

First Grade Supply List

Two boxes of 24 crayons (no larger)

Headphones

1 box of 8 markers

1 small art box (approximately 2 1/4"H x 5 5/8"W x 8 1/4"L)

Three packages of antibacterial wipes (1 package of disinfecting wipes and 2 packages for use by the children/baby wipes)

10 sharpened pencils

Six glue sticks

One 4 oz bottle of glue

One pair of scissors

4 pack of expo markers (thin)

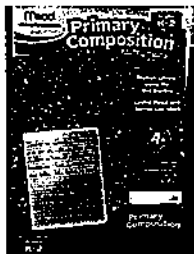
Three folders with pocket

1 vinyl pencil case (with a zipper top)

Girls: 3 boxes of tissues and 2 boxes of large Ziploc bags (zipper close top)

Boys: 3 rolls of paper towels and 2 boxes of small Ziploc bags (zipper close top)

2 K-2 Primary composition books (all lines)



3 K-2 primary journal books (lines on the bottom and space on top for a picture)



* You will need clear contact paper to cover your child's books at home the first week of school.

- Just a note- there is no snack in first grade.

Supply List for Art:

grades k- 2:

box of 12 or more crayons (non washable)

3 glue sticks

1 watercolor paint set & brushes

1 box markers

scissors

grades 3-8:

sharpies- 2 black plus basic 4 pack or larger

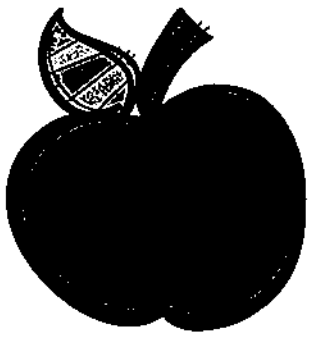
3 glue sticks

1 watercolor paint set & brushes

1 box markers

scissors

colored pencils



Rising First Graders Summer Assignment

★ 2021-2022 ★

1. Reading Assignment

- Incoming 1st Graders are required to read one book from the **Independent Reading list** (see *Best Books for 1st Grade*) provided and complete the **First Grade Book Report** page.

2. Summer Work Packet

- Math, phonics and reading practice pages to reinforce and refresh previously taught skills.

★ Sight Words Practice

- Students are encouraged to review reading and spelling Pre-Primer and Primer (K) Dolch Sight Words.

**Due: First Day of School,
September 2021**

Dolch Pre-Primer Sight Vocabulary

a	I	run
and	in	said
away	is	see
big	it	the
blue	jump	three
can	little	to
come	look	two
down	make	up
find	me	we
for	my	where
funny	not	yellow
go	one	you
help	play	
here	red	

Dolch Primer Sight Vocabulary

all	into	that
am	like	there
are	must	they
at	new	this
ate	no	too
be	now	under
black	on	want
brown	our	was
but	out	well
came	please	went
did	pretty	what
do	ran	white
eat	ride	who
four	saw	will
get	say	with
good	she	yes
have	so	
he	soon	

★ Best Books for First Graders ★

Great Read Alouds:

It is important for students growing as readers to *hear* a fluent reader reading to them. Here are some fun read aloud recommendations!

- *Frog and Toad are Friends* by Arnold Lobel
- *My Best Friend* by Pat Hutchins
- *There Is a Bird on Your Head!* by Mo Willems
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- *Emily's First 100 Days of School* by Rosemary Wells
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Henry and Mudge* by Cythinia Rylant
- *How I Became a Pirate* by Melinda Long
- *Diary of a Worm* by Doreen Cronin
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Owen* by Kevin Henkes
- *Tacky the Penguin (series)* by Helen Lester & Lynn Musinger
- *Strega Nona* by Tomie de Paola
- *Officer Buckle and Gloria* by Peggy Rathmann
- *Skippyjon Jones* by Judy Schachner
- *A Bad Case of the Stripes* by David Shannon
- *Duck on a Bike* by David Shannon

Independent Reading Recommendations:

- ★ Students aim to end Kindergarten at a Level C and end First Grade on a Level I. Below are some books at each level that students can select from.
- ★ A general rule of thumb when picking books for independent reading is that if a child struggles to read 5 or more words on one page, try a book a level down.

Level C

- *All Kinds of Kids* by Christina Mia Gardeski
- *The Berenstain Bears, Big Bear, Small Bear* by Stan Berenstain
- *Biscuit Visits the Big City* by Alyssa Satin Capucilli
- *Fall Leaves* by Don L. Curry
- *One Windy Wednesday* by Phyllis Root

Level D

- *Bright Eyes, Brown Skin* by Cheryl Willis Hudson
- *Chick and the Duckling* by Mirra Ginsburg
- *From Head to Toe* by Eric Carle
- *Hide and Snake* by Keith Baker
- *One Happy Classroom* by Charnan Simon

Level E

- *Clifford's Puppy Days* by Norman Bridwell
- *Hats, Hats, Hats* by A. Morris
- *Where's Spot?* by Eric Hill
- *A Tree Can Be* by Judy Nayer
- *Foot Book* by Dr. Seuss

Level F

- *Itchy, Itchy Chicken Pox* by Grace Maccarone
- *Soccer Game* by Grace Maccarone
- *Harry Takes a Bath* by Harriet Ziefert
- *Bubble Trouble* by Mary Packard
- *The Lady with the Alligator Purse* by Nadine Westcott

Level G

- *David Gets in Trouble* by David Shannon
- *I Love Trains!* by Philemon Sturges
- *Marvin K. Mooney, Will You Please Go Now!* by Dr. Seuss
- *Barnyard Banter* by Denise Fleming
- *Chicks and Salsa* by Aaron Reynolds

Level H

- *Danny and the Dinosaur Go to Camp* by Syd Hoff
- *Goodnight Moon* by Margaret Wise Brown
- *Sammy the Seal* by Harriet Ziefert
- *The Teeny-Tiny Woman* by Harriet Ziefert
- *A Kiss for Little Bear* by Else H. Minarik

Level I

- *Froggy Goes to School* by Jonathan London
- *The Gingerbread Man* by Rita Rose
- *New Shoes, Red Shoes* by Susan Rollings
- *Alligators All Around* by Maurice Sendak
- *Stanley* by Syd Hoff

First Grade Book Report

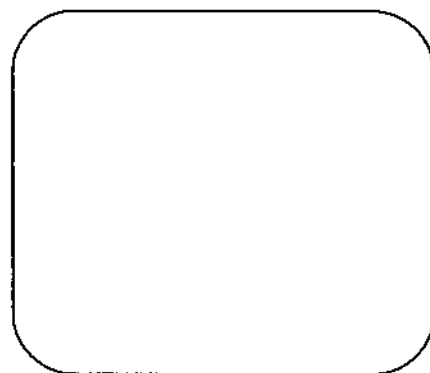
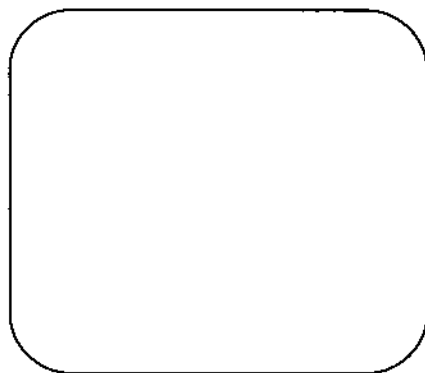
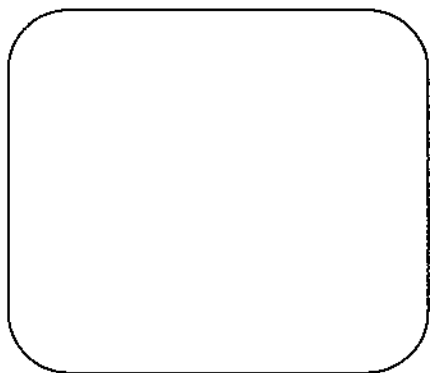
Name _____

Book Title _____

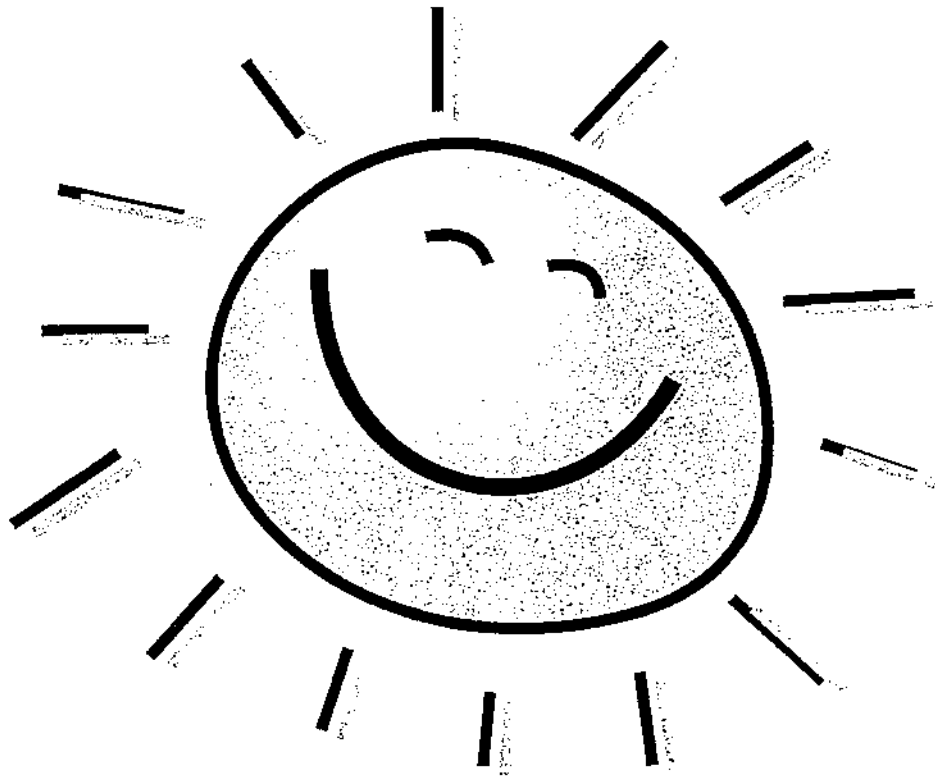
Author _____

My favorite part of the book was when...

Here are some of the characters:



Summer Work Packet



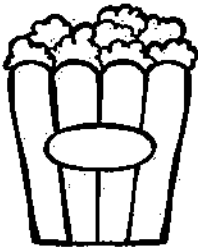
Name _____

Due Thursday, September 9, 2021

Name _____



First Sound BUBBLES



Color

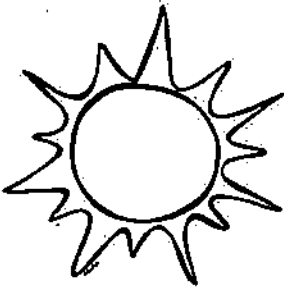
p w x



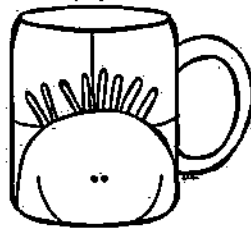
l r c



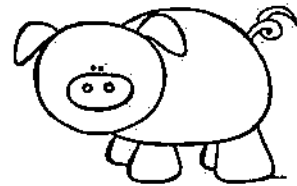
k v s



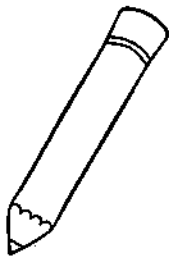
y s m



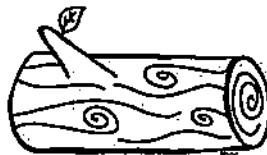
m o d



v n p



p f a



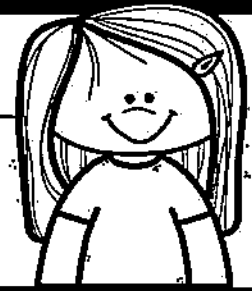
d l z



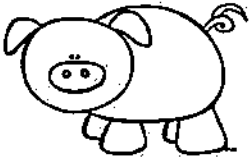

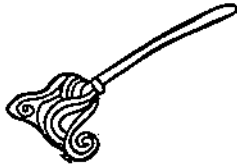

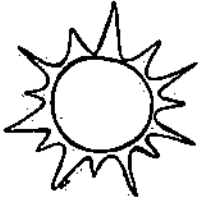





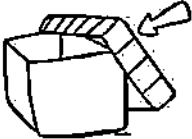

y i m

p s m l

Name _____



MISSING First Sounds

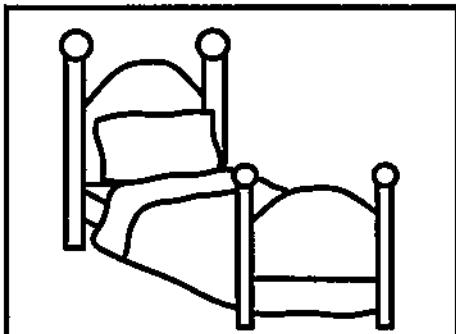
 [] i g	 [] i p	 [] o p
 [] [] []	 [] [] []	 [] [] []
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 [] [] []	 [] [] []	 [] [] []

Name: _____

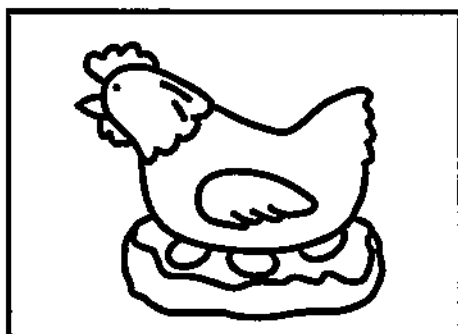
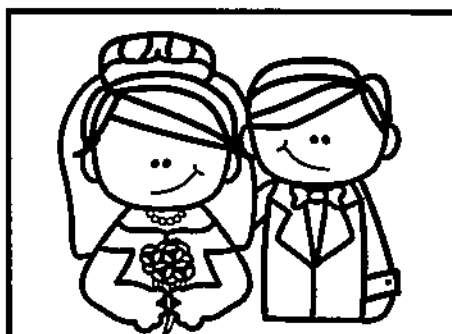
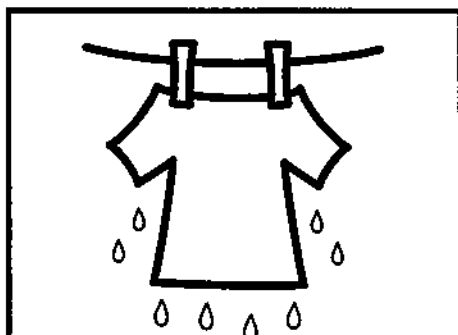
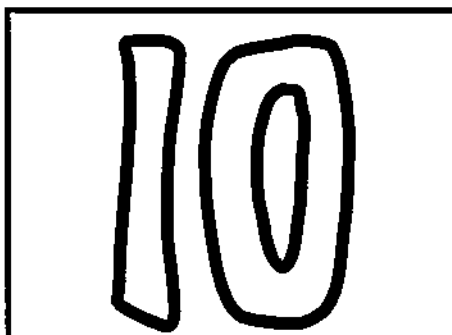
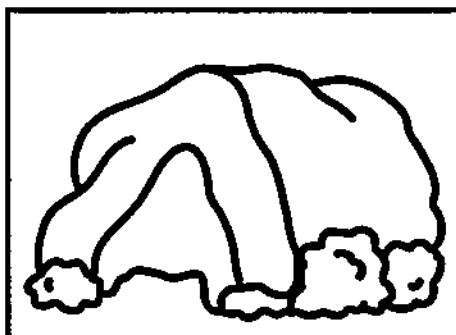
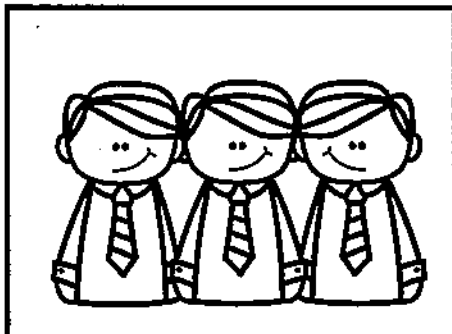
MISSING SOUNDS:

short e

Look at each picture. Write the beginning, middle and ending sound to make a word.

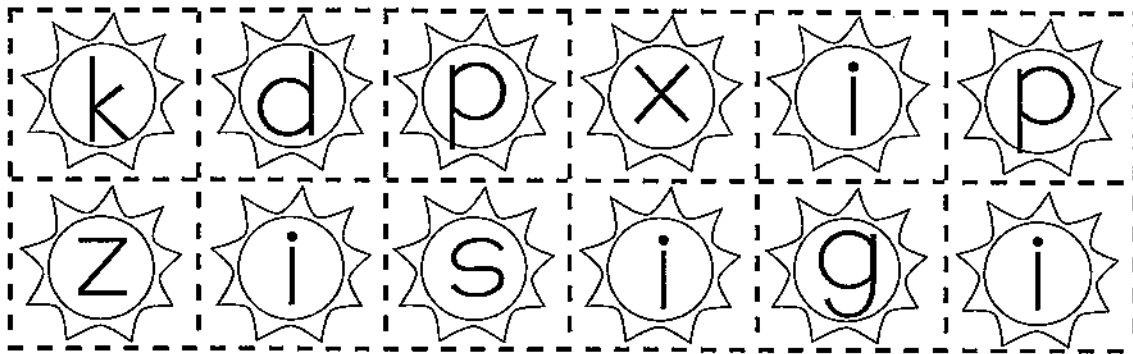
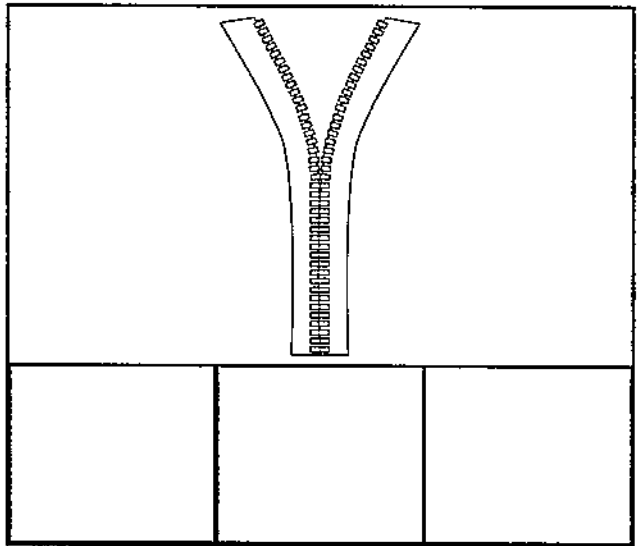
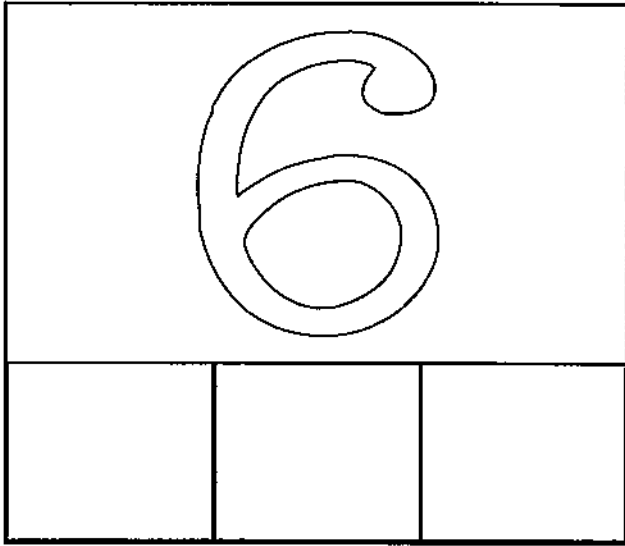
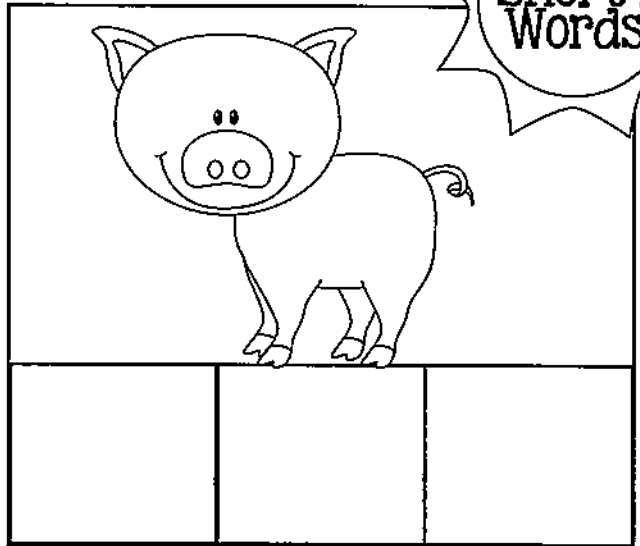
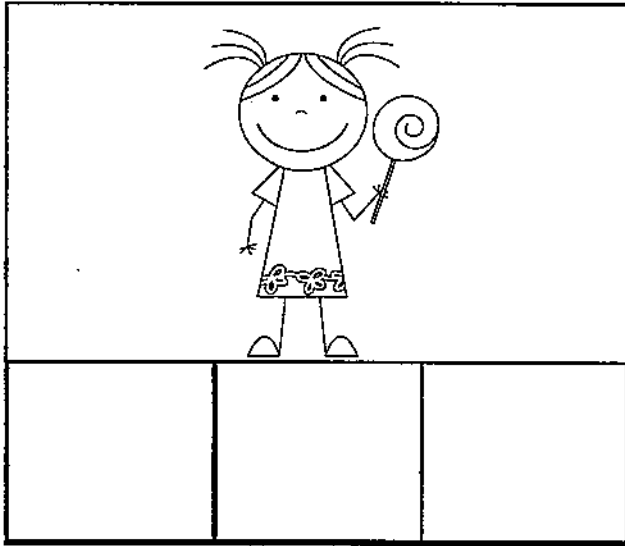


b e d



Name _____

CVC Cut AND Paste



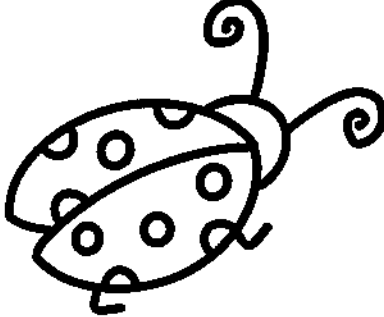
DIRECTIONS: Cut and paste the letters to build the cvc words.

Name: _____

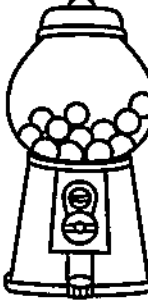
SENTENCE WRITING:

short u


Look at each picture. Write the beginning, middle and ending sound to make a word.




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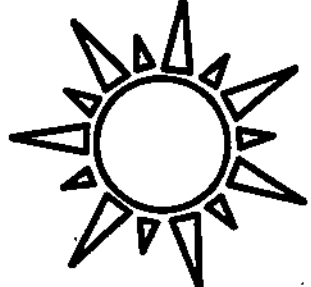
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Write a complete sentence using one of the words that you created.

Name: _____

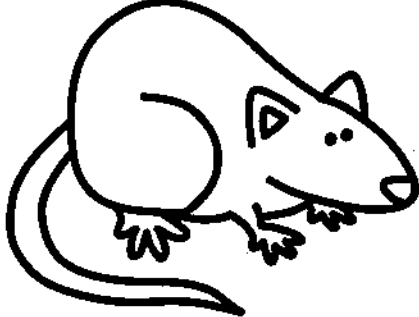
SENTENCE WRITING:

mixed review

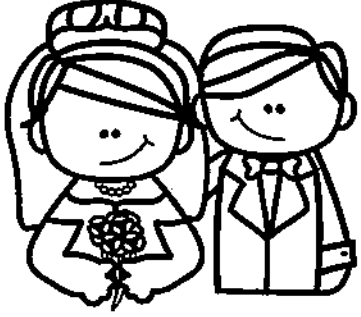
Look at each picture. Write the beginning, middle and ending sound to make a word.



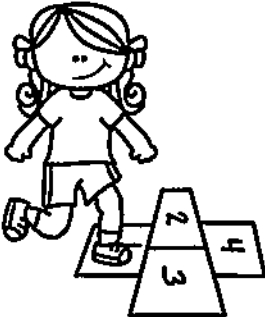
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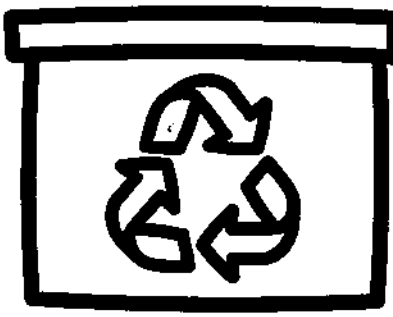
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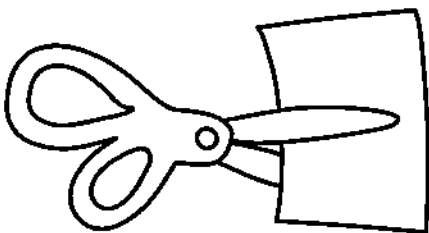
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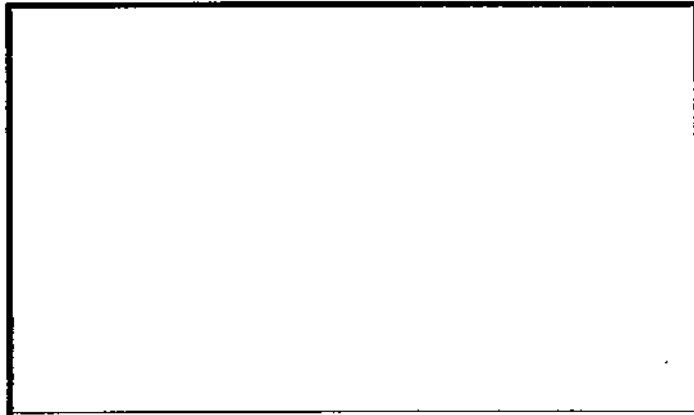
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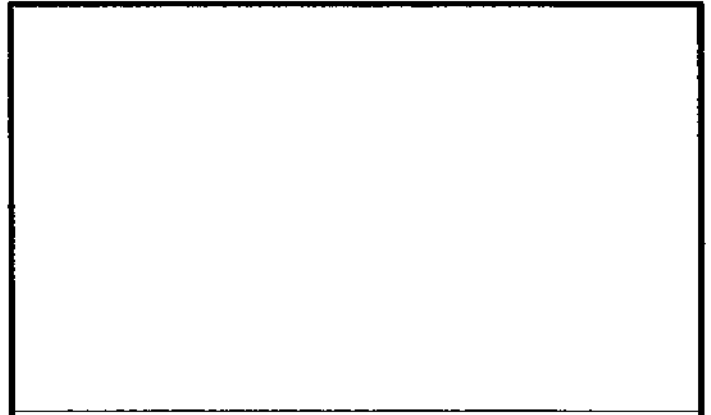
Write a complete sentence using one of the words that you created.

Name _____

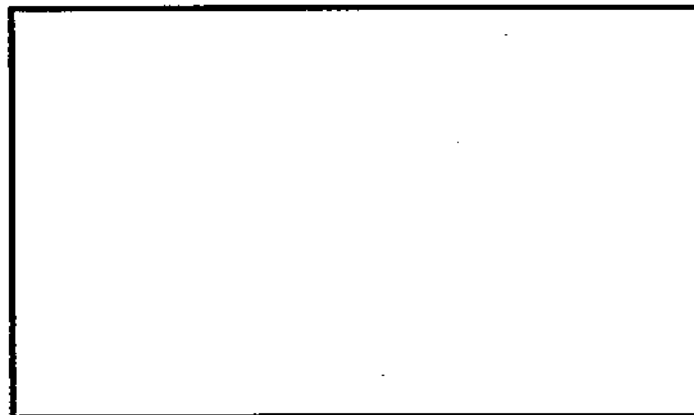
Read AND draw Simple Sentences



The dog likes to play.



I have a red bike. It is fast.



The pink pig rolls in the mud.



I can see six kites.

DIRECTIONS: Read each sentence and draw a picture to match.



Name _____

SUMMER Sequencing

It is June. The kids will swim today. Jake gets his beach ball. Grace gets her sun tan lotion and her ice tea. Neal gets his tube. Sue gets two noodles. The kids are all ready for a fun day in the pool!

1

First

2

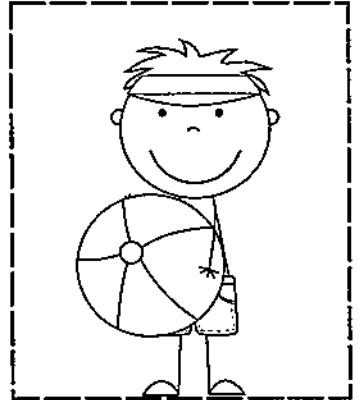
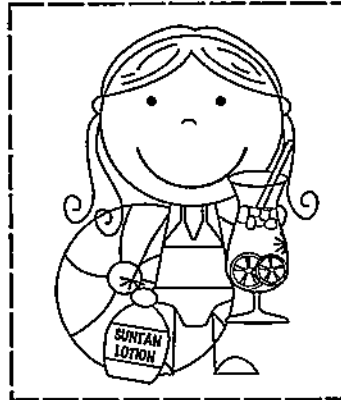
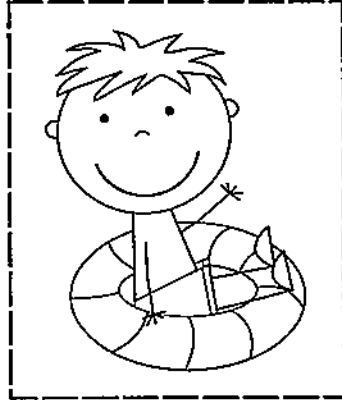
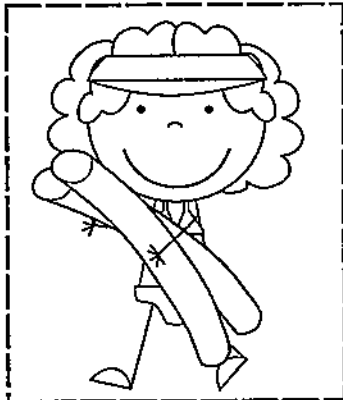
Next

3

Then

4

Last

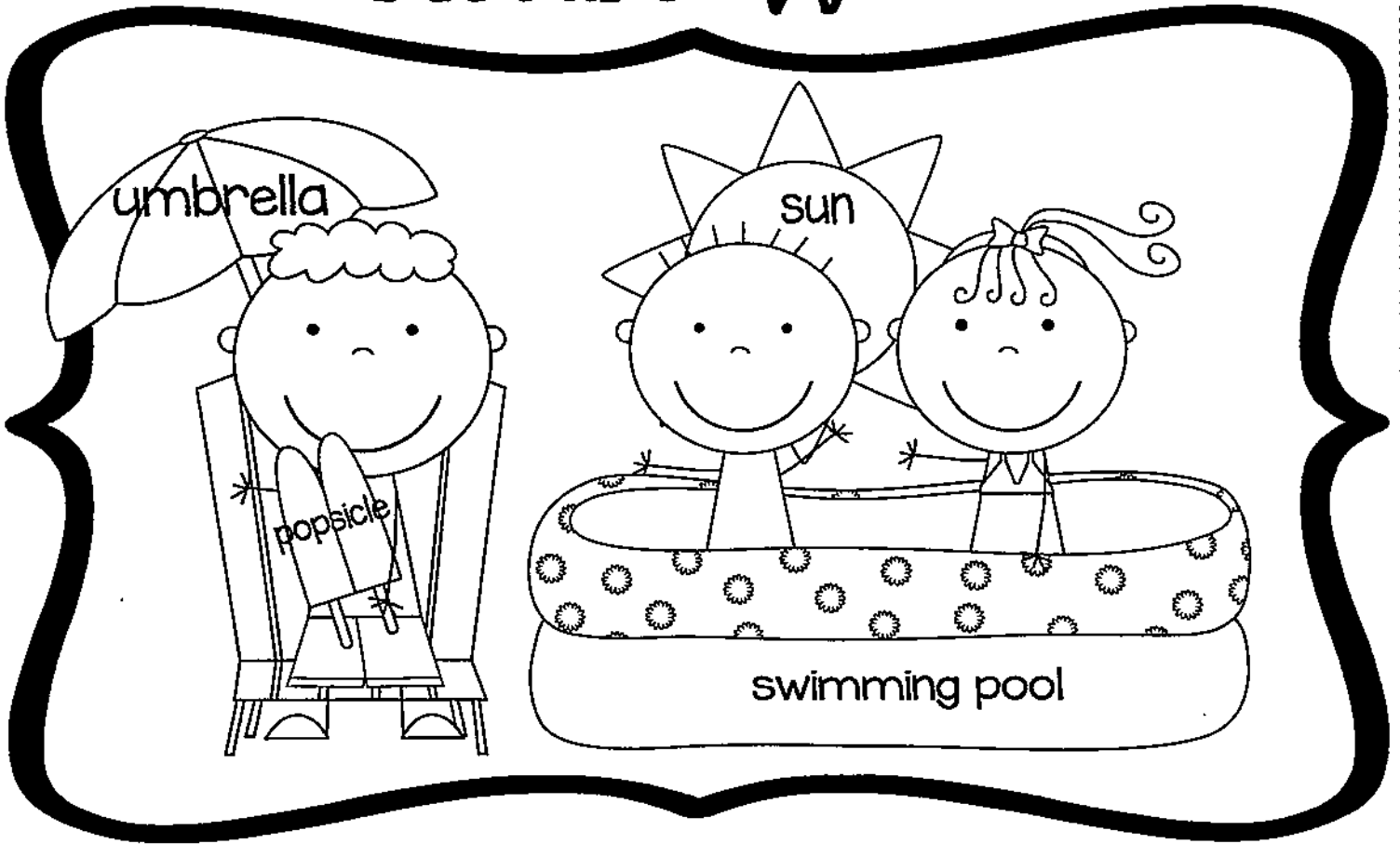


DIRECTIONS: Read the story. Cut out the pictures and glue them in order.

Name _____

© Kendra's Kindergarten 2015

Picture & Write

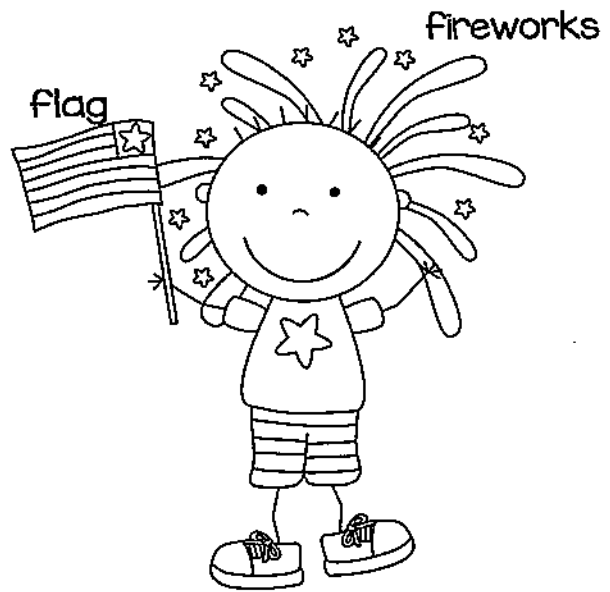


DIRECTIONS: Write a story to go with the picture. Use some of the labels to help you write.

Name _____

© Kendra's Kindergarten 2015

Picture & Write 2



DIRECTIONS: Write a story to go with the picture. Use some of the labels to help you write.

Name: _____ CVC Reading Passage

Read the text three times. Color a star each time you read.

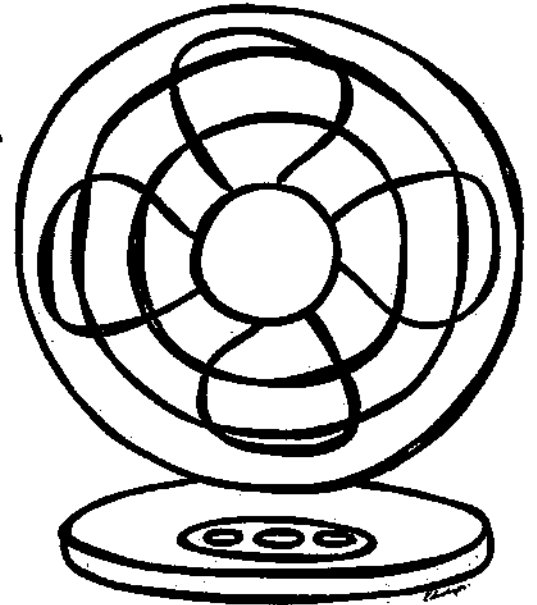


The Fan

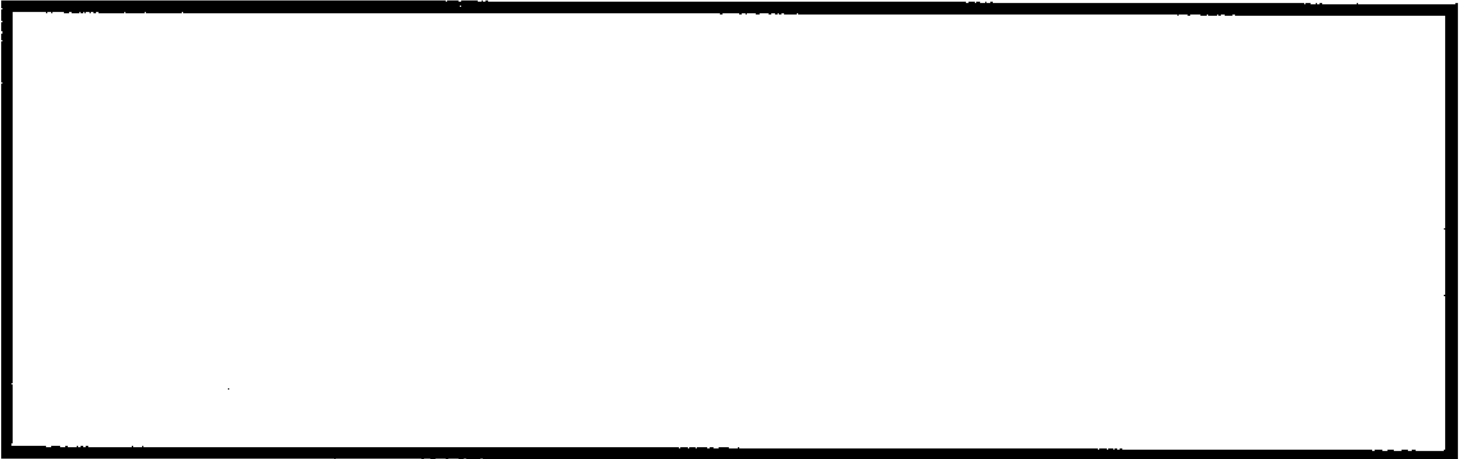
I am hot. The fan is on.

Will the man want the fan on too? He said, I can leave the fan on.

Now, I am not hot.



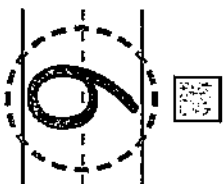
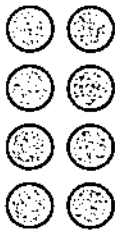
1. Circle all of the words with short a in the story.
2. Illustrate the story.



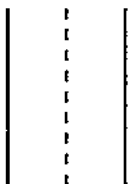
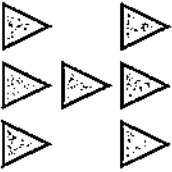
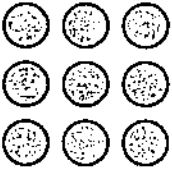
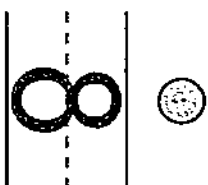
Comparing Within 10

Name _____

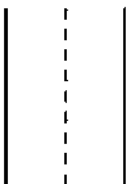
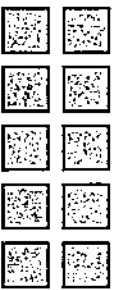
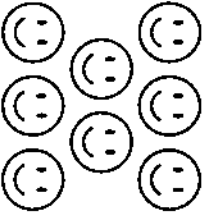
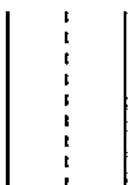
Example



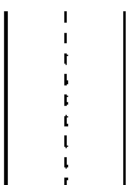
or



or



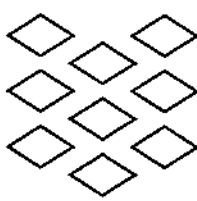
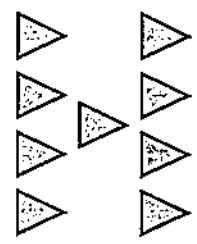
or



In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

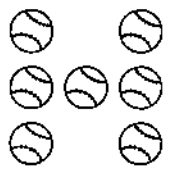
Comparing Within 10 continued

Name _____



OR





OR

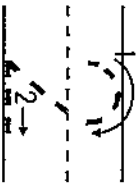


In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

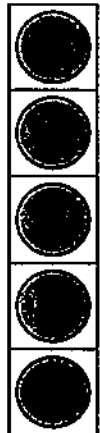
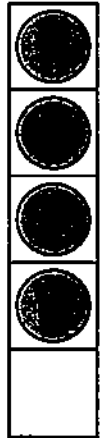
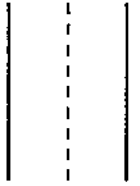
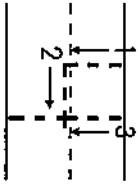
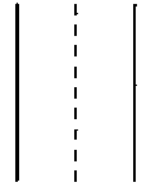
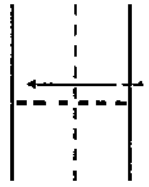
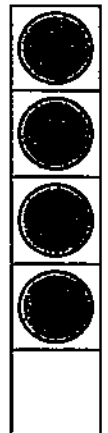
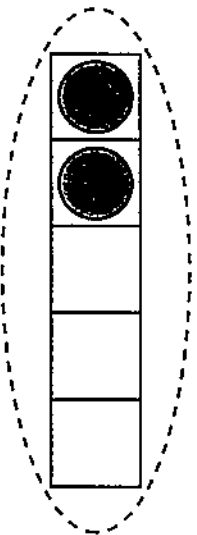
Numbers 0 to 5

Name _____

Example



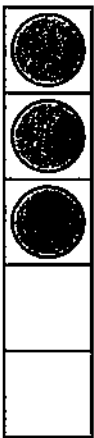
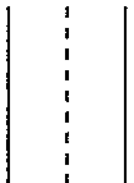
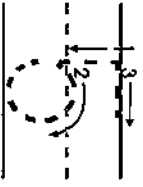
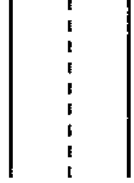
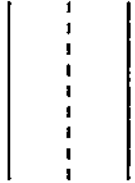
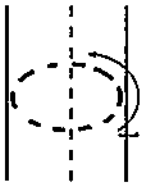
2



Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Numbers 0 to 5 continued

Name _____

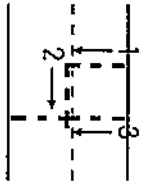


Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

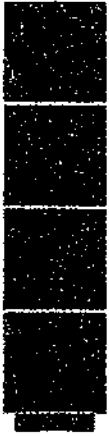
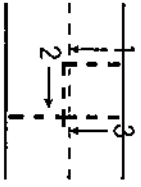
Making 3, 4, and 5

Name _____

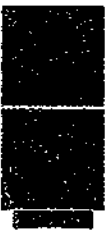
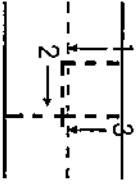
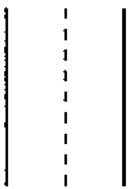
Example



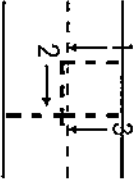
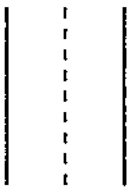
1 and



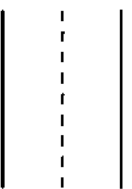
0 and



2 and



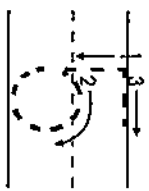
3 and



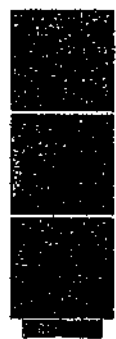
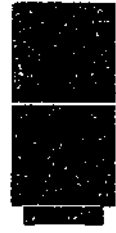
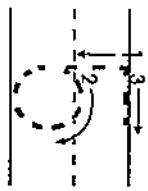
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 continued

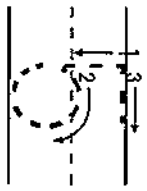
Name _____



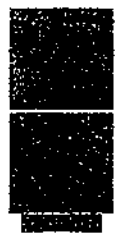
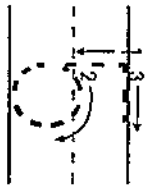
4 and



2 and



5 and



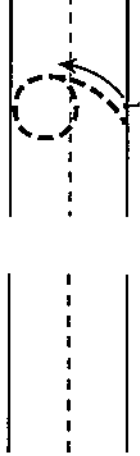
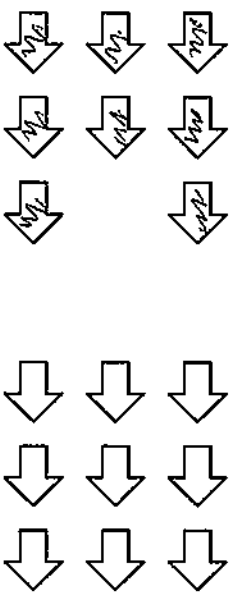
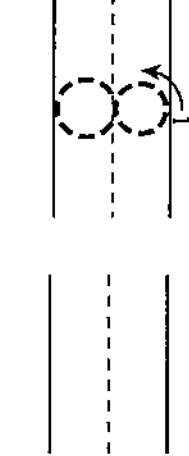
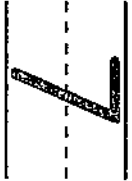
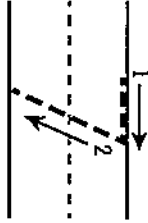
3 and

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

Counting and Writing to 8

Name _____

Example

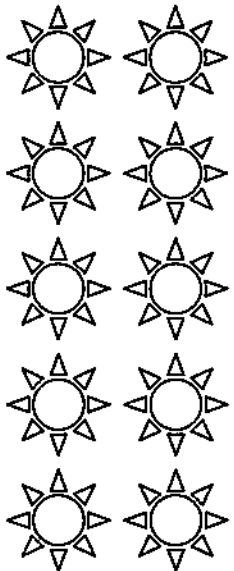
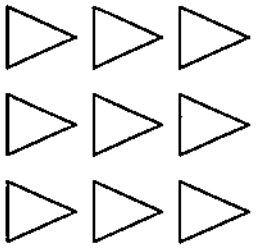
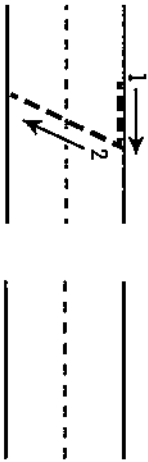
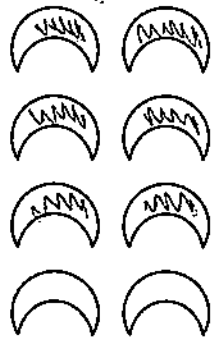


Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

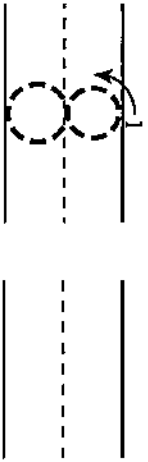
Counting and Writing to 8 continued

color 6

Name _____



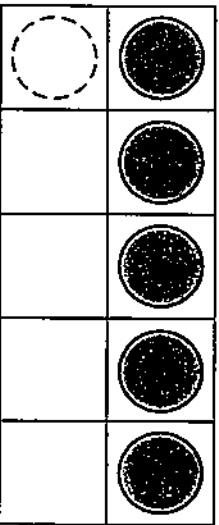
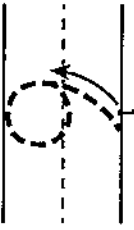
Draw 8



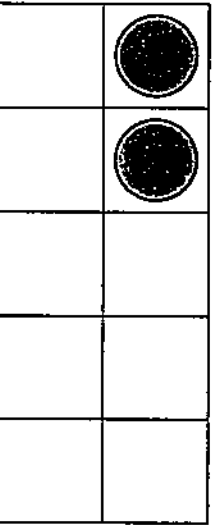
Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

Making 6 and 7

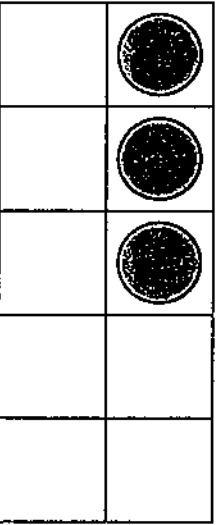
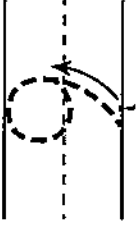
Name _____

Example









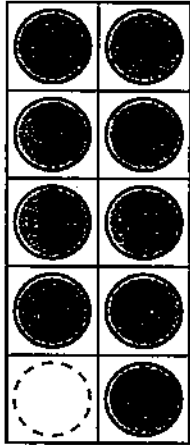


Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7. On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Making 10

Name _____

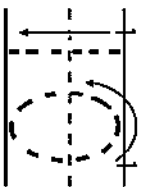
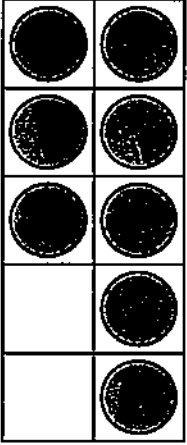
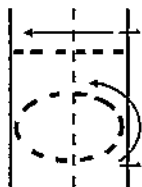
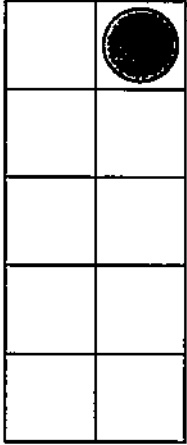
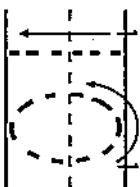
Example



9



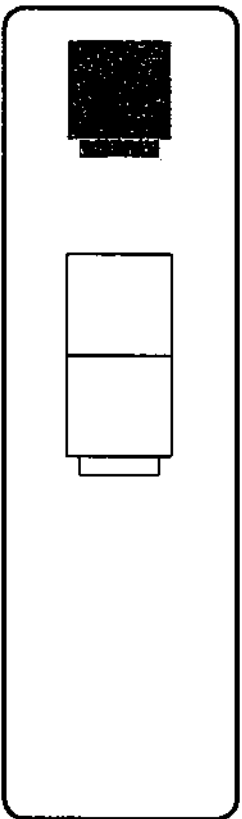
1



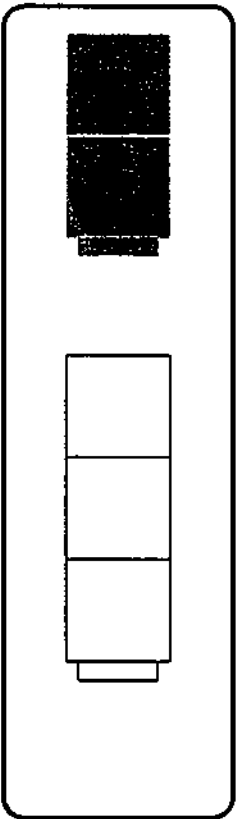
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Understanding Addition

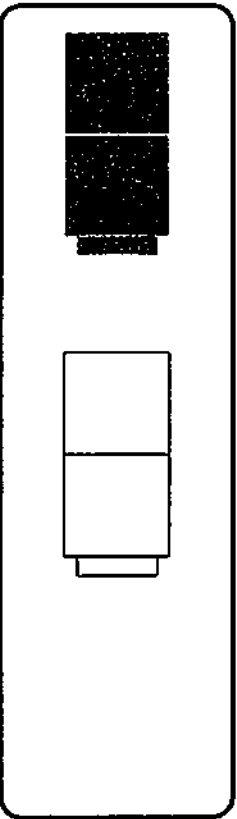
Name _____



$$2 + 3 = 5$$



$$2 + 2 = 4$$



$$1 + 2 = 3$$

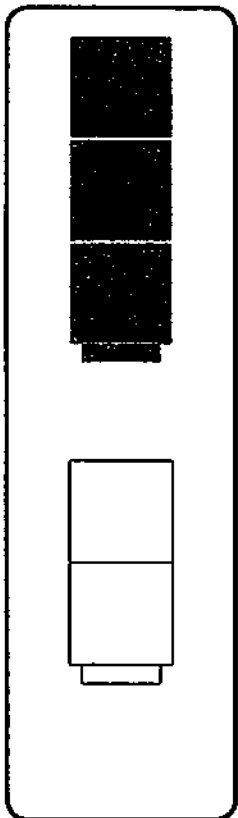
Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.

Understanding Addition *continued*

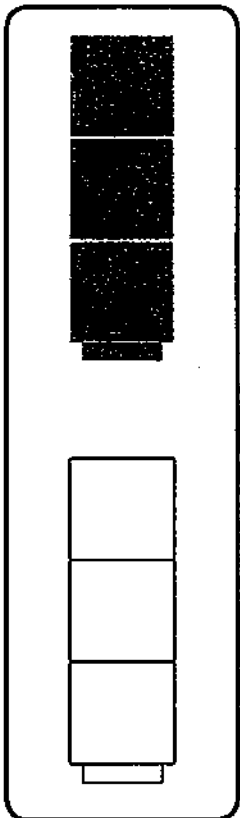
Name _____



$$3 + 3 = 6$$



$$4 + 1 = 5$$





$$3 + 2 = 5$$

Have children match pictures to addition equations. Have children describe how many cubes are being added in each picture. Read each equation aloud together and discuss the meaning of each. Then have children draw lines to match each picture with its equation.



Adding Within 5

Name _____



Example



	
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$1 + 1 = \underline{\quad}$
 $1 + 1 = \underline{2}$

	
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$2 + 1 = \underline{\quad}$

	
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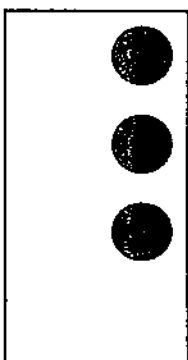
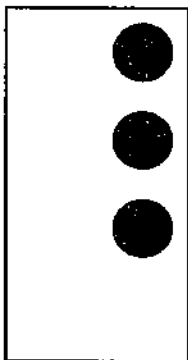
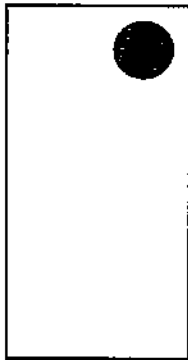
$3 + 1 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

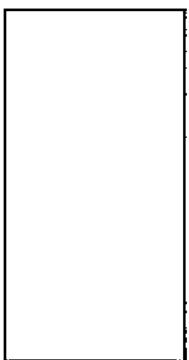
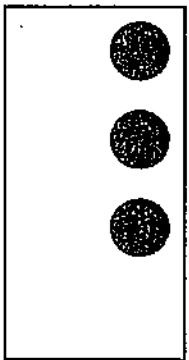
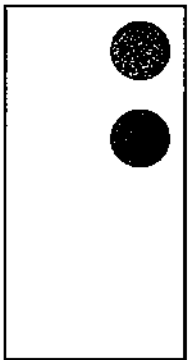
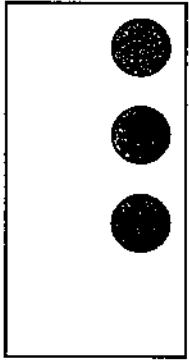
Adding Within 5 continued

Name _____



$$1 + 3 = \underline{\hspace{2cm}}$$

$$0 + 3 = \underline{\hspace{2cm}}$$



$$3 + 2 = \underline{\hspace{2cm}}$$

$$3 + 0 = \underline{\hspace{2cm}}$$

Ask children to write equations to match the dot cards. Have children write the total in each equation.

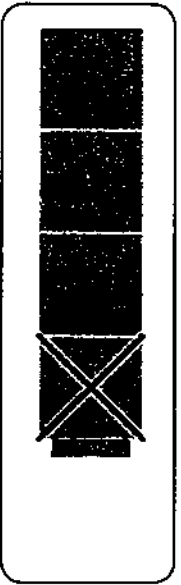
Understanding Subtraction

Name _____

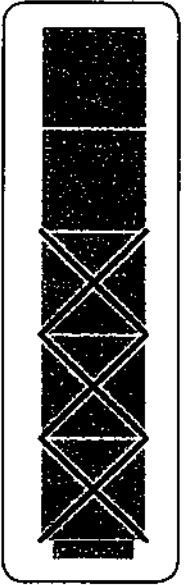
Example



$$4 - 1 = 3$$



$$2 - 1 = 1$$

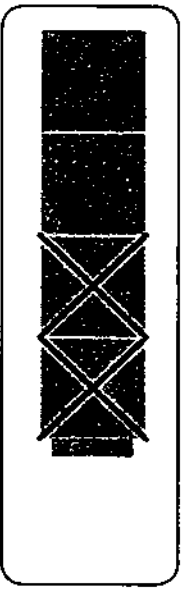


$$5 - 3 = 2$$

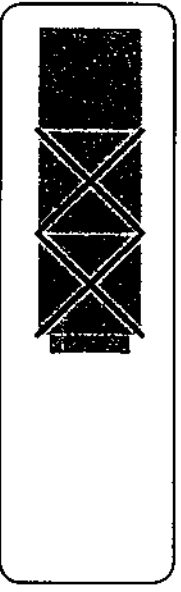
Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.

Understanding Subtraction *continued*

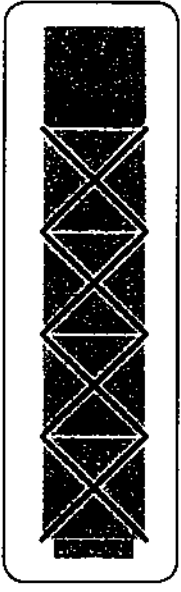
Name _____



$$5 - 4 = 1$$



$$4 - 2 = 2$$




$$3 - 2 = 1$$

Ask children to match each picture with an equation. Discuss the number of cubes in each picture and how many are taken away. Read and discuss the meaning of each equation. Then have children draw lines to match.


Subtracting Within 5

Name _____

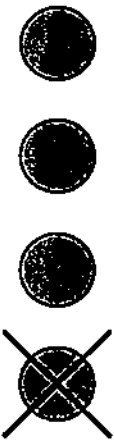
Example



$5 - 1 = 4$



$3 - 1 =$ _____



$4 - 1 =$ _____

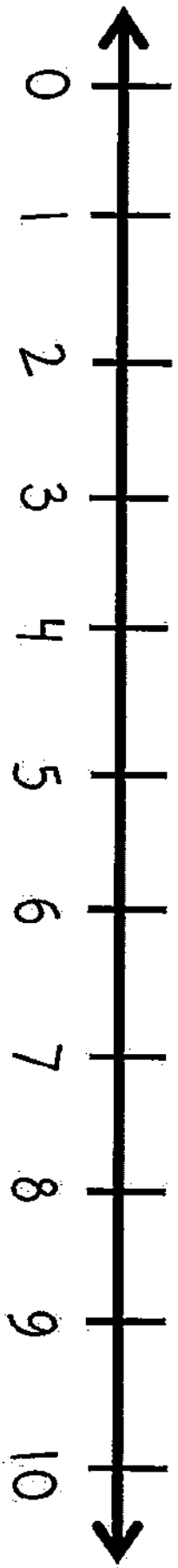


$2 - 1 =$ _____

Ask children to write equations to match the pictures. Have children write the answer to each subtraction equation.

Name _____

Let's Add!



$$0 + 1 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$2 + 1 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

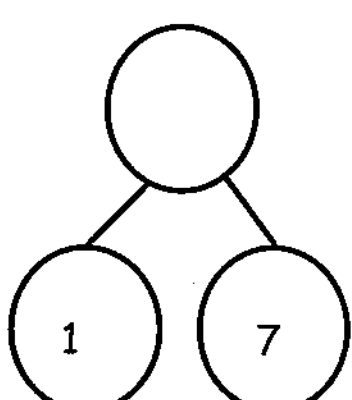
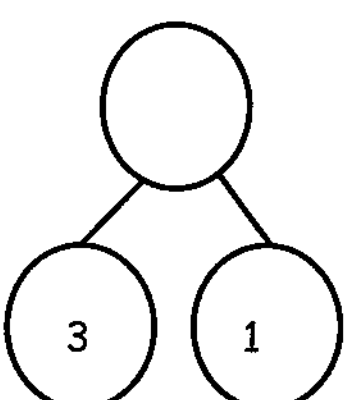
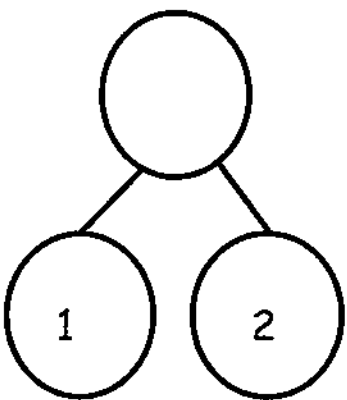
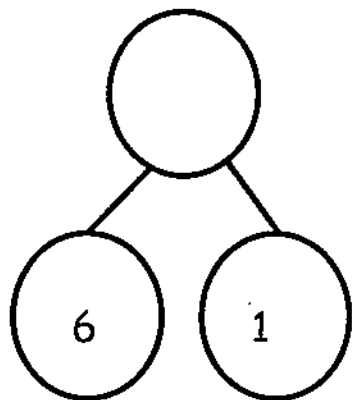
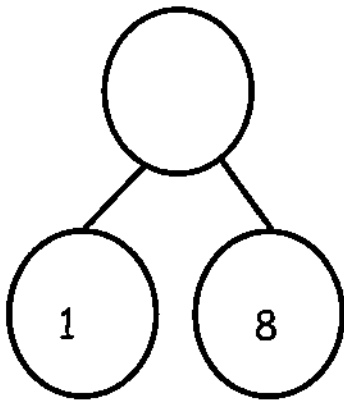
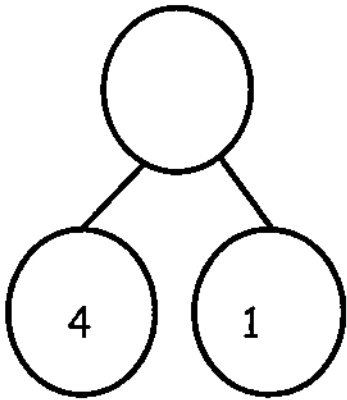
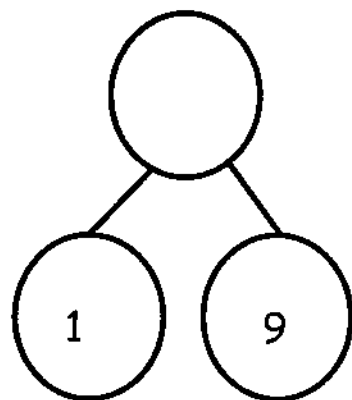
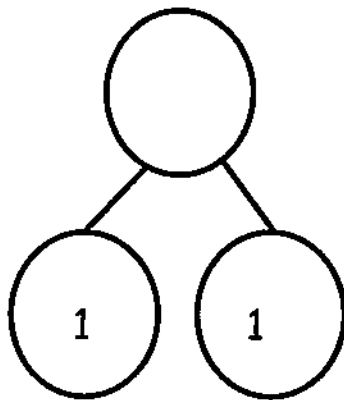
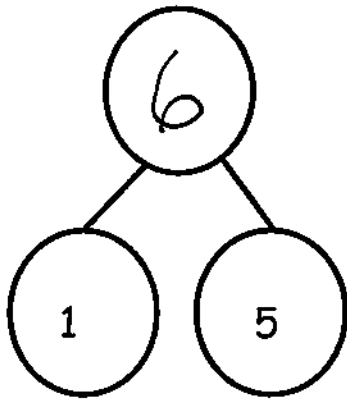
$$5 + 1 = \underline{\quad}$$

$$6 + 1 = \underline{\quad}$$

$$7 + 1 = \underline{\quad}$$

$$8 + 1 = \underline{\quad}$$

$$9 + 1 = \underline{\quad}$$



number bond cards