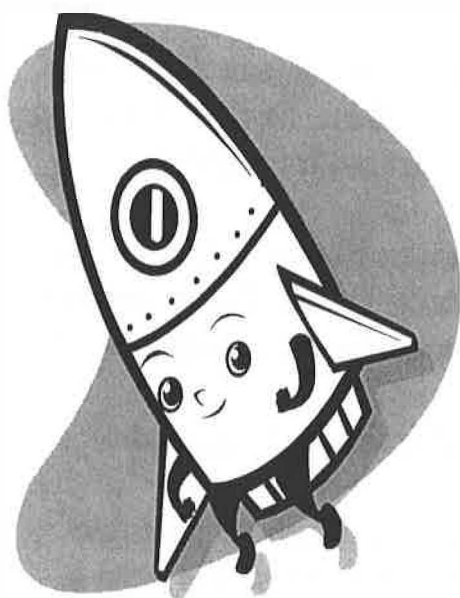


**Ready? Set! Blast off into 1<sup>st</sup> !**

**Help your child get ready for First Grade.**



**1<sup>st</sup>  
grader  
today,  
rocket scientist tomorrow!!**

# What does it take to become a reader?

## *5 Components of Reading*

1. **Phonological Awareness**-is the understanding that language we speak and hear is composed of units of sound called phonemes. These sounds may be a single syllable sound as in the word "full". Or they may be a single syllable sound in words with many syllables, like the words /ham/-/mer/ or /but/-/ter/-/cup/. Phonemic awareness, a part of phonological awareness, is the understanding that these syllables are made up of even smaller sounds or phonemes. For example the word "pie" has two sounds; the word "stop" has four sounds.

### **Why does my child need this skill?**

Children need to be able to hear the separate sounds that make up words before they try to read or write them. In fact, there are three kinds of phonological and phonemic awareness:

**Rhyming**- children need to hear and make rhymes so they can make new words from words they already know. For example: If a child knows the word "fun", then s/he can make the word "run".

**Blending**-phoneme blending helps children connect sounds in words.

**Segmentation**-segmentation helps children learn to separate sentences into words and words into sounds. This will help a child to write the words s/he hears.

## **2. Phonics**

Although related to phonological awareness, phonics is different. Phonics activities can help a child connect the sounds s/he hears to the printed words s/he sees. These activities include recognizing letters and the sounds they make; hearing and writing down the sounds buried within words; and developing strategies to "decode" unfamiliar words.

### **Why does my child need this skill?**

Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.

**3. Comprehension**-strategies help children understand, remember and communicate what they read. They also help children to link what they are reading to what they already know.

### **Why does my child need this skill?**

To become independent readers and thinkers, children need lots of practice at predicting what is coming next, and then checking to see if s/he was right. They need to think about ideas and information, ask questions, and solve problems. Children need to know the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become more purposeful, active readers.

**4. Fluency**-the ability to read text accurately and quickly. Several skills help children read fluently: paying attention to punctuation, grouping words into meaningful chunks, and using expression. Fluency requires children to use strategies to figure out unfamiliar words and to know a lot of sight words that can't be “sounded out”

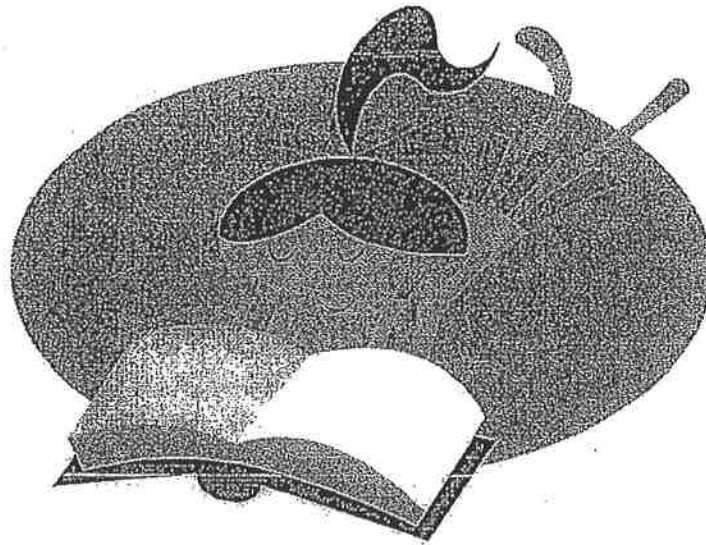
### **Why does my child need this skill?**

Children who read words smoothly and accurately are more likely to enjoy reading and to understand what they read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of understanding the meaning of what they read.

5. **Vocabulary-** development is learning to use and understanding many words, and to use them correctly in sentences.

Children will read and write better when

**Why does my child need this skill?** they actively build and expand their knowledge of written and spoken words, what they mean and how they are used.



✿ Attached you will find a “developmental” list of activities to help your child build and/or increase in these five areas.

✿ We hope this is a positive and fun one-on-one time with your child.

✿ These activities are intended to be done orally and for short periods of time (5-7 min.) repeatedly in every day life.

# Tips for Reading to Your Child

*"Above all, children love to be read to. It is a special time for them to be close to the grown-ups who care for them, and a wonderful way to feel loved." (Barbara Bush, 1993)*

- Read often to your child and have fun.
- Snuggle when you read.
- Set a reading time and don't skip it.
- Read and reread stories requested by your child.
- Make predictions as you read (child tells what he/she thinks will happen next).
- Enjoy the illustrations.
- Talk about the authors and illustrators of the books you read.
- Be patient while your child is reading aloud.
- Listen to books on tape (you can check these out at your local library).
- Have your child read into a tape recorder once a month and share the progress with him/her.
- Read aloud together (you and your child at the same time).
- Leave out a word or phrase on each page and have your child fill in the missing part (Ex. Little Red Riding Hood said, "Oh, what big sharp \_\_\_\_\_ you have, Grandma!")
- Have your child think of a new ending to a story.
- Before allowing your child to read a new book, pick out words in the story you anticipate your child will struggle with. Discuss these words and their meaning.
- When reading a non-fiction book, ask your child what they know about the topic and what they want to learn by reading.
- Discuss similarities and differences between stories.
- Alternate reading (parent reads a page; child reads next page, etc.).
- From time to time, invite other adults or older children to listen in or join in reading aloud.
- When you read, involve your child by having him/her point out objects in the pictures and follow the words with his/her finger.
- Read poems to/with your child.
- Read children's magazines.
- Echo read: read a sentence with expression and ask your child to repeat the sentence after you.
- Visit your public library.
- Create a special place for your child's books in your home.
- Keep a few "old favorite" books in the car to enjoy.

## Helping your child select the "perfect" book:

Too Easy	child can read 2 or 3 pages without making a mistake
Too Hard	child makes 3 or more mistakes per page
Just Right	child makes only 1 to 2 mistakes per page

# Reading Tips and Strategies!

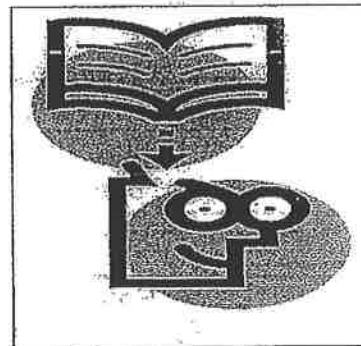
*While reading to or with your child, it is important to ask lots of questions!*

Questions to ask Before Reading	Questions to ask During Reading	Questions to ask After Reading
Look at the pictures on the title page; can you predict what the book will be about?	What do you think will happen next?	What was the story about? Why was this book written?
Can you explain your predictions?	Can you tell me what has happened so far in the story?	Was this a good book?
What characters do you think will be in this story?	How do you think the story will end? Why?	What was the setting (where the story takes place) of the story?
What do you think will be the problem in the story?	Why do you think the characters did what they did?	Was there a problem? If so, what was the problem?
Does the story relate to you or your family?	What would you have done if you were the characters?	Did the problem get solved? If so, how?
What is the title of the story?	How do the characters feel? Why? Have the characters changed throughout the story?	What happened because of the problem?
Where can I find the author and illustrators name?	What pictures do you see in your head as you read?	Where your predictions correct?
What does the author do? What does the illustrator do?	What does this story remind you of anything?	Why do you think the author wrote this book?
	Can you tell me what you just read in your own words?	Was there a lesson? If so, what was the lesson?
		What happened in the beginning, middle, and end?

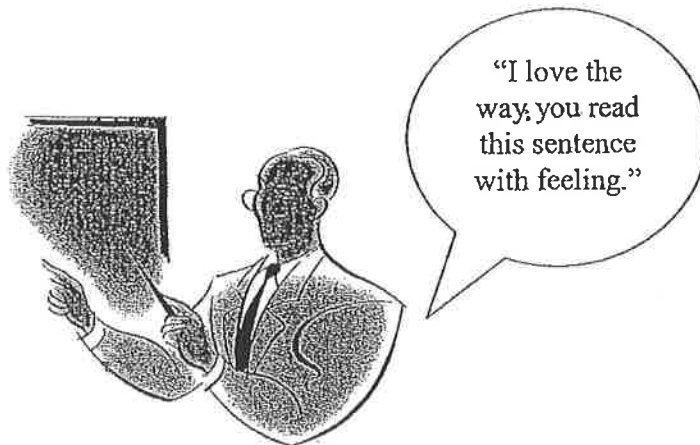
**Ask your child questions before, during, and after reading to help develop good comprehension skills!**

## Stuck on a word?

- Look for "chunks" (small words inside large words)
- Cover up parts of the word or break word into syllables
- Skip the word and come back to it
- What word would make sense?
- Re-read the sentence from the start
- Check for special endings
- Get your mouth ready to say the word
- Look at the picture



Reading Self-Esteem:  
Use the phrases below to encourage your child while reading!



- ☛ "I like the way you tried to help yourself."
- ☛ "Good for you! I saw you checking the word with the picture."
- ☛ "I like the way you worked out the hard part."
- ☛ "I'm so proud of your effort and skills."
- ☛ "You are reading with lots of expression. I'm really proud of you."
- ☛ "Awesome job of finding a smaller word inside of a larger word!"
- ☛ "Good guess!"
- ☛ "I love the way you got your mouth ready and said the first sound in the word."

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Resources for parents!

Check your local library for the following books:

- Cooperman, P. (1986). *Taking Books to Heart: How to develop a love of reading in your child*. Reading, MA: Addison-Wesley.
- Freeman, J. (1995). *More Books Kids Will Sit Still For: A read aloud guide*. New Providence, NJ: R.R. Bowker.
- Kropp, P. (1993, 1996). *Raising a Reader: Make your child a reader for life*. New York, NY: Doubleday.
- Hearne, B. (1990). *Choosing Books for Children: A common sense guide*. New York, NY: Dell Publishing.

Web sites with information and free literacy activities:

- PBS Teacher Source and PBS Kids- resources connected to your child's favorite PBS shows.
  - [www.pbs.org](http://www.pbs.org)
- Get Ready to Read- resources on early child literacy, includes a screening tool and skill-building activities.
  - [www.getreadytoread.org/](http://www.getreadytoread.org/)
- Print and Learn for Kids- downloadable and printable worksheets, sorted by grade level.
  - [www.brobstsystems.com/kids/](http://www.brobstsystems.com/kids/)
- Reading is Fundamental- games, articles, booklists, and activities to keep you busy all summer.
  - [www.rifreadingplanet.org/rif/](http://www.rifreadingplanet.org/rif/)
- Education Place- a wealth of worksheets and online activities.
  - [www.eduplace.com](http://www.eduplace.com)

# Go Rhyme Fishing

## **A** Goal:

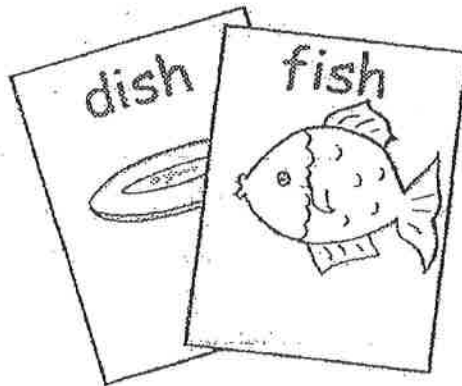
To help your child create new words that rhyme with a given word

## **B** What You Will Need:

- Cards or pieces of paper with words on them (up to 27 cards or nine sets)

## **C** Let's Go!

1. Write rhyming words on the pieces of paper (i.e., fish, dish, wish, go, no, so, cat, bat, hat)
2. Shuffle and deal out four cards, leaving the extra card in the "pond."
3. Ask your child, "Do you have a word that rhymes with "go"?"
4. S/he gives you all the cards that rhyme with "go." If s/he doesn't have the word — "go fish"!
5. Once a player collects three rhyming cards, it's a set.
6. Continue until all the cards from the "pond" are gone.



**Quick Tip for Literacy:** It's easy to make a set of rhyming word cards by using colored index cards.

If you have access to a computer and the internet, you can find free, easy-to-download word cards and other literacy games at [www.englishraven.com](http://www.englishraven.com).



# Sound Blending

## **A** Goal:

To help your child blend together sounds in words to form new words

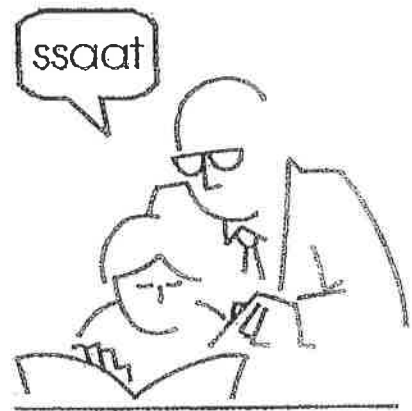
Example: If your child sees the word “sat,” your child will be able to connect the sounds in ssaat making the new word “sat.”

## **B** What You Will Need:

- A picture book, such as *The Napping House* by Audrey Wood

## **C** Let's Go!

1. Read the book before you read it to your child, and make a list of one-syllable words from the story that are the names of a person, place, animal or thing.
2. Sit close to your child while you read the book out loud.
3. Then inform your child that you are going to read the book again, but this time you want her/him to help.
4. Next say that you will stretch out the sounds in some of the words while you are reading, and you want your child to help by squeezing these sounds together and saying the words.
5. Finally, read the book stretching out the sounds in the words you have chosen, and let your child guess what the word is.  
Don't be afraid to help your child at first.



**Quick Tip for Literacy:** Play the “Slow Motion Language Game” during spare moments.  
How does it work?

“JJJJJooooooonnnnnn”

Begin by saying your child's name in slow motion, stretching out each sound as you say it. Repeat her/his name in this “slow-motion language” so your child hears each sound clearly.

Next, try it with other words, stretching out each sound as you say it. Ask your child to guess what word you said, saying the word as it is normally pronounced. Offer lots of praise for successful “translation.”

# Sound Travel

## A Goal:

To help your child hear the sounds in words

## B What You Will Need:

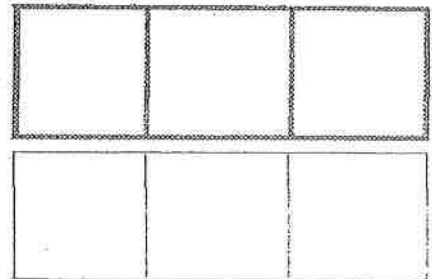
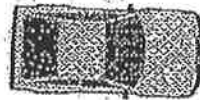
- List of one-syllable words
- Paper and pencils or markers
- Small toy car or truck

## C Let's Go!

1. Choose a simple one-syllable word from a story or list.
2. Draw a rectangle, divided into boxes – one box for each sound in the word.  
(Reading teachers call these Elkonin Boxes.)

Example: You would need three boxes for the word "box" – [b] [o] [x]

3. As you say the word slowly, move the toy car into each box from left to right so the car "travels" through the sounds. Do it for your child the first time, then let her/him take over.
4. Say the word again as you run your finger from left to right under the boxes.
5. Repeat for new words, as long as your child is interested.



## D Let's Go On!

6. Now write the words in the boxes, one letter per box. Repeat the sound travel as you did before, this time looking at the letters in the words as you make the sound.

**Quick Tip for Literacy:** To make this activity one your child can do on his/her own, make sets of boxes with words taken from your child's favorite books. Cover each set with contact paper.

Then your child can practice blending the sounds whenever s/he likes.

Tuck a set into your purse or backpack, then you'll have a ready-made quiet activity for waiting rooms, concerts or other times when your child says, "I'm bored!"

# Alphabet Hopscotch

## A Goal:

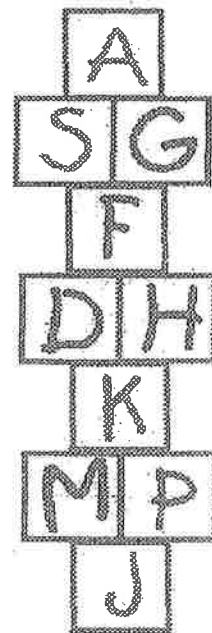
To help your child recognize letters and letter sounds

## B What You Will Need:

- Several sheets of 8-1/2" x 11" plain paper
- Crayons or markers

## C Let's Go!

1. Print each letter of the alphabet on a sheet of paper. Ask your child to help you decorate the letters with crayons or markers.
2. Choose ten letters and arrange them in a hopscotch pattern on the floor.
3. Play hopscotch, saying the names of the letters as you land on each square.
4. Play again, this time saying the sounds the letters make as you land on each square.



**Quick Tip for Literacy:** Read alphabet picture books to make it easy for your child to learn to recognize letters and letter sounds. Your local library and bookstores have many to choose from:



Start with *The Amazing I-Spy ABC* by Ken Laidlaw, or *From Acom to Zoo and Everything in Between in Alphabetical Order* by Satoshi Kitamura. Ask your local librarian for other suggestions.

When you read, have your child point to letters. Take turns finding other objects on the page whose names start with that letter sound.

# Letter Match

## **A** Goal:

To help your child match similar letters

## **B** What You Will Need:

- Upper- and lower case magnetic letters or index cards with letters

## **C** Let's Go!

1. Sit with your child next to you.
2. Give her/him a familiar uppercase letter and ask her/him the name and sound of the letter. Mix this letter with four or five other uppercase letters. Ask your child to find the first letter again saying its name and sound.
3. Show your child the lowercase letter that goes with the uppercase letter you used before. Say, "This letter has the same name and sound." Mix the upper- and lowercase letter together with four or five other upper- and lowercase letters. Ask your child to match the upper- and lowercase letter you used before. See if your child can tell you the name and sound of the letter.
4. Use multiple colors of the same letter and various sizes for the upper- and lower case. Again scramble the letters with other letters and have her/him find ALL of any letter you choose.  
Example: "Can you find ALL the D's?"
5. Continue to play this game until your child can match all 26 upper- and lowercase letters and tell you their name and sound.

## **D** Let's Go On!

6. Use a magazine or newspaper. Have your child find and color all the upper- and lowercase "t" the same color. Use different colors as you change letters.

---

**Quick Tip for Literacy:** Alpha collections: Give your child a shoebox, plastic tub or other container. Ask her to go on an "Alpha Hunt." S/he can fill the container with items that start with the sound of a certain letter: Buttons, balls, and barrettes for [B]; leaves, lollipops, and lightbulbs for [L].

# Make a Pattern Book

## **A** Goal:

To help your child recognize patterns in a book

## **B** What You Will Need:

- Lots of pattern books (See appendix)
- Paper
- Pencils, crayons, or markers

## **C** Let's Go!

1. Read lots of pattern books together.
2. Find your favorite, and write your own book using that pattern. Young children can dictate to an adult.

For Example: *The Important Book* by \_\_\_\_\_

3. Follow the pattern in the book and write a book called *The Important Things About My Family*. List each family member. Write one page about each one telling the important things about them following the pattern.

An important  
thing about my  
sister is that she  
loves me.

An important  
thing about my  
sister is that she  
shares with me.

**Quick Tip for Literacy:** Looking for a good pattern book? Ask your local library staff for help. Meanwhile, here are a few favorites:

- Aardema, Verna (1975). *Why Mosquitoes Buzz in People's Ears*. Dial.
- Kalan, Robert (1981). *Jump, Frog, Jump*. Greenwillow.
- Lobel, Arnold (1984). *The Rose in My Garden*. Greenwillow.
- Martin, Bill Jr. (1967). *Brown Bear, Brown Bear, What Do You See?* Holt
- Shulevitz, Uri. (1986). *One Monday Morning*. Macmillan.

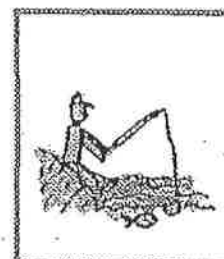
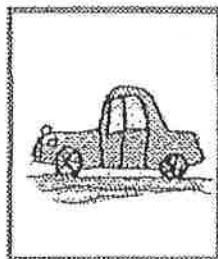
# Thinking About What We Read

## **A** Goal:

To help your child think about what s/he reads

## **B** What You Will Need:

- Book or story
- Paper
- Drawing tools
- Pencil or pen



## **C** Let's Go!

1. Read a story or book with your child.
2. Discuss what the story was about.
3. Discuss where and when the story took place.
4. Discuss who the story was about.
5. Discuss the problems and solutions in the story.
6. Discuss the events in the story. What happened at the beginning, middle and end?

## **D** Let's Go On!

7. Draw three pictures that show what happened in the beginning, middle and end.

**Quick Tip for Literacy:** Play "10 Questions" with your child after reading favorite stories to help her learn to ask questions about characters when she reads.



Read a book or story with your child. Think of a character in the story. Invite your child to ask you questions that can only be answered with a yes or no. When s/he has enough clues, s/he may guess the character. If s/he can't guess by the tenth question, give the answer and start again. This time, switch places and let your child think of the character.

# Timeline

## **A** Goal:

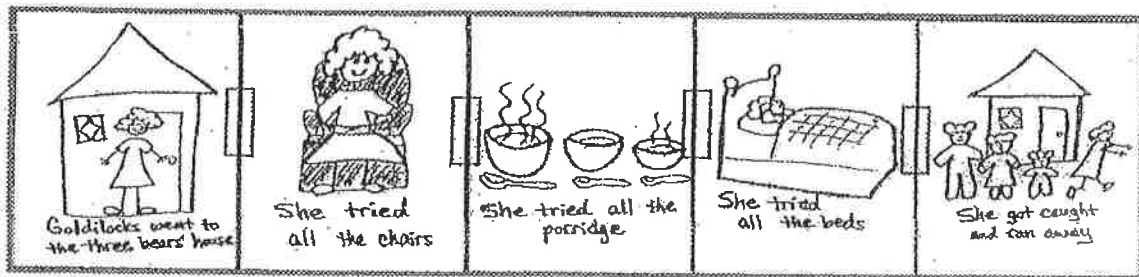
To help your child understand the sequence of events in a story

## **B** What You Will Need:

- Book or story
- Paper, pencil and drawing tools
- Clear tape

## **C** Let's Go!

1. Read a book or story with your child.
2. Have your child draw pictures that show the main events in the book.
3. Write captions for each picture.
4. Tape them together in the order they happened in the story.
5. Ask your child to explain the story to a friend or family member.



## Quick Tip for Literacy:



Help your child see the story from the character's point of view. After reading a story or book with your child, just ask a few simple questions:

Which character is most like you? How?

Which character is least like you? How?

What happens in the story that you wish could happen to you? Why?

If your child can write, ask her/him to write the answers.

# Missing Words!

## A Goal:

To help your child predict missing words

## B What You Will Need:

- Book or story
- Paper and pencil or pen
- Dry beans as markers

night	hear	one	sure
soe	give	sot	friend
nice	sound	here	able
those	loe	please	where

## C Let's Go!

1. Read a book or story with your child.
2. Find the challenging words.
3. Make a grid of 16 squares on a sheet of paper.
4. Write the challenging words on the grid paper
5. Give your child the grid of words and some dry beans or other small objects.
6. Read or tell your child a sentence which could contain one of the words. Leave out the word.
7. Have your child find, on the grid, the missing word.
8. Put a dry bean on the word.
9. Continue until the child finds four in a row.
10. The child should shout, "Missing Words!"
11. Give a reward.

**Quick Tip for Literacy:** Just like adults, children enjoy a variety of reading materials. There are many different magazines out there targeted to school-age children. The Children's Television Workshop publishes a variety of educational magazines including *Sesame Street Magazine*, *Kid City*, and *3-2-1 Contact*. The National Wildlife Federation publishes *My Big Backyard* and *Ranger Rick*. Others of interest include *American Girl* and *Highlights*.



# Storybook Stop and Go

## **A** Goal:

To help your child understand where to start and stop when reading

## **B** What You Will Need:

- Old storybooks
- Red and green markers or crayons

## **C** Let's Go!

1. Use a simple storybook with just one line of print per page. Ask your child to point to the **FIRST** word on the page. Have child point to the word and say, "GO." Then ask your child to point to the **LAST** word on the page. Have your child point to the word and say, "STOP!"
2. Use a storybook with two and three lines of print on a page. Now ask your child to point to the **FIRST** word on the page as s/he says, "START." Then ask your child to point to the **LAST** word on the page as s/he says, "STOP!"
3. Use a green or red bingo chip to highlight the first and last words.

### Variation:

Use an old garage sale storybook and have your child color the first word on each page **GREEN** and the last word on each page **RED**.

**Quick Tip for Literacy:** If at any age your child seems "turned off" by reading, don't make an issue of it. Casually leave "irresistible" books around-- books on whatever the child's current interests are. For example, in your child's play kitchen, leave a few books about food and cooking.

In the block area, place a book about building. Plant a book about big trucks where your child likes to play with toy vehicles.

# Personal Telephone Book

## **A** Goal:

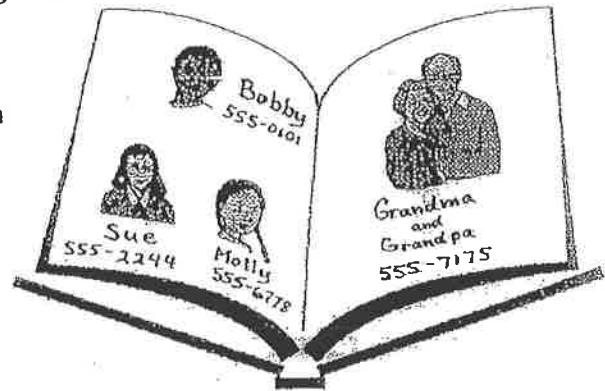
- To help your child learn that printed letters and numbers carry information
- To help your child learn to read text from left to right

## **B** What You Will Need:

- Photographs of family members or friends
- Blank book or chart paper
- Markers or pencils

## **C** Let's Go!

1. Reading telephone numbers and then dialing can be pretty hard for young children. This activity can help.
2. Create a personal telephone book with your child by placing photographs in a blank book. Write names and telephone numbers next to photos.
3. Practice "reading" and dialing the telephone numbers with a play telephone first. Let your child dial the number on a real phone when you feel that s/he is ready. (Caution: Be sure that your child knows your rules for using the telephone. Do this activity with supervision.)



**Quick Tip for Literacy:** Post a family message center: write notes, share ideas and log memories of special events.

Read with your children—every chance you get—even if it's just part of a newspaper article at the breakfast table, and turn off the TV when you do it.

# Letter Detective

## A Goal:

To help your child learn to recognize upper- and lowercase letters of the alphabet

## B What You Will Need:

- Pencil or crayon

## C Let's Go!

1. Read each letter.
2. Draw a circle around each lowercase letter.



## D Let's Go On!

3. Give your child a newspaper or a magazine. Find one sentence. Ask your child to circle one lowercase letter in each word in that sentence.

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

**Quick Tip for Literacy:** Make your own Letter Detective cards and carry them with you in your bag or car. When your child says, "I'm bored," hand him/her a card and ask him/her to color all the lower case letters.

Next time, use a different card and ask him/her to circle all the upper case letters.

For children who are ready for a bigger challenge, use flyers, magazines—whatever you can find. Play Letter Detective by circling lower case and underlining upper case in several sentences.

# Word Find

## **A** Goal:

To help your child learn that a word is made up of many letters. One word is separated from another word by a space

## **B** What You Will Need:

- Time with your child

## **C** Let's Go!

1. Using a pencil, let your child circle each word in the story.

### My Cat

Max is my cat.

He is a nice cat.

Max can purr.

Max can take a nap.

I love Max!

## **D** Let's Go On!

2. Pick out any book and point to ten words in it.
3. If you have an old garage-sale book, let your child use markers to color each word a different color.

Variation:

Place different colored bingo chips on each word.

---

**Quick Tip for Literacy:** Play reading tag by choosing a book with many words that your child knows. Each time you want your child to read a word, tap him or her on the shoulder.

# Alphabet Word Bank

## **A** Goal:

To help your child build vocabulary and read more fluently

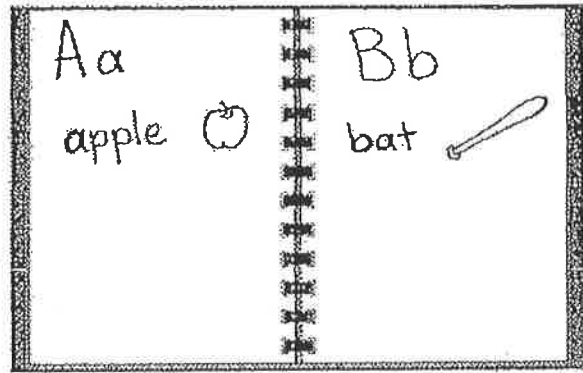
## **B** What You Will Need:

- File folder or spiral notebook
- Pen, pencil, crayons and/or markers

## **C** Let's Go!

If you are using a spiral notebook:

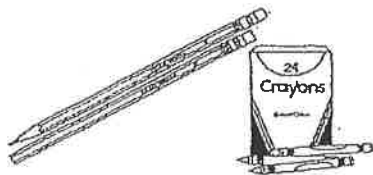
1. Write an individual letter both upper- and lowercase at the top of each page, going in alphabetical order. (Write Aa on page one, Bb on page two, and so on.)
2. Ask your child to think of a word. Then have her/him write it on the page that shows the letter that begins the word. For example, "bat" would be written on the Bb page. The words your child writes could be words s/he needs practice with, or new words s/he has learned, or words of things you've discovered on your summer outings. Draw a picture, if possible.



If you are using a file folder:

1. Open up the folder and divide the entire inside into 26 boxes. In each box write a letter in both its upper- and lowercase form (Aa, Bb, or Cc, etc.). Then have your child write words in the boxes, matching beginning letters as above.

**Quick Tip for Literacy:** Encourage your child to write words the way that s/he hears them.



For example, s/he might write haf for have, fm and friend, and Frd for Fred. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.

# Writing Your World

## **A** Goal:

To help your child become more aware of print and build a bigger vocabulary.

## **B**

### What You Will Need:

- Markers or colored pencils
- Paper
- Sources of print: magazines, posters, newspapers, advertisements, coupons, book covers, etc.

## **C**

### Let's Go!

1. Print is everywhere! Encourage your child to notice it by asking her/him to copy *all* of the words s/he can find around the house in a given period of time.
2. Ask your child to tell you where s/he found each word. Ask what the word says. Do not worry about letter shape or handwriting skills just yet. For now, just explore the world of words.



**Quick Tip for Literacy:** Help your child remember and write words they know by playing the "What Goes Together" game. Say a noun, such as "flower." Next have your child say or write three to five words that tell about the word. For example, for flower they might say: pretty, blue, tiny, tall, smelly.

For an action word, such as "jump," ask your child to tell you three to five things that can jump: child, rabbit, kangaroo. If you have pencil and paper handy, have the child try to write the words.

# Summer Memory Book

## Goal:

To give your child practice with writing, to build vocabulary, and to record memories of a summer vacation

## What You Will Need:

- Time with your child
- Picture postcards from places you visit during your travels
- Pencils, pens, postage stamps
- Metal or plastic rings

## Let's Go!

1. Buy one or more postcards from each city or landmark you visit this summer. Let your children choose their favorites.
2. Help them write on the back side anything they wish to remember. Pre-writers can dictate the story to you while you write. Encourage early writers to write the words themselves, using phonetic spelling. Older writers should try to use "book" spelling.
3. At the end of your trip, punch a hole in the corner of the postcards. Then put them on a ring so your child will have a record of special memories, written in his or her own words.



**Quick Tip for Literacy:** Encourage your child to write words the way that s/he hears them.

For example, s/he might write haf for have, frm and friend, and Frd for Fred. Ask her to read her writing to you.

Don't be concerned with correct spelling. She will learn that later.

# Math Fact Study and Resource Guide

- ⇒ Memorize those math facts! Why is it so important for children to memorize math facts in order to succeed academically? Quite simply, a lack of fluency in basic math fact recall significantly hinders a child's subsequent progress with problem-solving, algebra, and higher-order math concepts. This can have a serious impact on a child's overall self confidence and general academic performance.
- ⇒ Know number 0-20
- ⇒ Parents please make copies or visit the indicated website on attached math practice fact sheets and practice these facts with your child this summer. Your child should know addition and subtraction facts 0-10 by memory in order to be more successful in first grade.
- ⇒ Students should be able to count by 1's and 10's to 100.
- ⇒ Know coins by name.
- ⇒ Know basic 2D and 3D Shapes.

- ◇ <http://www.turtlediary.com/kindergarten-games/math-games.html>
- ◇ <http://www.coolmath-games.com/>
- ◇ <http://www.hoodamath.com/index.html>
- ◇ [www.pbskids.org](http://www.pbskids.org) Various activities including math.
- ◇ <http://www.ixl.com/math/grade-1>
- ◇ [Www. Math-drills.com](http://www.Math-drills.com)
- ◇ [Www.aplusmath.com](http://www.aplusmath.com)
- ◇ [Www.funbrain.com](http://www.funbrain.com)
- ◇ [Www.prongo.com](http://www.prongo.com)
- ◇ <http://math.about.com>
- ◇ There are also several great math apps available for your phone or tablet.