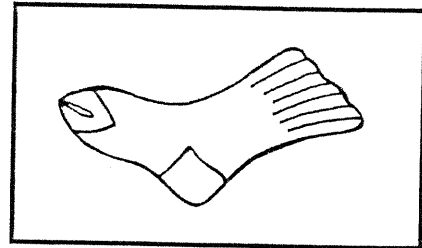
Oo

Directions: Write the missing **o** in each word. Then draw a line from the word to its matching picture.

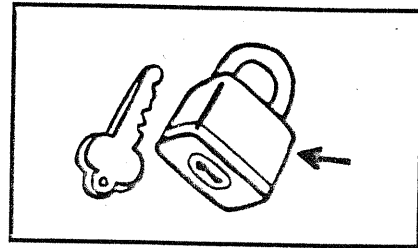
t _ p



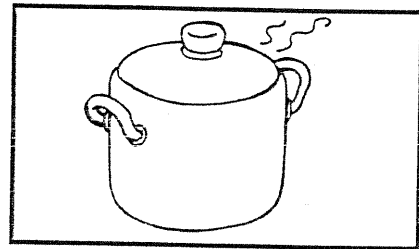
s _ ck



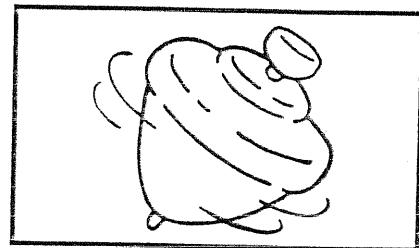
r _ ck



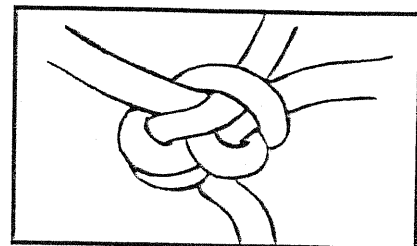
l _ ck



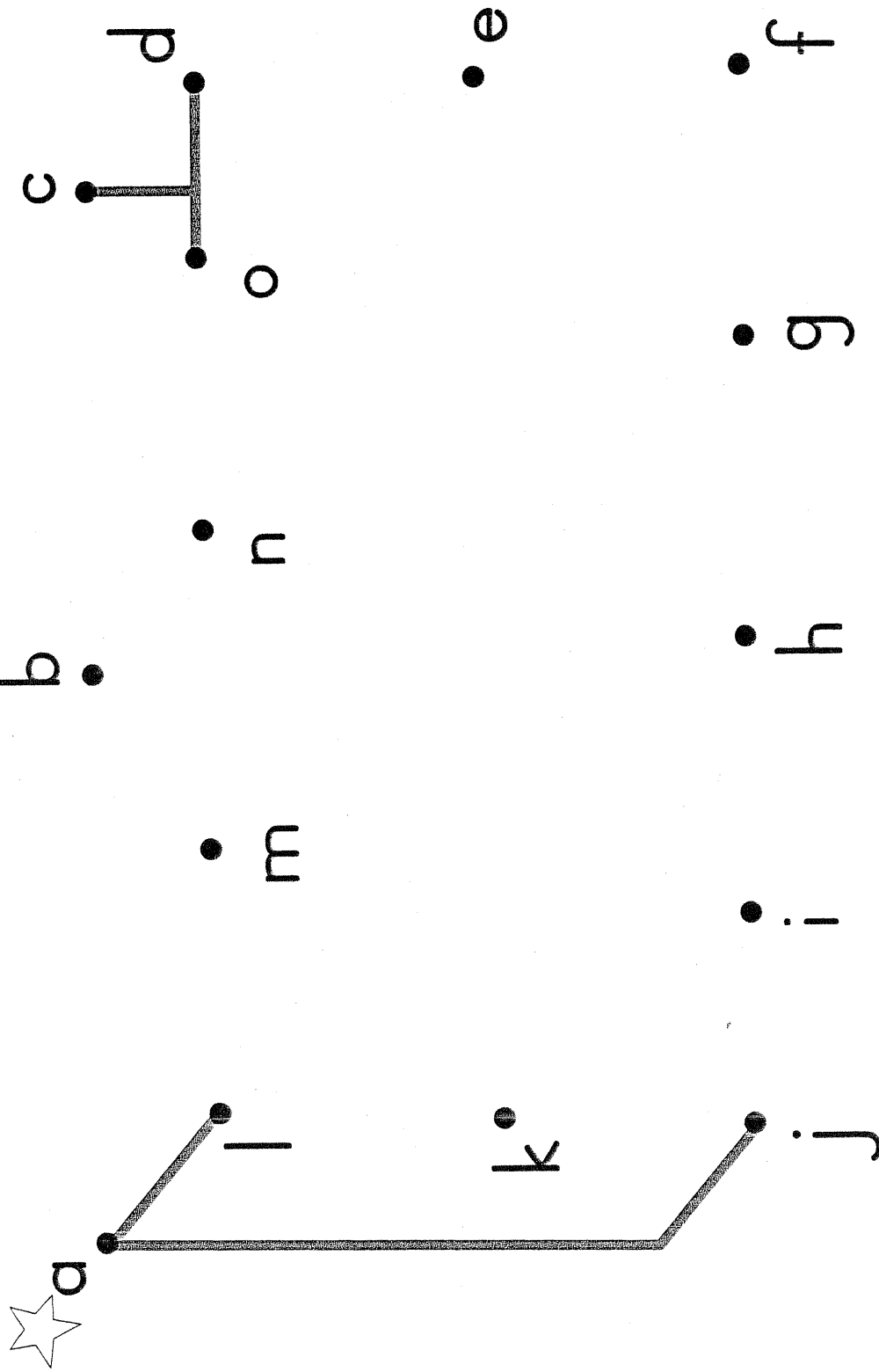
p _ t



kn _ t



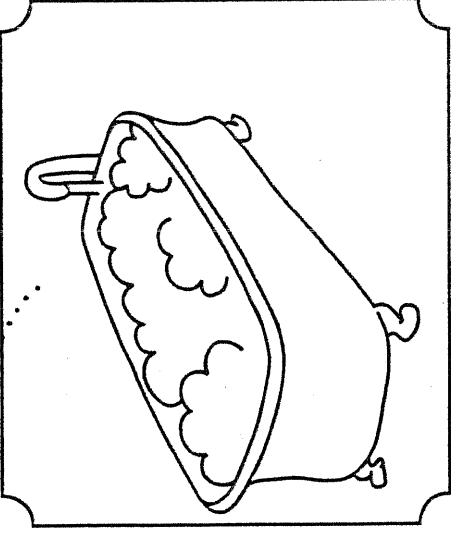
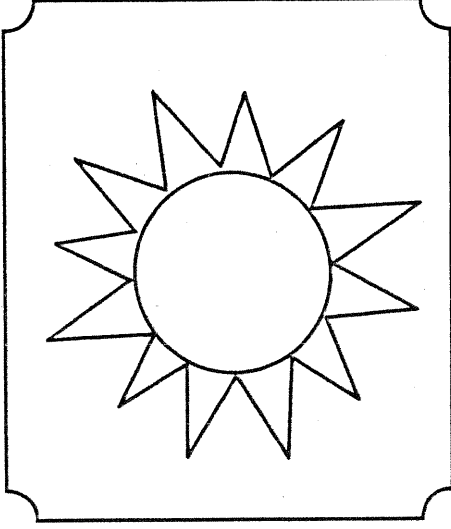
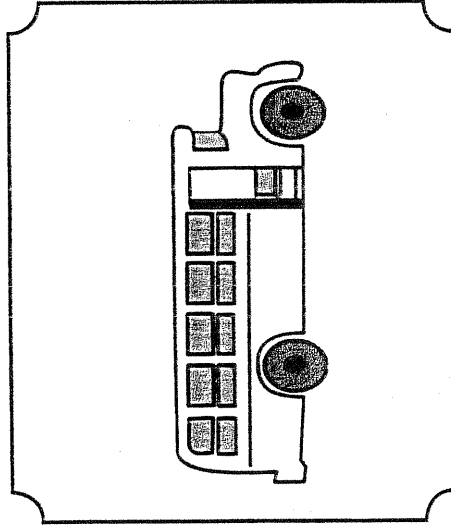
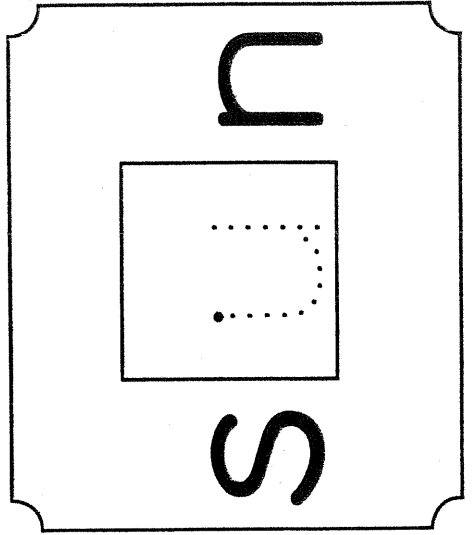
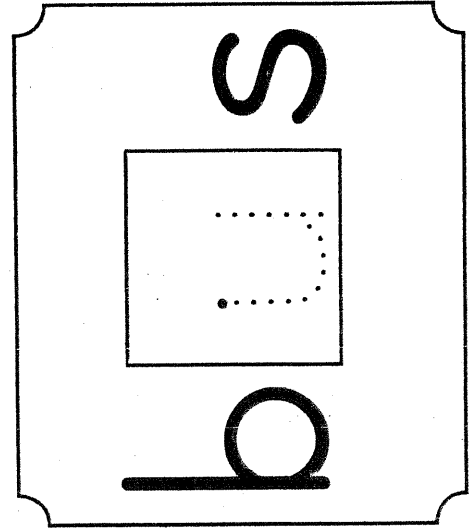
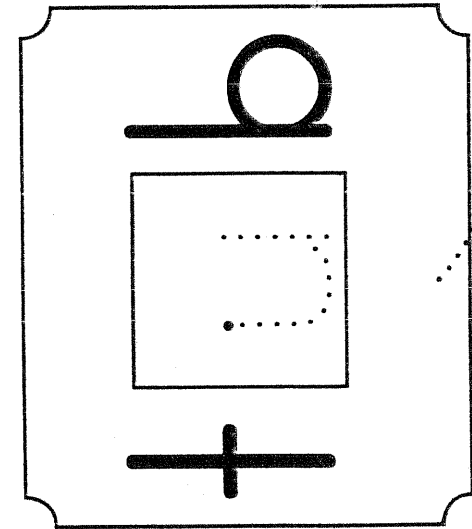
Name _____



Page Instructions: Follow the dots in alphabetical order, lower-case A to O and see what you find! Use the star to help students locate the starting point: letter a.

Activity: Make three boxes on the board. Write the short vowel in the middle box. Add beginning and ending consonants "b" and "x". Track as you segment and blend the word: /b/-/o/-/x/, /box/. Ask the students to copy the word "box" somewhere on their page. Ask the students to color and decorate their page and draw things in the box. Let the students share what they drew in their boxes with the class.

Name _____

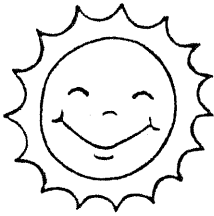


Page Instructions: Tell the student to trace the letters in the boxes. Start at the big dot and trace each letter with a pencil. Read the words with the student one at a time. Ask the student to draw a line from the word to the correct picture. Start by tracing the example line from the word "tub" to the picture. Color the page.

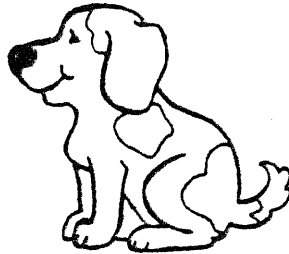
Short Uu

Uu

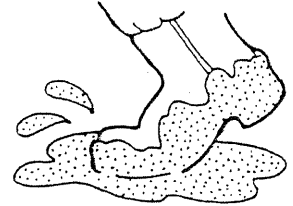
Directions: Look at a sentence. Circle the word that will finish it. Print the word on the line. Use the pictures as clues.



sun



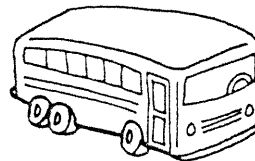
pup



mud



tub



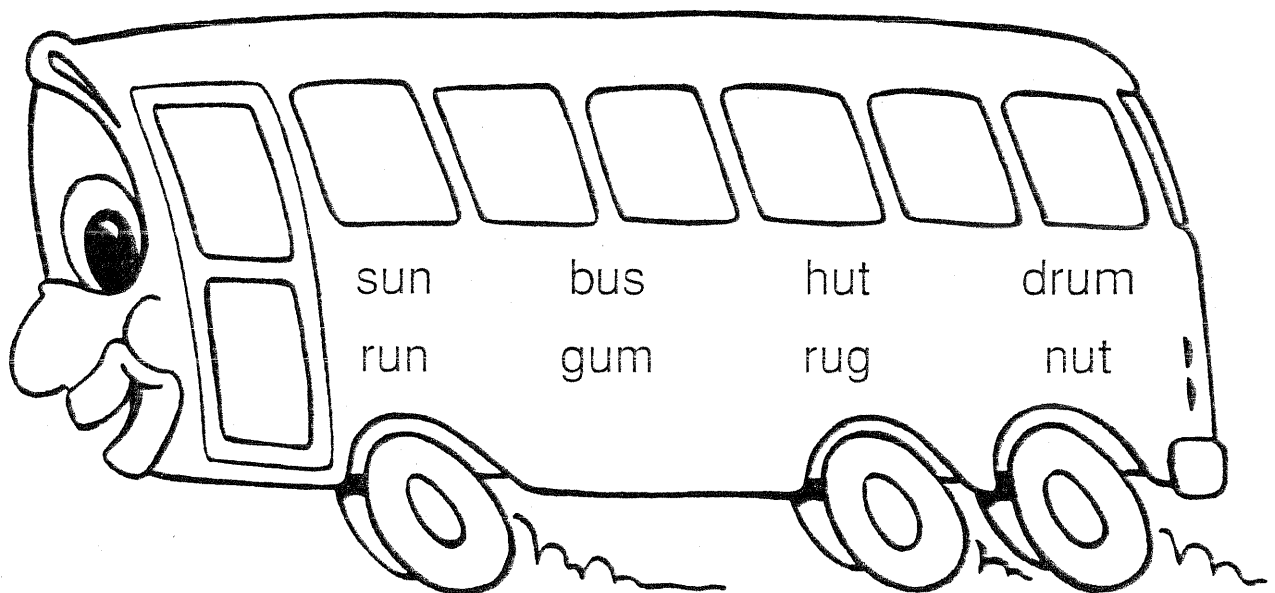
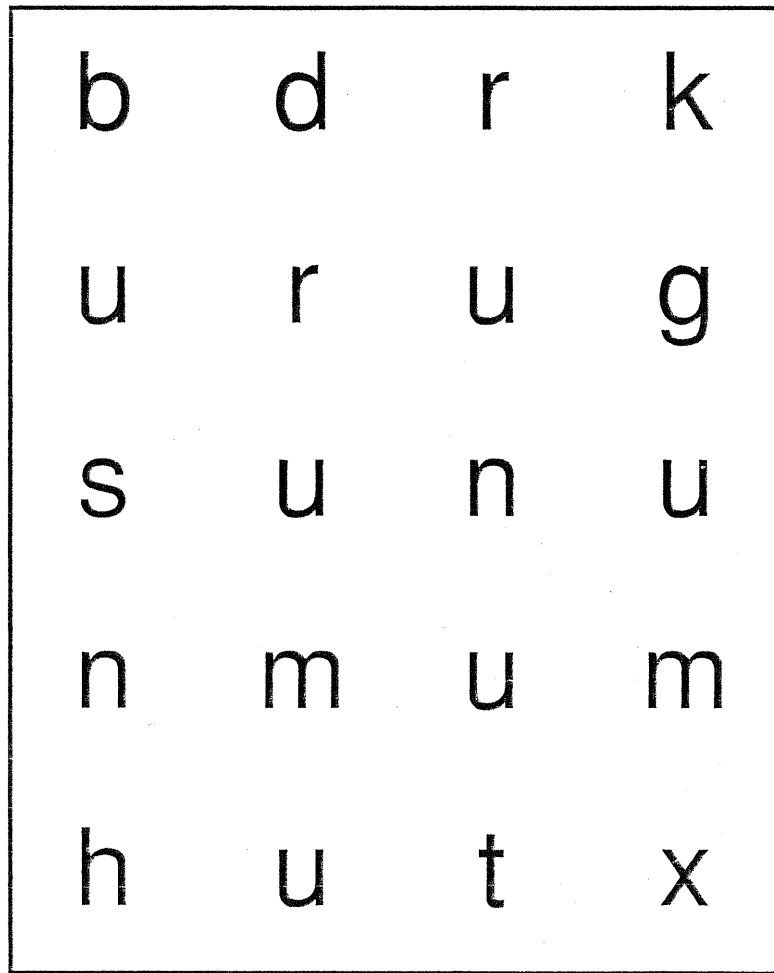
bus

1. I have a _____ _____	sup run pup
2. He rides the _____ _____	Gus bus rub
3. We run in the _____ _____	fun sun tum
4. He dug in the _____ _____	bud dull mud
5. I put him in the _____ _____	dug tub bub

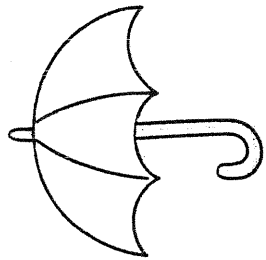
Short Uu

Uu

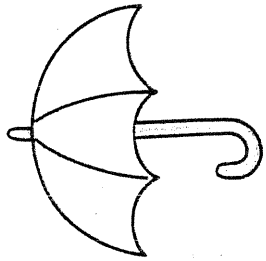
Directions: Read the words in the bus. Circle each word in the puzzle.



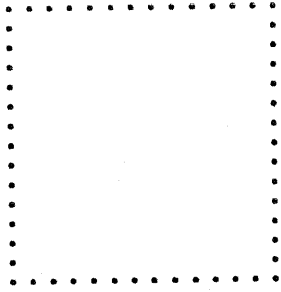
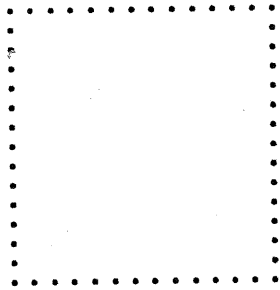
Name _____



U



U

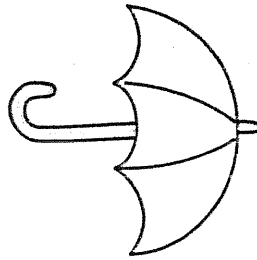
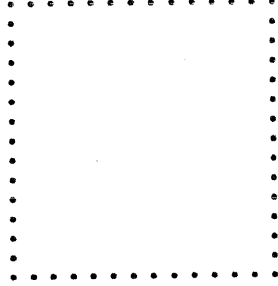
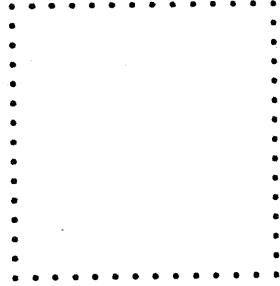


U

u

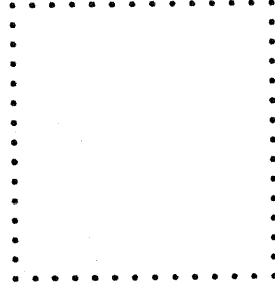
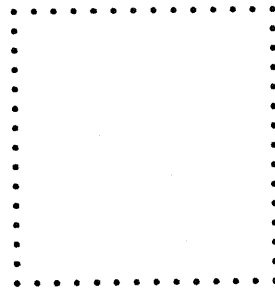
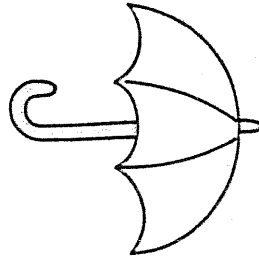
U

u



u

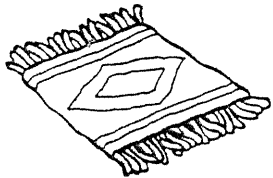
u



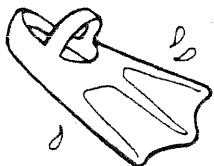
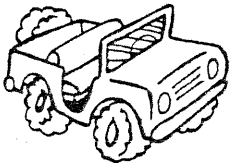
Beginning and Final Consonants

Directions: Say each picture name. Write the letters for the missing beginning and ending sounds. What is the secret message?

6



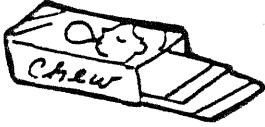
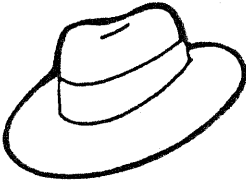
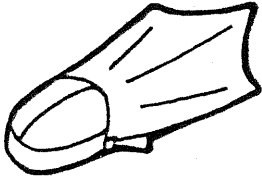
4

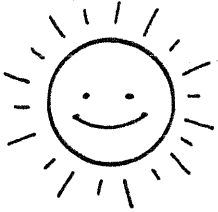
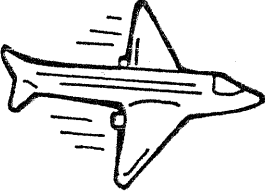
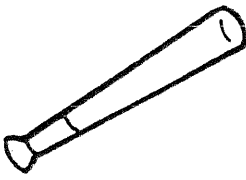
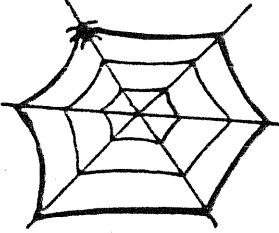


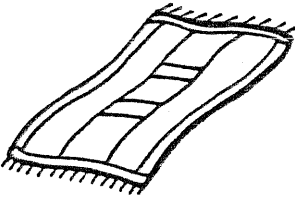
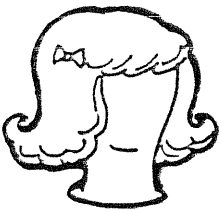
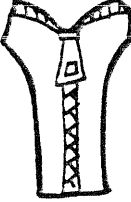
_____		i	_____
_____	u		_____
_____ ou			
_____ ee			
		u	_____
_____	i		_____
		u	_____
_____	e		_____

Review

Directions: Say the name of each picture. Print the letters for the beginning and the ending sound to finish each word.

1.  _ u _	2.  _ u _	3.  _ a _	4.  _ i _
--	--	---	--

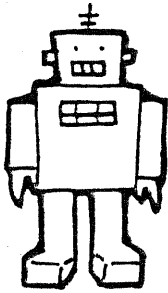
5.  _ u _	6.  _ e _	7.  _ a _	8.  _ e _
--	--	---	--

9.  _ u _	10.  _ i _	11.  _ i _	12.  _ i _
--	---	--	---

Medial Consonants

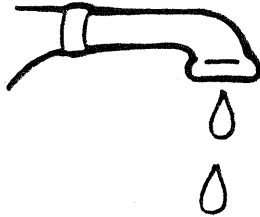
Directions: Say each picture name. Print the missing letter or middle sound for each word. Then trace the whole word.

1.



ro _ ot

2.



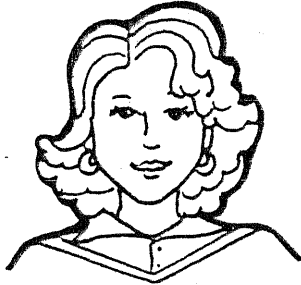
wa _ er

3.



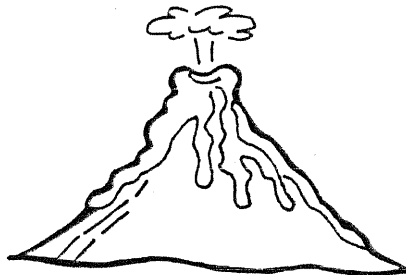
pa _ er

4.



la _ y

5.



la _ a

6.



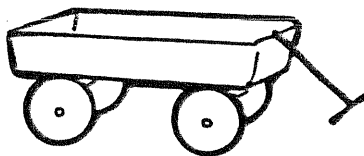
ba _ y

7.



hu _ a

8.



wa _ on

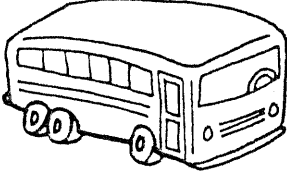
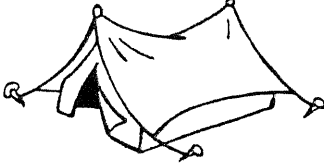
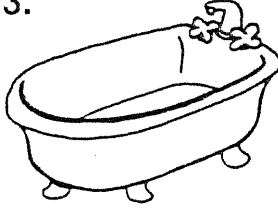
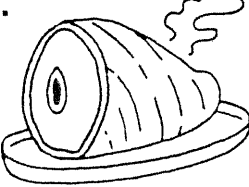
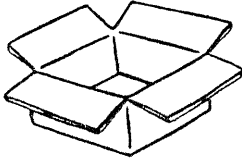
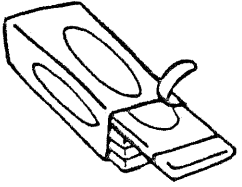
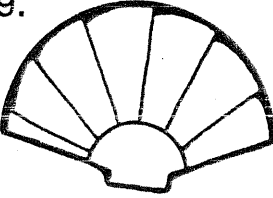
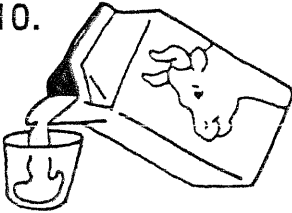
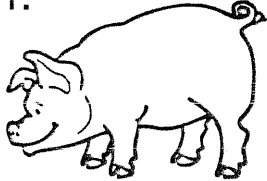
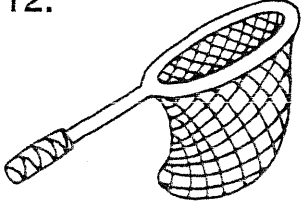
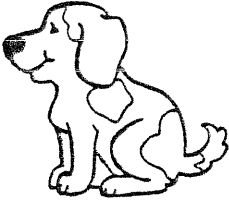
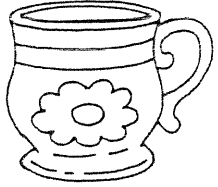
9.



ti _ er

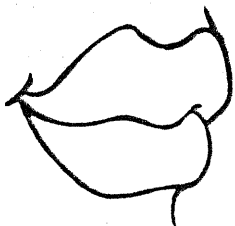
Final Consonants

Directions: Say the name of each picture, listening to the ending sound. Print the letter that is the ending sound.

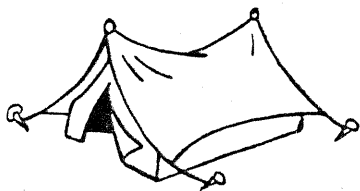
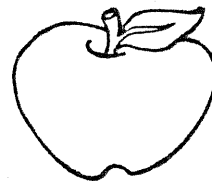
1.  _____ _____ _____	2.  _____ _____ _____	3.  _____ _____ _____	4.  _____ _____ _____
5.  _____ _____ _____	6.  _____ _____ _____	7.  _____ _____ _____	8.  _____ _____ _____
9.  _____ _____ _____	10.  _____ _____ _____	11.  _____ _____ _____	12.  _____ _____ _____
13.  _____ _____ _____	14.  _____ _____ _____	15.  _____ _____ _____	16.  _____ _____ _____

Review

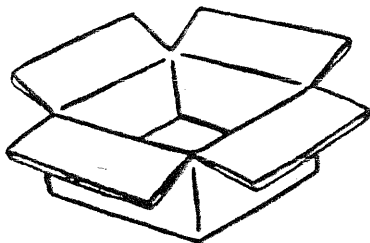
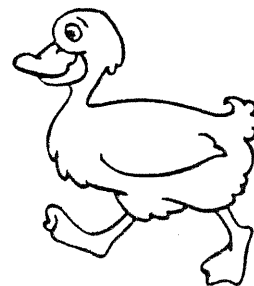
Directions: Say the name of each picture. Draw a line to the letter representing its vowel sound.



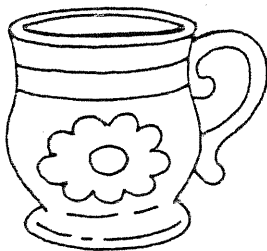
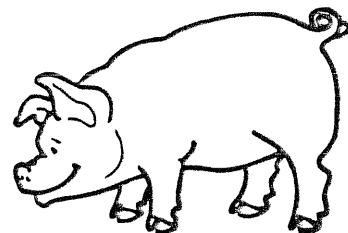
a



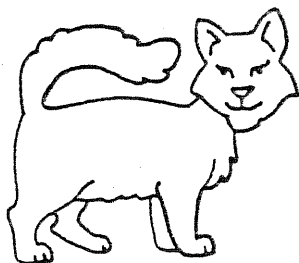
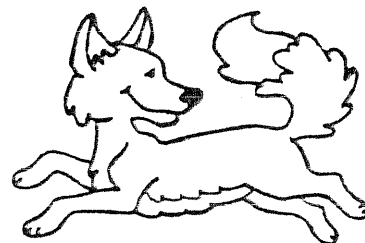
e



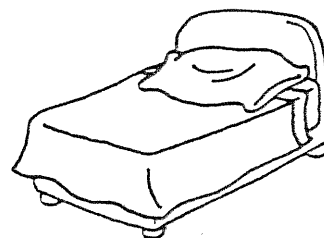
i



o

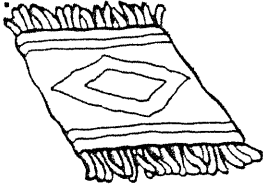
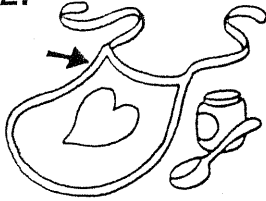
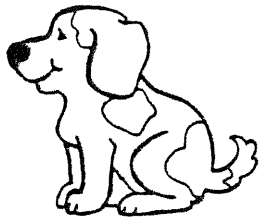
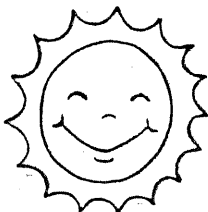
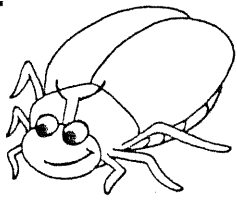
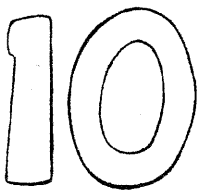
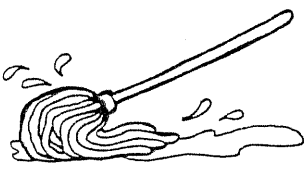
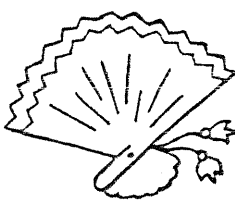
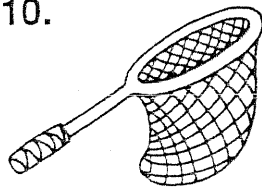
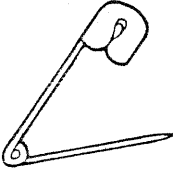
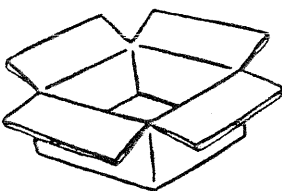
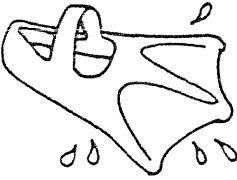


u



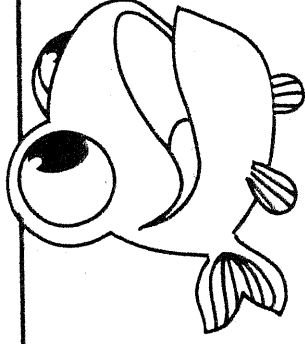
Short Vowel Review

Directions: Name each picture below. Print the missing beginning and ending letters to complete each word.

1. 	2. 	3. 	4. 
u	i	a	o
5. 	6. 	7. 	8. 
u	u	e	o
9. 	10. 	11. 	12. 
a	e	i	o
13. 	14. 	15. 	16. 
o	e	i	u

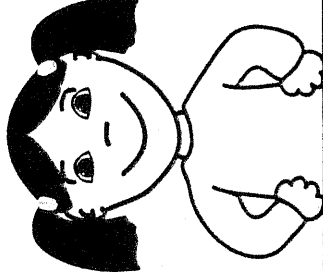
Name _____

See the big fish.



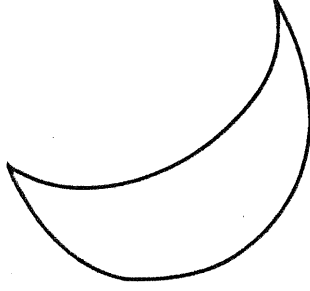
3 4 5

I am a little girl.



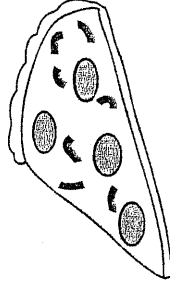
3 4 5

Look at the moon.



3 4 5

I like to eat pizza.



3 4 5

Page Instructions: Count the number of words in each sentence and circle the correct number.
Circle the word in the sentence that names each picture. Color the pictures.