

Dear Parents,

Welcome to St. Anthony's Kindergarten! We are so happy you have chosen St. Anthony's School where Faith and Learning Grow Hand in Hand. The following packet will need to be completed over the summer and submitted to your child's kindergarten teacher on the first day of school. The first few pages are information about kindergarten readiness. This packet will focus on many skills, but the most important is that your student be excited about school and be ready to learn new concepts in the classroom.

Please let us know if you have any questions.

Sincerely,

Your Kindergarten Teachers

Important Kindergarten Concepts:

Coloring will help your student develop gross and fine motor skills. The motions and grip will help the development of the muscle in fingers, hands, wrists, as well as hand-eye coordination. Coloring will also help your child develop color recognition and awareness. Talk about "realistic colors" (yellow bee, gray elephant, etc.). **Tip:** Try to remind them to stay in the lines and use their "helper hand" (the non-dominant hand) to hold and move the paper.

Name Writing and Recognition-Beginning on the first day of kindergarten, your child will be expected to read and write their first name. They should also be able to put the letters of their name in order. Please make sure that they write their name with the first letter uppercase and the rest of the letters lowercase. Ex-John. **Tip:** Write your child's name on post-its and put them up around the house! Make it fun and have them go on a "name hunt"! Or make a name puzzle and keep it handy for name spelling and practice!

Concepts of Print-Concepts of print refers to your child's ability to understand and recognize the ways in which print works when reading a book. Concepts of print includes: the idea that print has meaning, the relationship between print and speech, the difference between words and letters, that print is read from left to right and top to bottom, and the parts of a book. **Tip:** You can easily reinforce concepts of print every time you read a book! Point out the cover, title, title page, text directionality, punctuation, words, and letters.

Letter/Sound Identification and Recognition is one of the first skills taught in kindergarten. Uppercase (capital) and lowercase letters are taught in conjunction. It is important for students to understand that although the two letters may look differently, they have the same sound and meaning. Most students come into our kindergarten knowing the majority of their letters and sounds. Letter sounds are the foundation of reading. Once students can easily produce letter sounds, they will begin to be able to blend sounds to read words. We always practice letter sounds with **lowercase** letters, as the vast majority of print is in lowercase. If your child doesn't know many sounds, this summer is the perfect opportunity to practice. We love learning through music! Jack Hartman's "Better Alphabet Song" is one of our favorites. **Tip:** Talk about how some uppercase and lowercase letters look similar, and how some are very different.

Handwriting-Learning to form letters and how to hold a pencil is difficult. The key is to work on correct pencil grip from the beginning and always start letters "at the top". Be sure to either use a small golf pencil or a regular pencil when beginning to write; the big "beginner" pencils are much too large for little hands and make it more difficult to form letters. **Tip:** Always remind your child to hold their pencil correctly and to start letters "at the top!" Positively reinforce your child when you see them holding their pencil correctly and provide explicit reminders when writing.

Segment and Count the Syllables in Words- An important part of early phonological awareness is syllable counting. Understanding and dividing words by their syllables helps students to read more accurately and fluently once they

begin to read. To practice syllable counting you can: clap out syllables, tap out syllables, stomp syllables, talk like a robot, and count jaw drops (with hand underneath chin, count how many times your jaw drops). **Tip:** You can easily practice syllable counting anywhere! Read street signs while in the car, practice counting syllables in the names of your family, etc.!

Rhyming words- are words that have the same ending sound. In kindergarten, students learn to identify rhyming words as well as produce rhymes. **Tip:** Once your student has mastered rhyming, take it to the next level! Have them replace the beginning sound in words. For example: "Say /cat/." Student response: "cat". "Now change the /c/ to /b/." Student response: "bat".

Number sense is one of the first math skills taught in kindergarten; focusing on numbers 0-10. Number sense is the understanding of what numbers mean, their value, and their relationship with one another. In addition to the following number practice pages and flash cards, practice counting with your student on their fingers, with coins, beads, mini erasers, etc.

Tip: Make counting fun! Try to challenge your child to count higher and recognize larger numbers each time you practice.

Cutting-Learning to hold scissors and cut is an important fine motor skill and develops bilateral coordination, which is the use of both sides of the body while each hand performs different tasks. It is important that students learn to use both hands at the same time. When cutting, one hand opens and closes the scissors while the other hand holds and moves the paper.

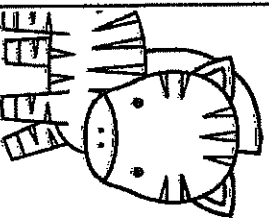
Tip: Remind your child to use their "helper hand" to hold and move their paper when cutting.

The A to Z of Kindergarten Readiness

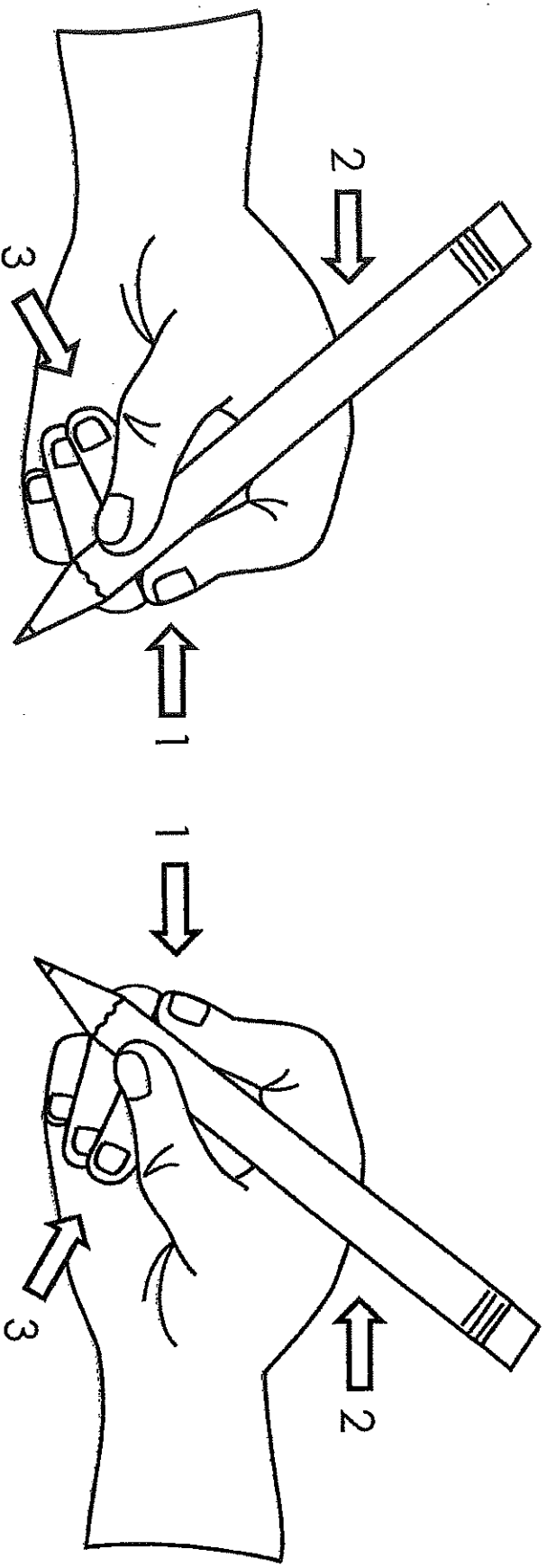
to be "ready to learn" new concepts and routines in school!



Alphabet: can recognize some uppercase & lowercase letters	Bathroom: can use the bathroom independently	Concepts of Print: know how to read a book and track words	Do your best: when presented with difficult tasks	Eat Independently: can open and close snack/lunch	Friendly: can interact with new friends and teachers in a positive way
Get dressed: can put on & take off clothes independently	Handwriting: can print their name & some uppercase letters	Independence: can problem solve with words	Just right noise level: can control their voice in different settings	Letter sounds: can produce some letter sounds	Minutes: can focus on a specific task for 5-10 minutes
Name recognition: can recognize and write their first name	Optimistic: is positive about coming to school	Pay attention: can pay attention to the teacher or activity	Quiet listener: can listen quietly without distractions	Scissors: can hold scissors correctly and cut straight lines	Trace: can trace straight lines, curved lines and letters
Understand directions: can follow 1 & 2 step directions	Volunteer answers: can answer questions and volunteer in discussions	Wait in line: can wait patiently in line	excited: is excited to be in school and learn new things	Yearly calendar: knows the names of some months & seasons	Zippers, etc.: can use zippers & buttons on clothes



Pencil & Crayon Grip



Left Hand

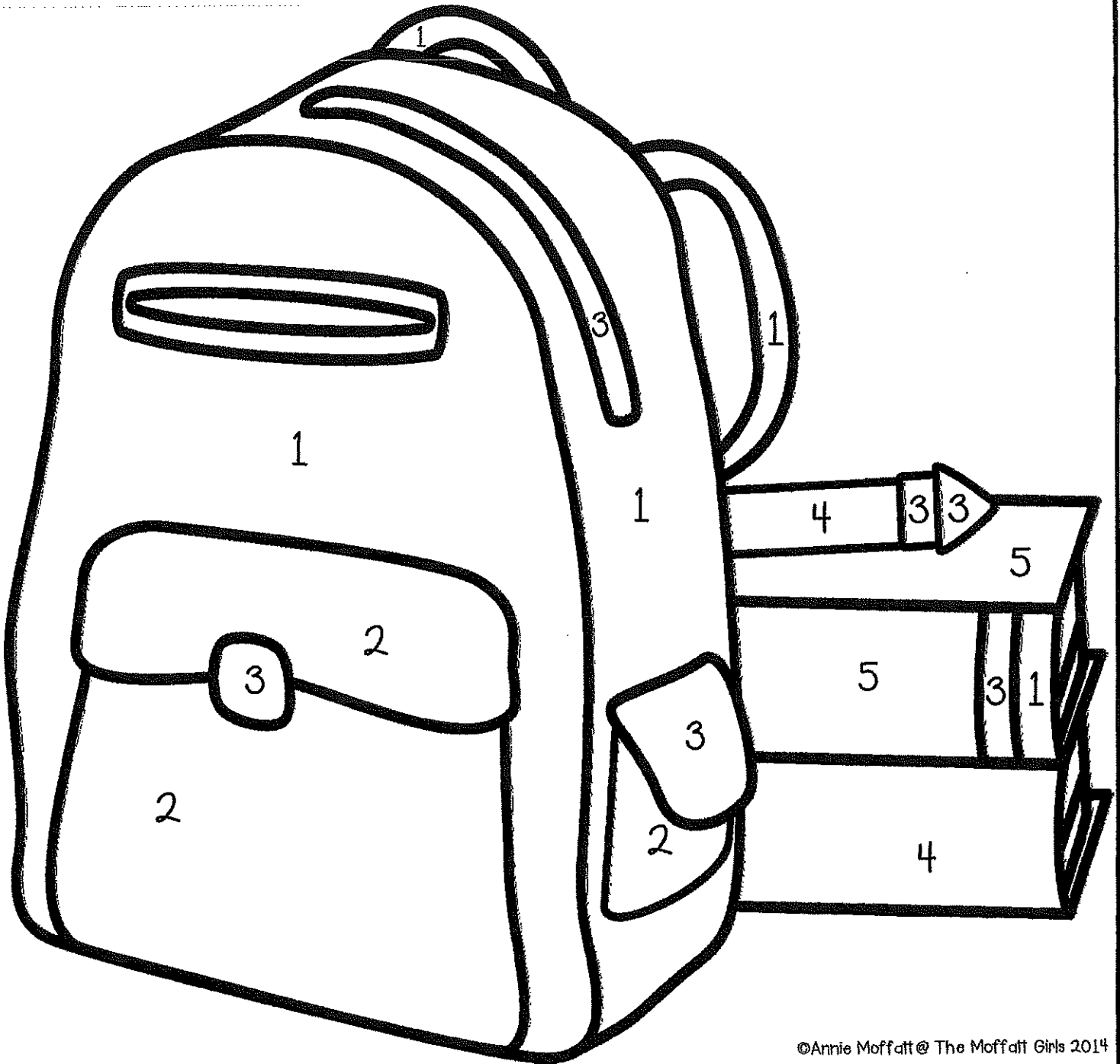
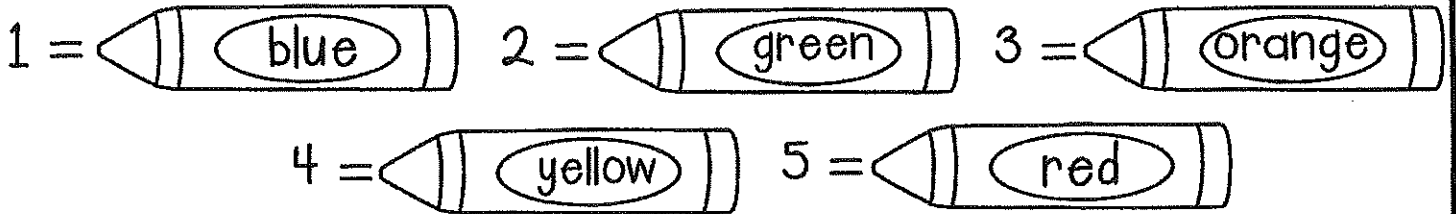
Right Hand

- ① "Pinchy fingers" (thumb and pointer finger) hold at the bottom of the pencil
- ② Top of the pencil rests between these two fingers on your hand
- ③ Middle of middle finger helps to hold the pencil up

Name: _____

Color by Number

Directions: Use the color code to color the picture.



I can write my name!



with a crayon



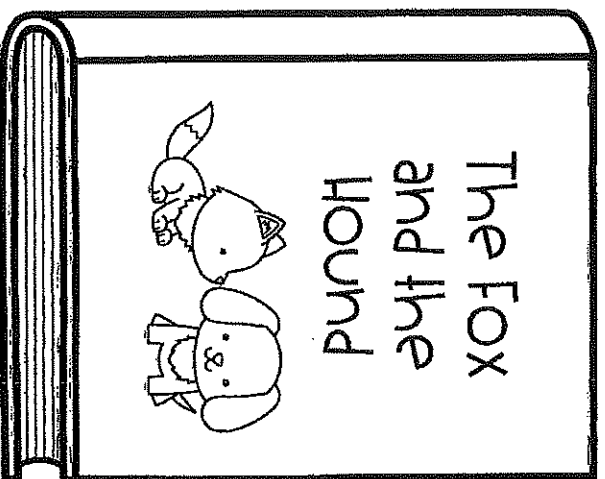
with a pencil



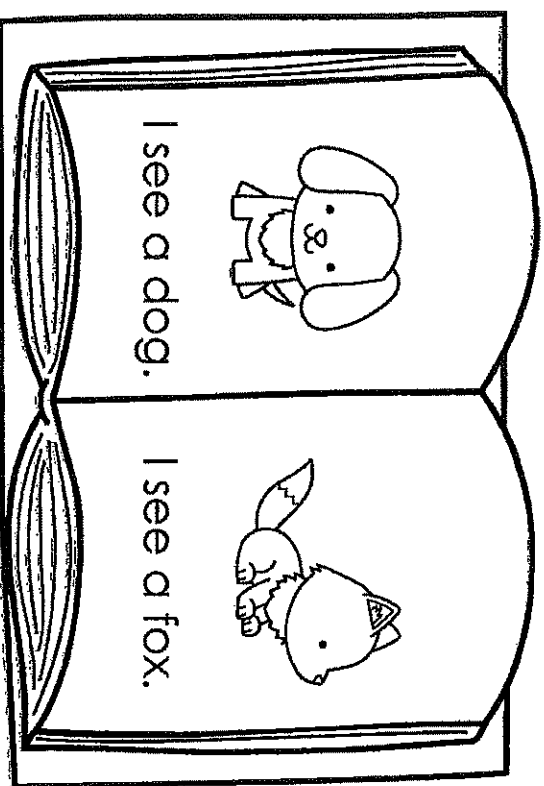
with a marker

I know how to read a book!

Directions: Use the bullet points below to help you with concepts of print.



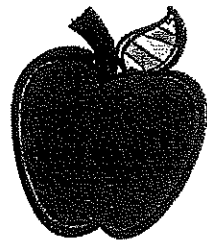
- ☐ Point to the cover of the book
- ☐ Point to the back cover
- ☐ Point to the title
- ☐ Point to the author/illustrator
- ☐ Use your fingers to outline a word
- ☐ Use your fingers to outline a letter



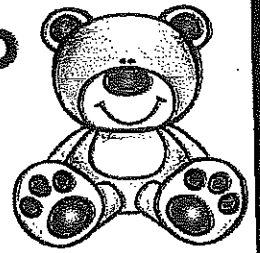
- ☐ Show me the title page
- ☐ Show me where you first begin reading the story
- ☐ Point to the first word on that page
- ☐ Point the last word on that page
- ☐ Show me how to turn the page
- ☐ Point to where you begin reading on the next page

Alphabet Chart

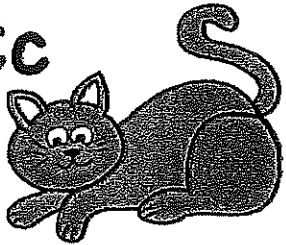
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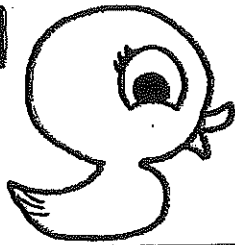
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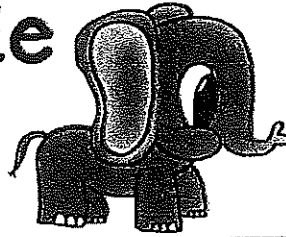
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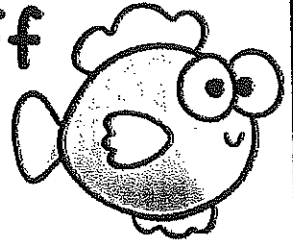
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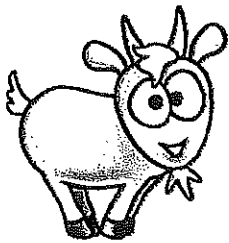
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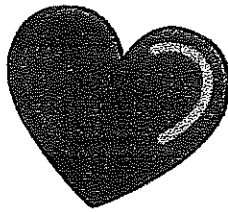
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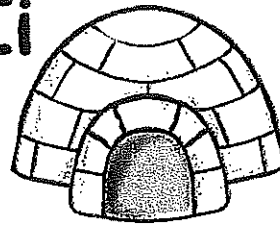
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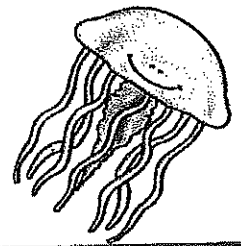
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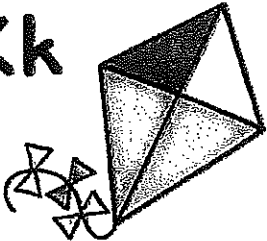
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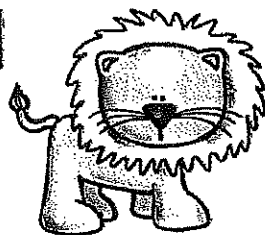
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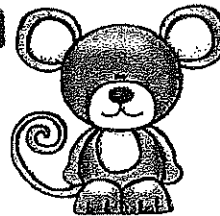
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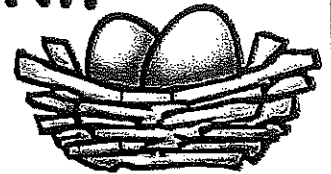
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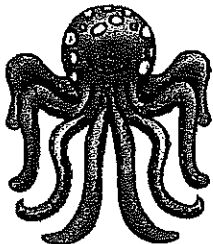
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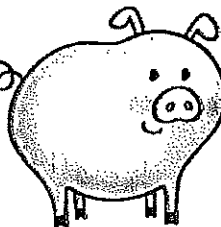
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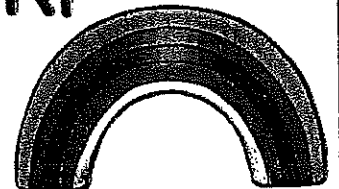
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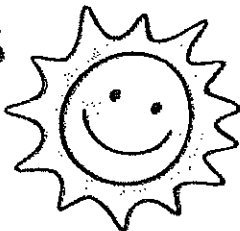
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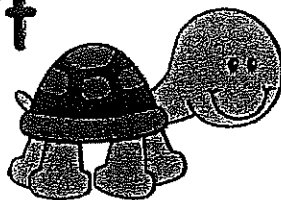
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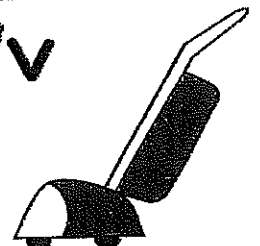
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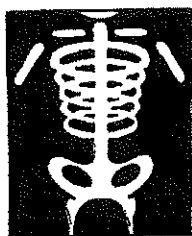
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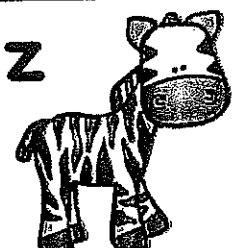
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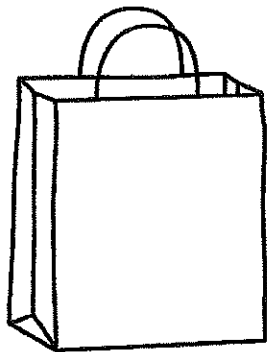
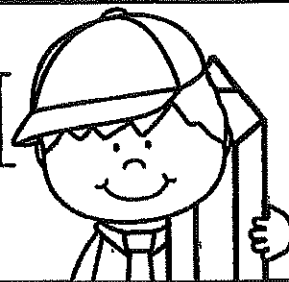


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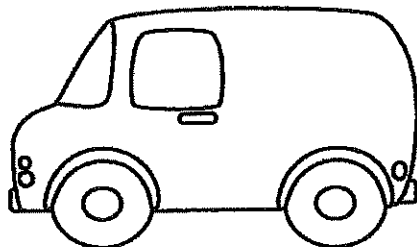
Beginning Sounds

Directions: Look at each picture.

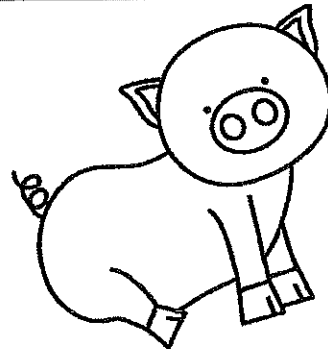
Write the beginning sound. Color the pictures.



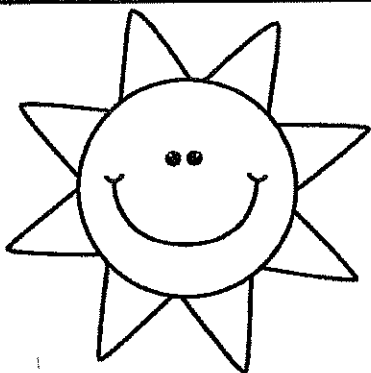
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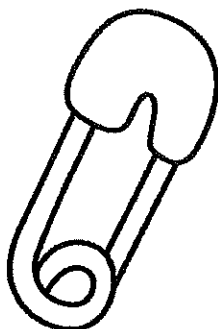
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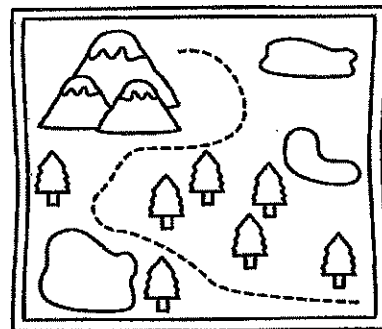
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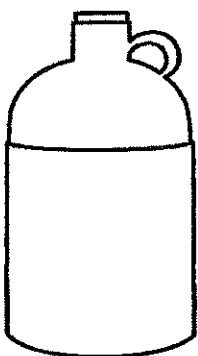
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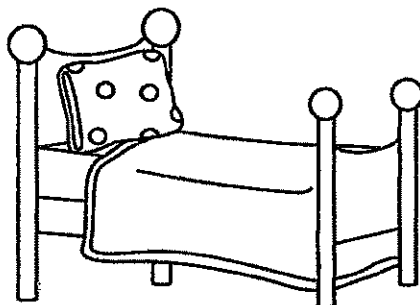
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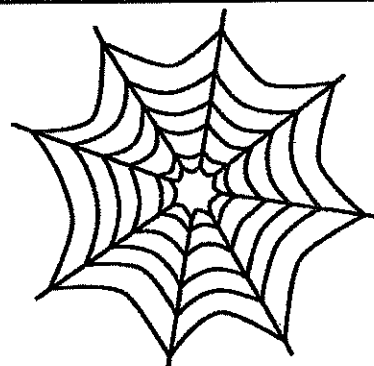
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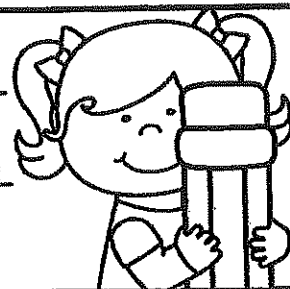
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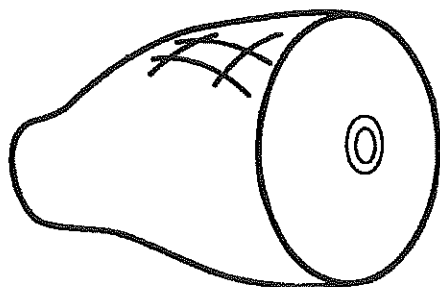
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Beginning Sounds II

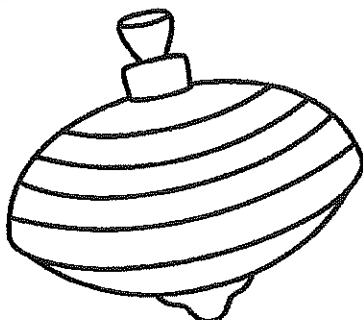


Directions: Look at each picture.

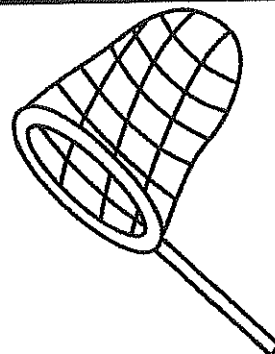
Write the beginning sound. Color the pictures.



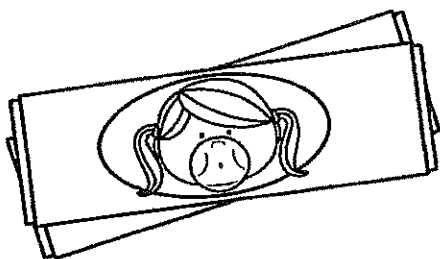
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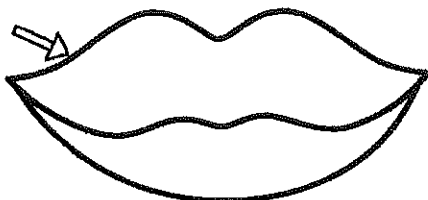
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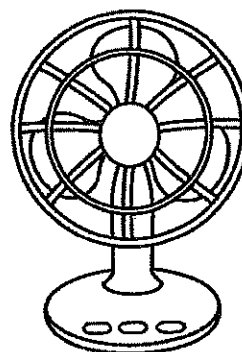
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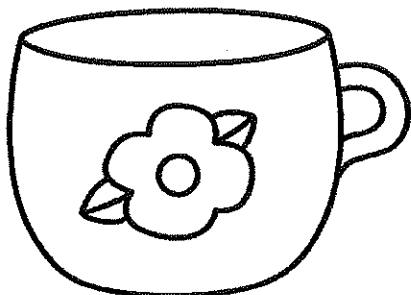
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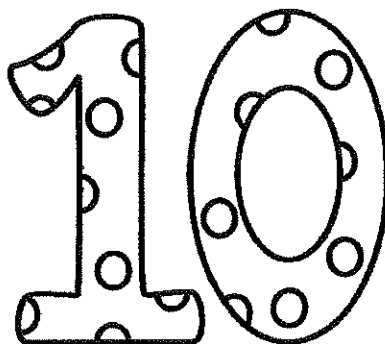
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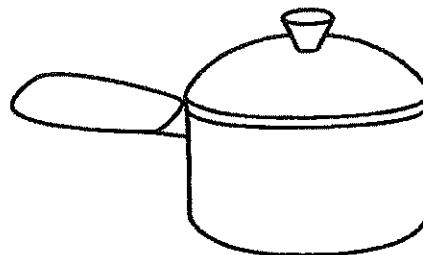
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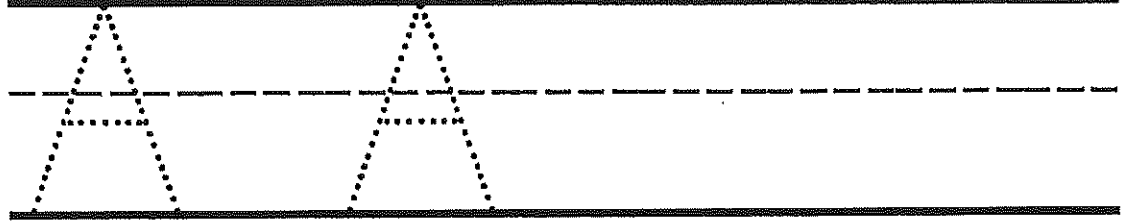
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Handwriting Practice

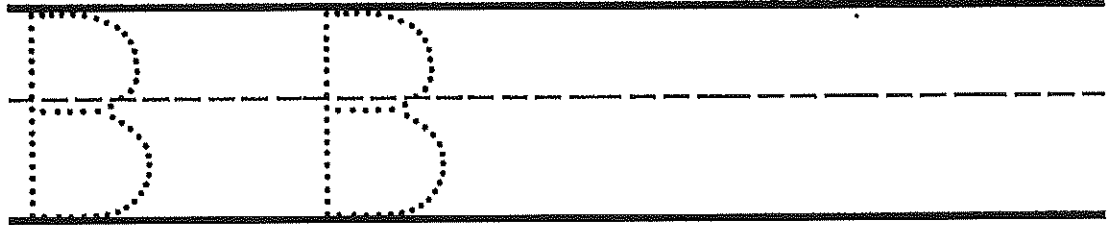
1. Trace the Letter.

2. Write it 3 times

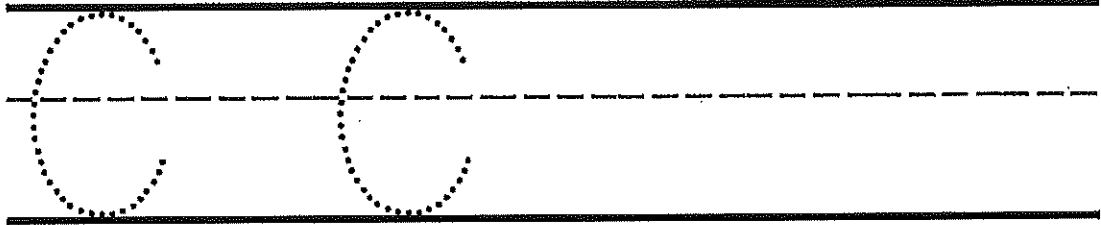
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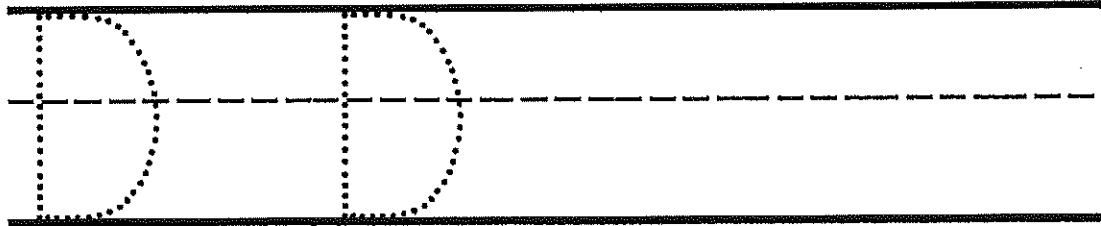
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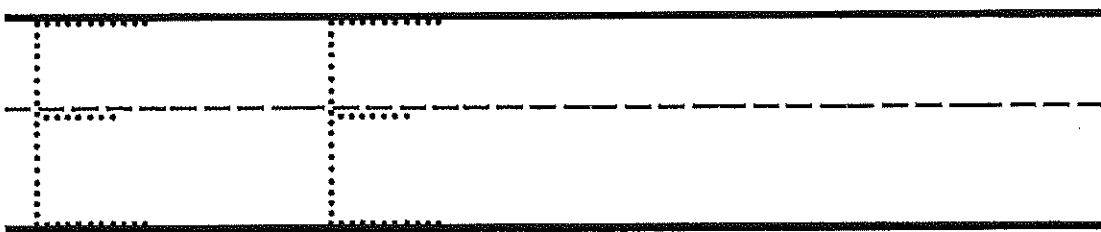
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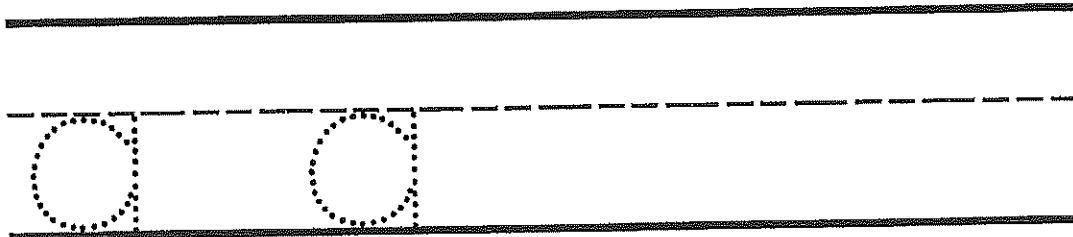


Handwriting Practice

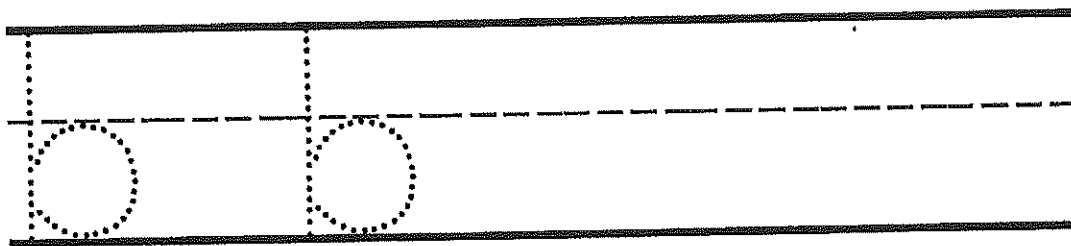
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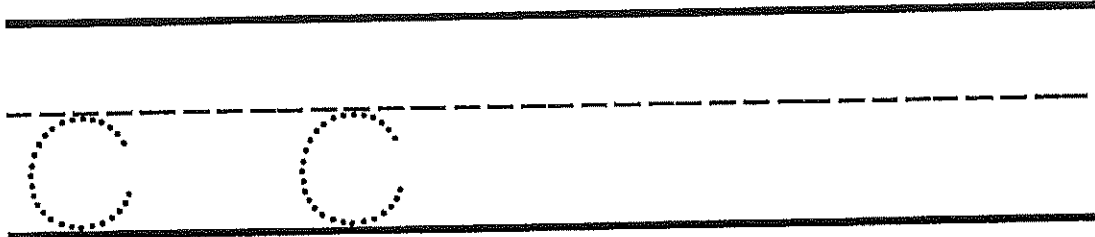
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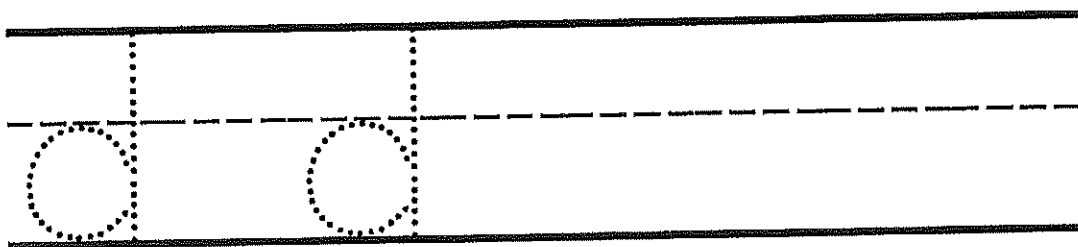
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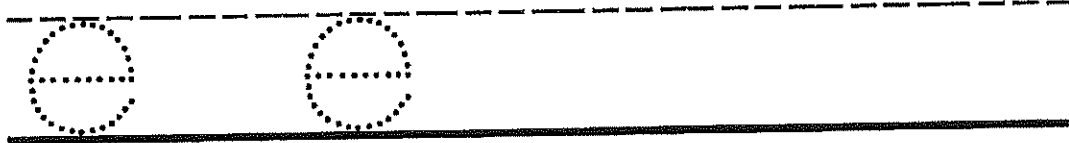
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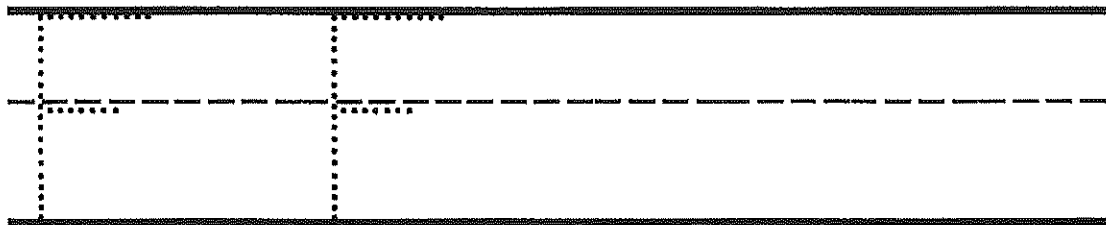


Handwriting Practice

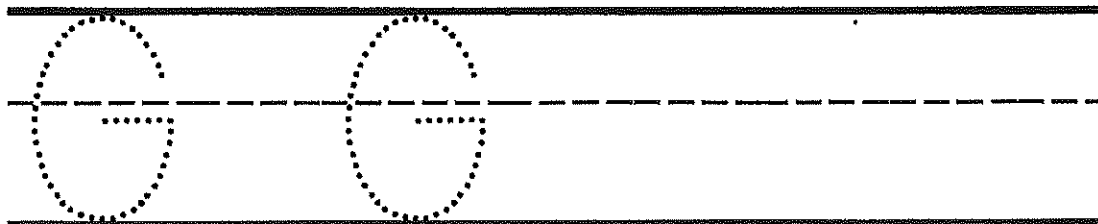
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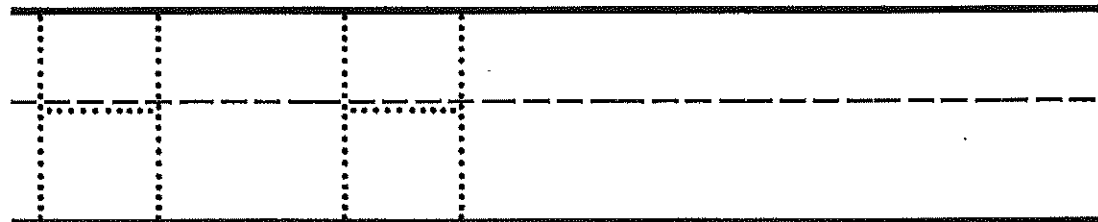
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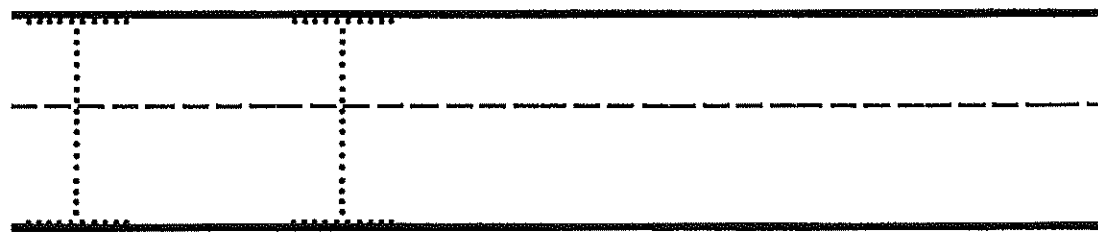
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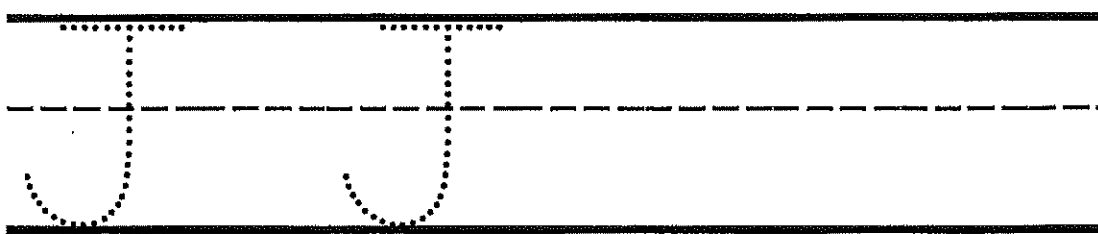
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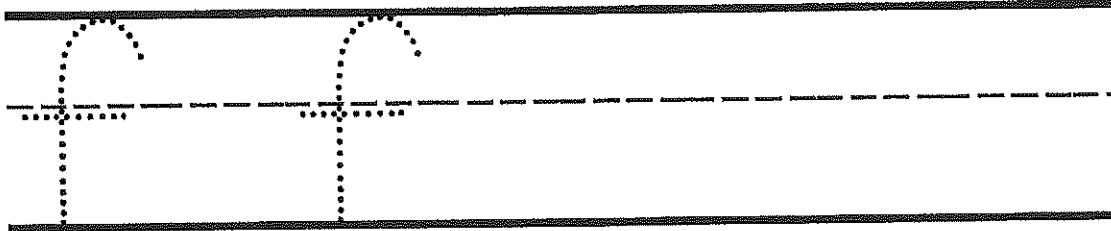


Handwriting Practice

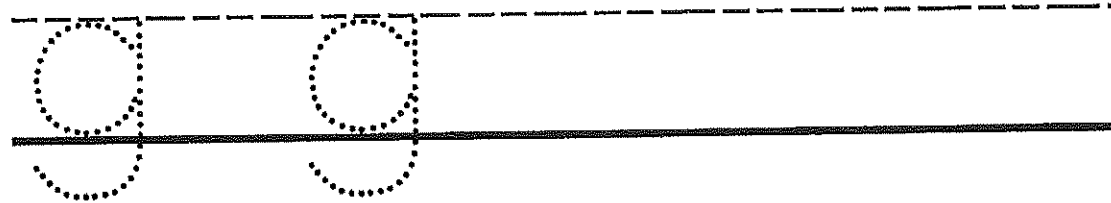
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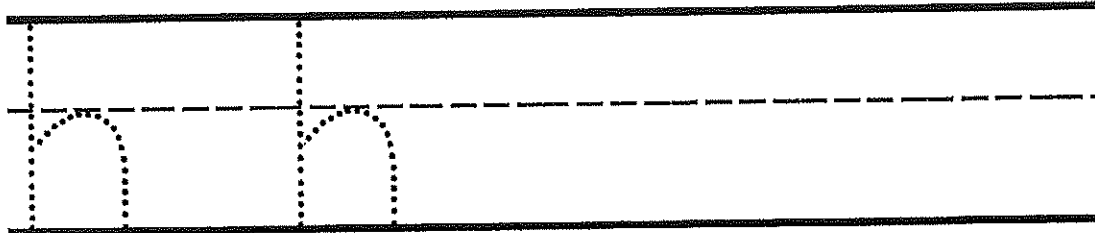
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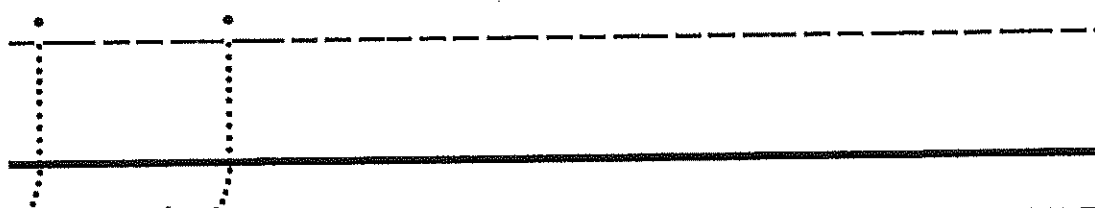
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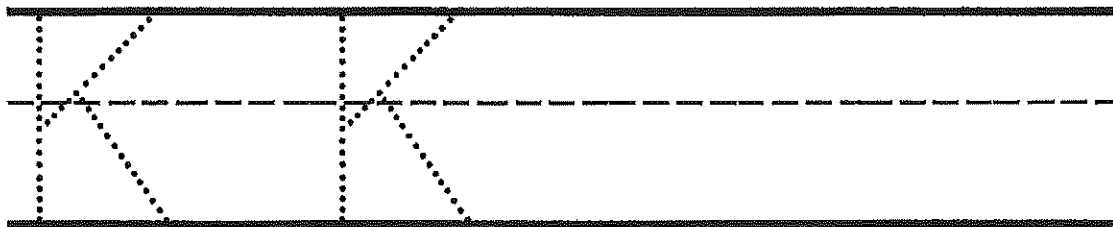


Handwriting Practice

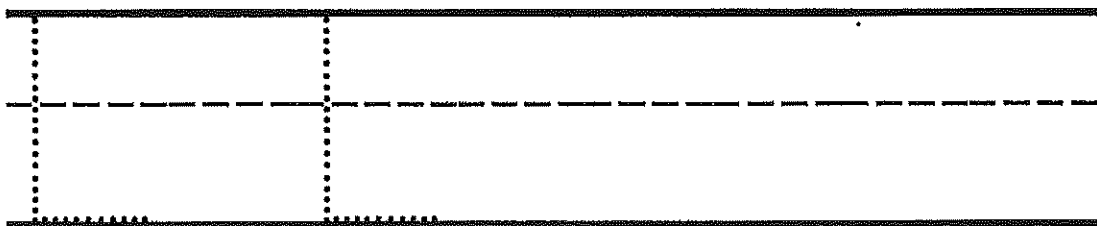
1. Trace the Letter.

2. Write it 3 times

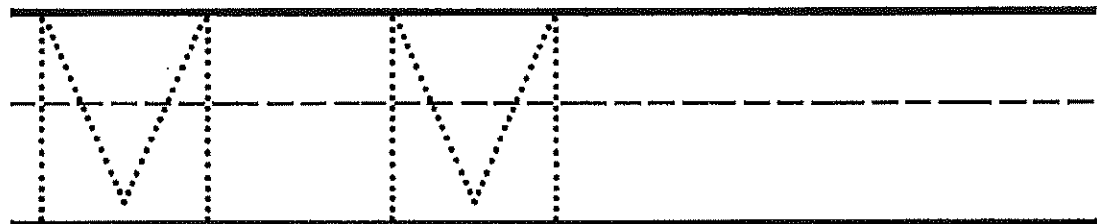
K



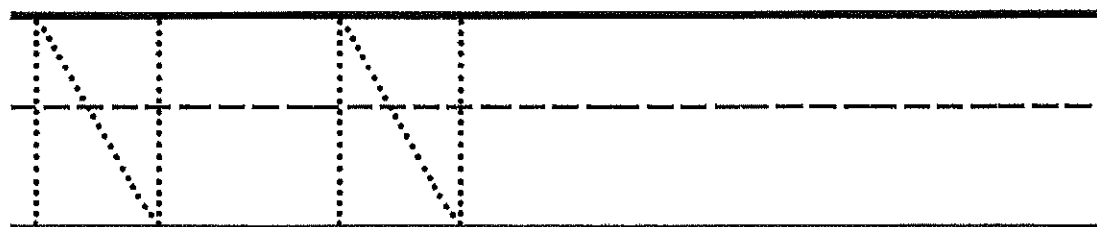
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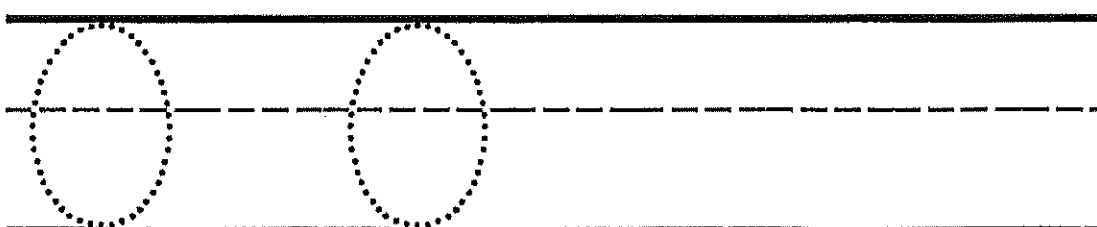
M



N



O

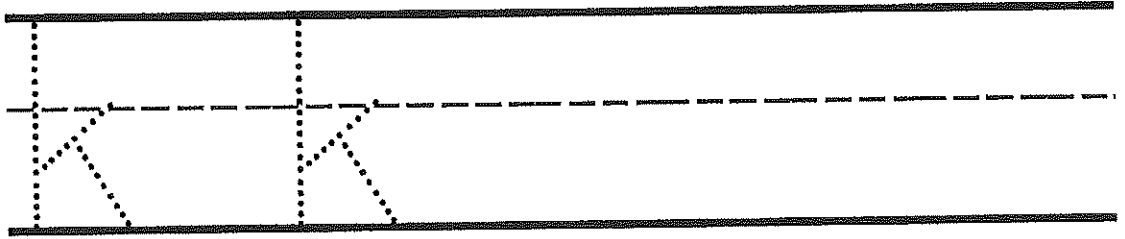


Handwriting Practice

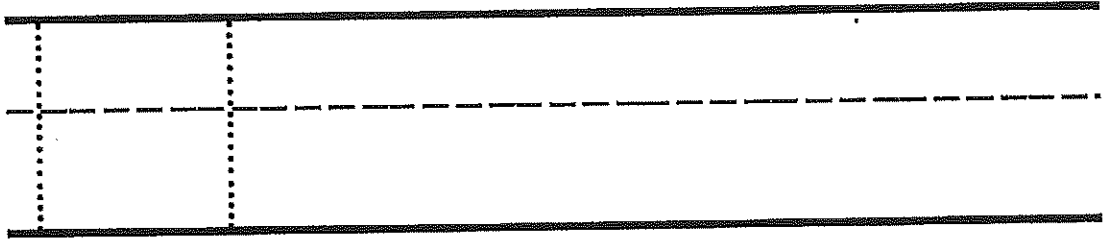
1. Trace the Letter.

2. Write it 3 times

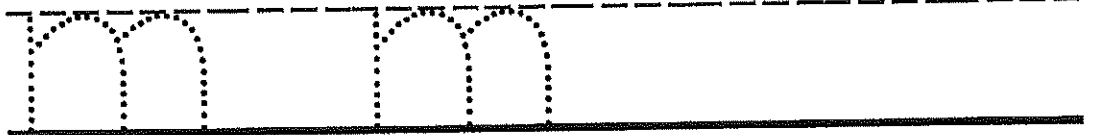
k



l



m



n



o

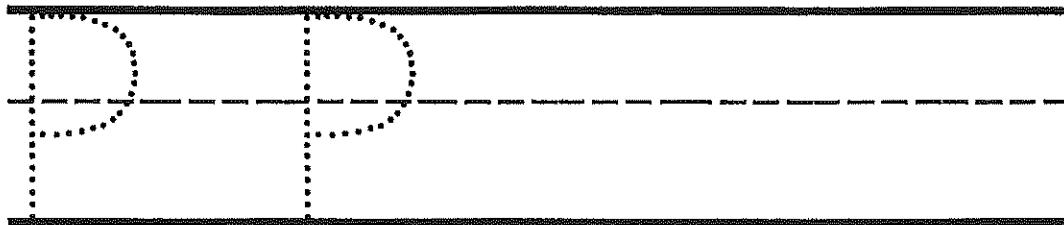


Handwriting Practice

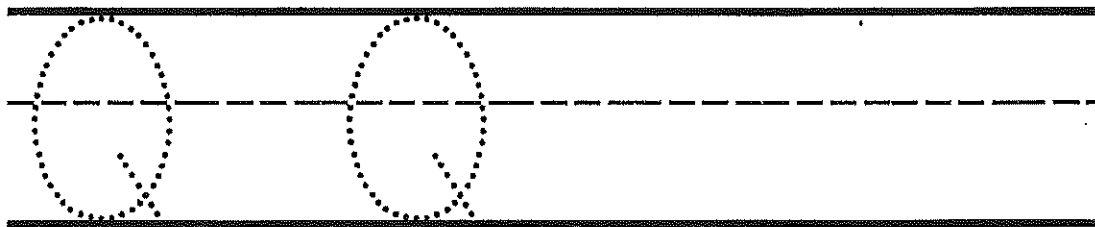
1. Trace the Letter.

2. Write it 3 times

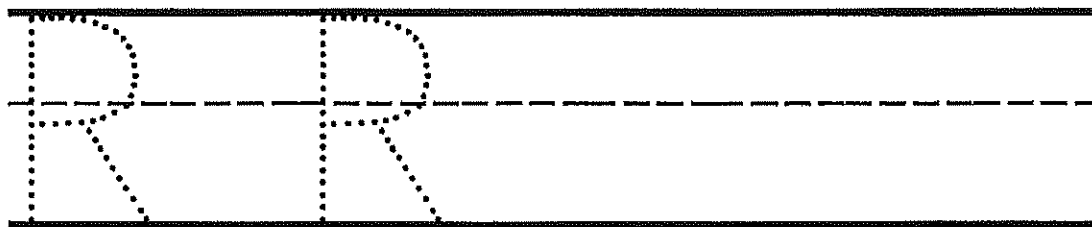
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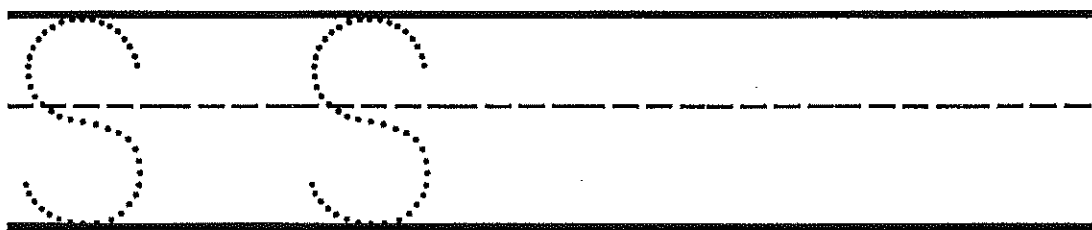
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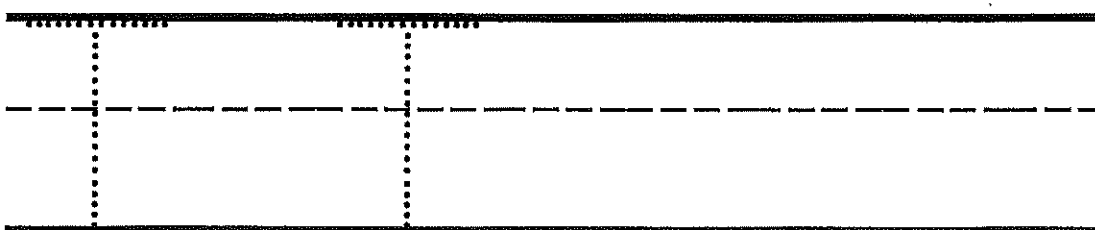
R



S



T

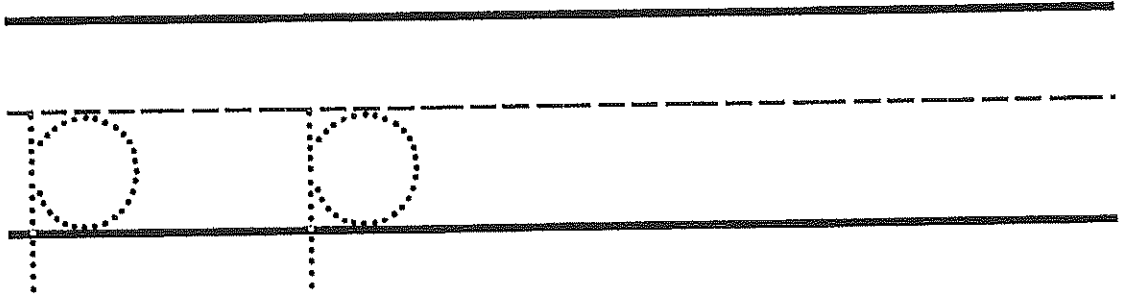


Handwriting Practice

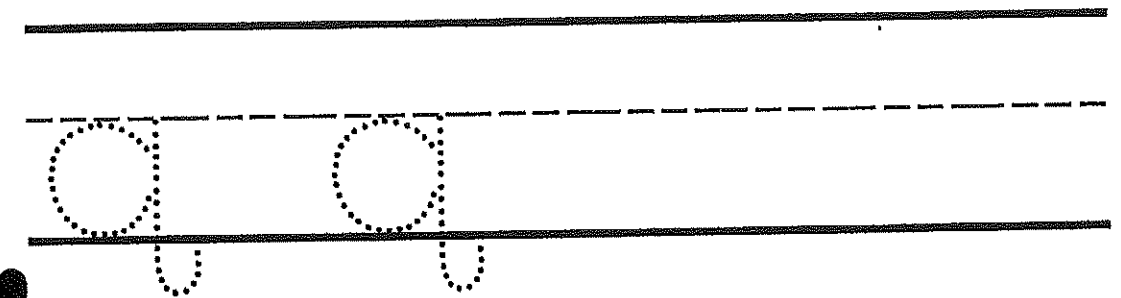
1. Trace the Letter.

2. Write it 3 times

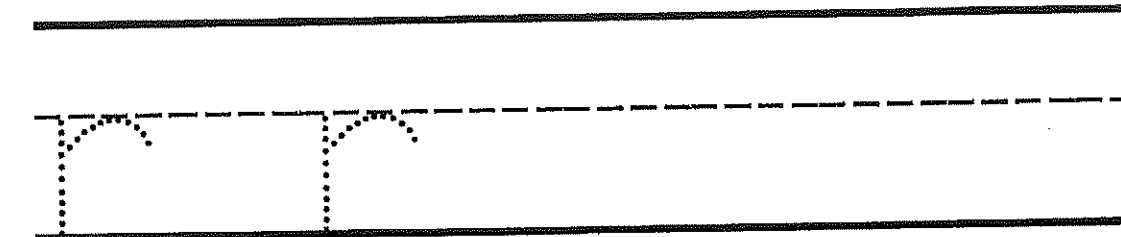
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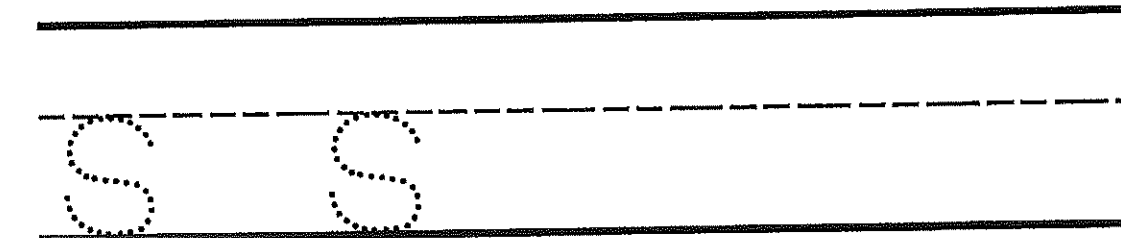
q



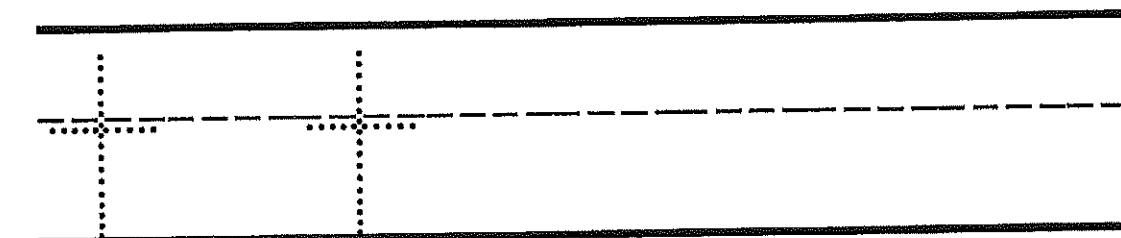
r



s



t

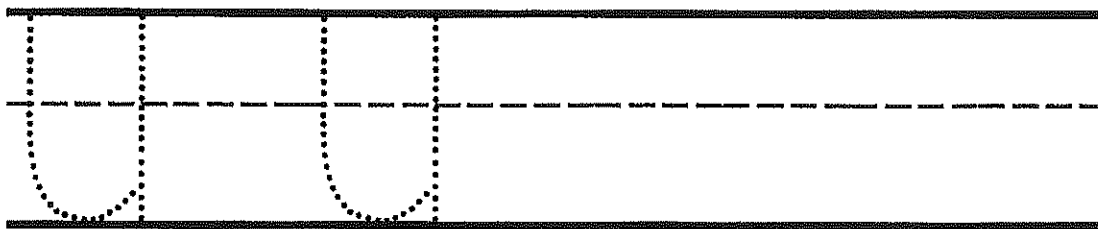


Handwriting Practice

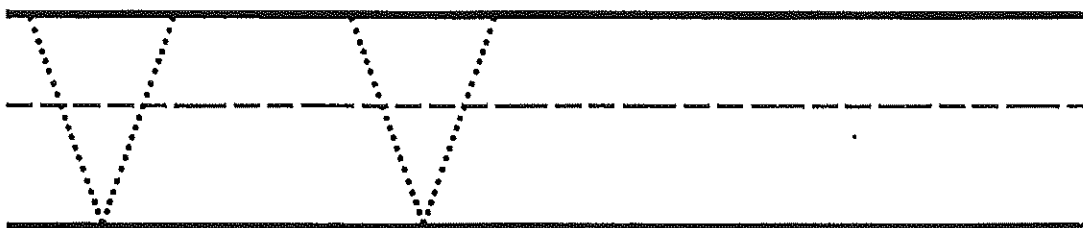
1. Trace the Letter.

2. Write it 3 times

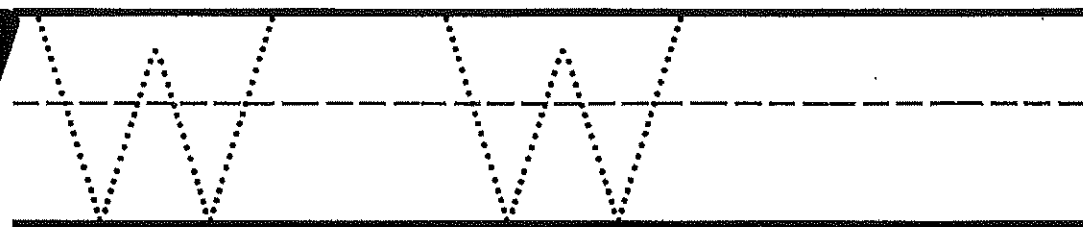
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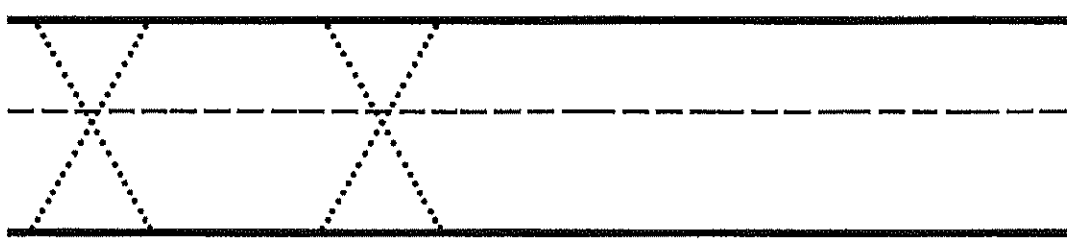
V



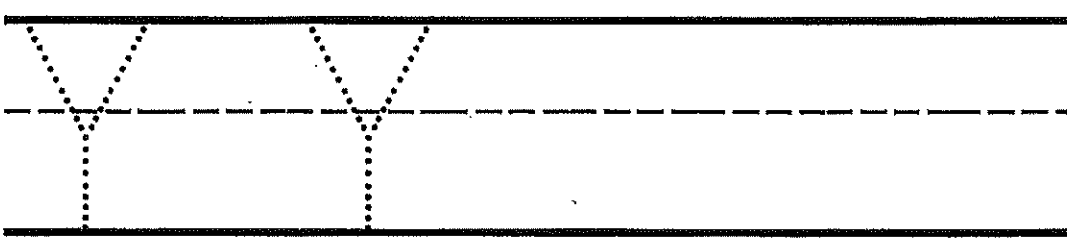
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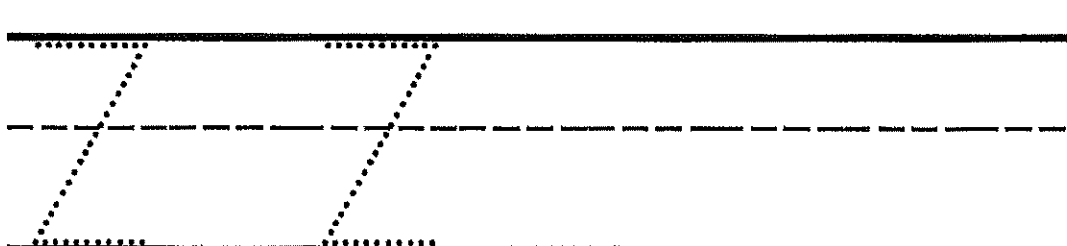
X



Y



Z



Handwriting Practice

1. Trace the Letter.

2. Write it 3 times

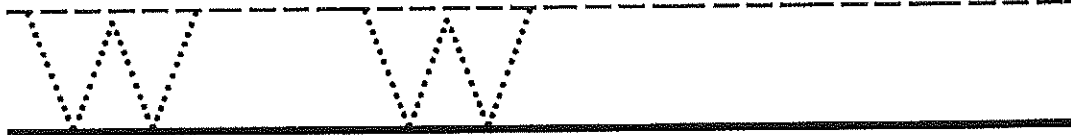
u



v



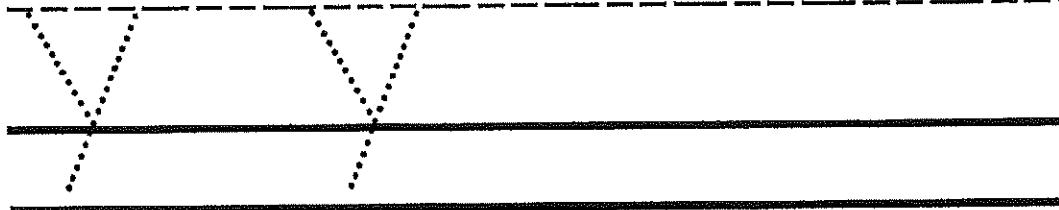
w



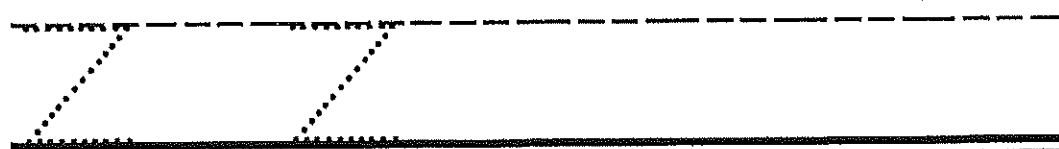
x



y



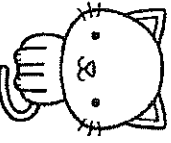
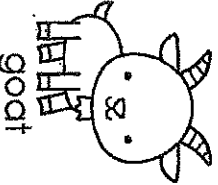
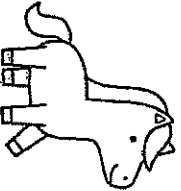
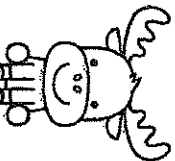
z



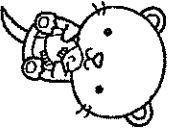
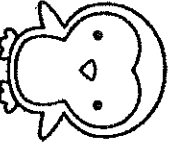
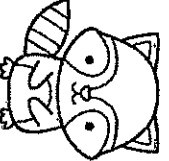
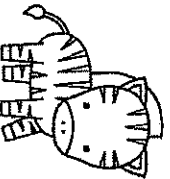
I can count the syllables in words!

Directions: Say the words out loud. Then clap and count the syllables!

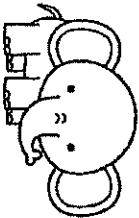
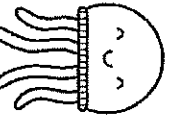
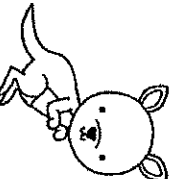
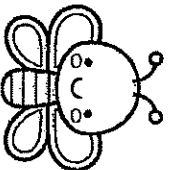
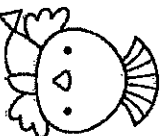
1 syllable:

	cat
	fish
	fox
	dog
	goat
	horse
	moose
	bee

2 syllables:

	otter
	sea-horse
	pen-guin
	rac-coon
	walrus
	nar-whal
	ze-bra
	tur-tle

3 & 4 syllables:

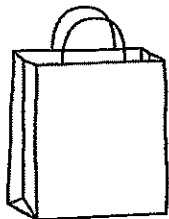
	ele-phant
	cat-er-pil-lar
	jell-y-fish
	kang-a-roo
	ig-u-a-na
	but-ter-fly
	ali-ga-tor
	um-bre-la bird

Name: _____

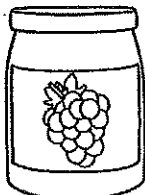
Rhyme Time!

Directions: Say the name of each picture.

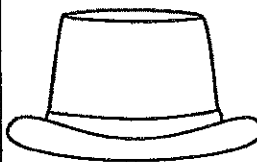
Cut and paste the picture that rhymes on the bottom. Color the pictures.



Paste
Here



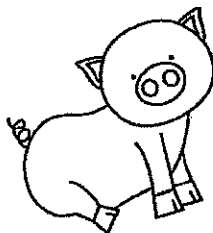
Paste
Here



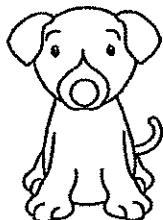
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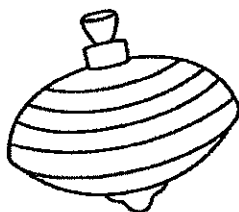
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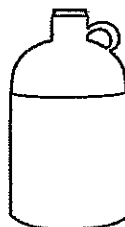
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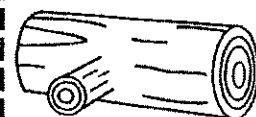
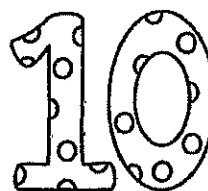
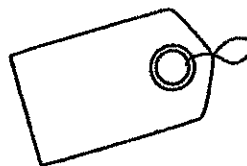
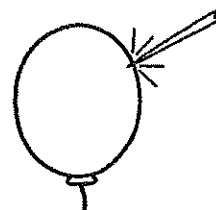
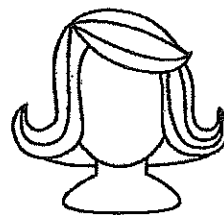
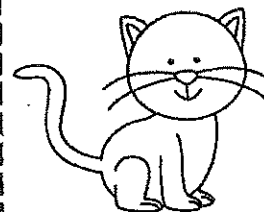
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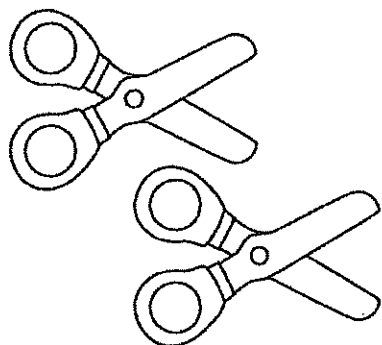
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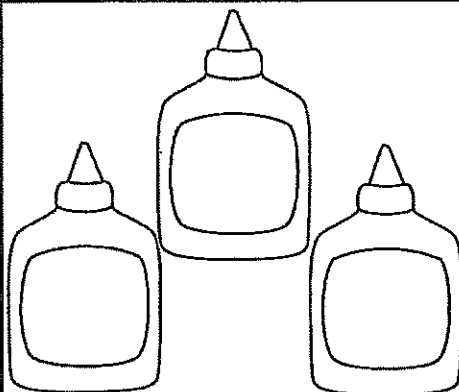
Name: _____

School Supplies (Counting to 5)

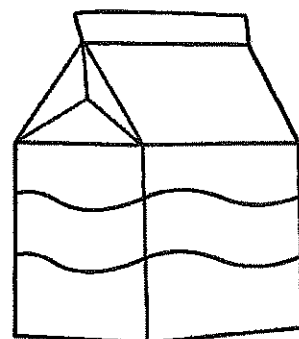
Directions: Count the numbers of items in each group. Color the correct number.



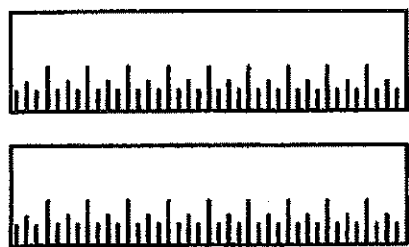
① ② ③



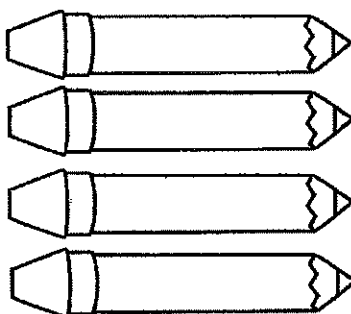
① ② ③



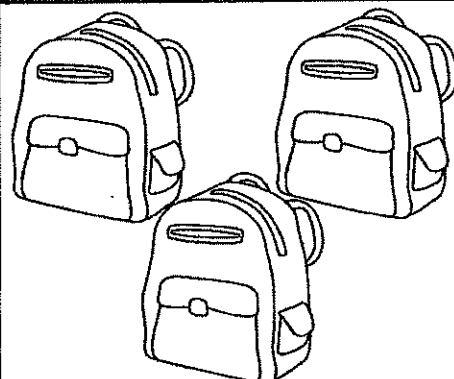
① ② ③



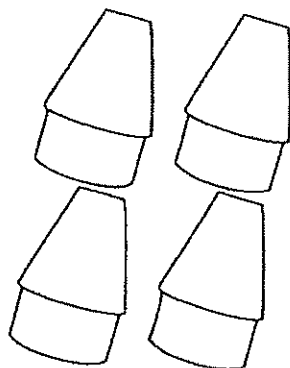
② ③ ④



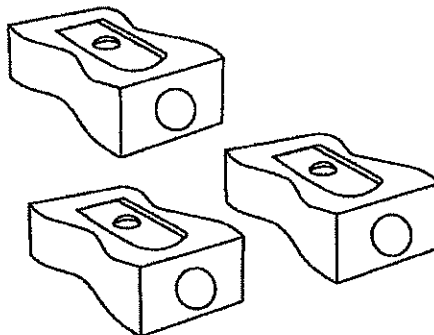
② ③ ④



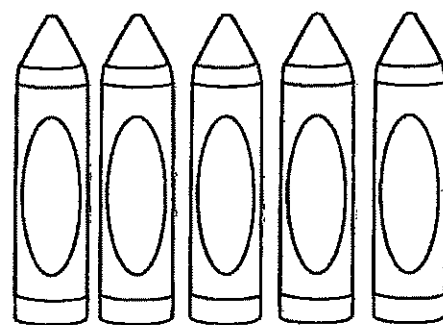
② ③ ④



③ ④ ⑤



③ ④ ⑤



③ ④ ⑤

Name: _____

Ten Frame Match Up!

Directions: Cut and paste the ten frame to match the number.

1 =

Paste
Here

6 =

Paste
Here

2 =

Paste
Here

7 =

Paste
Here

3 =

Paste
Here

8 =

Paste
Here

4 =

Paste
Here

9 =

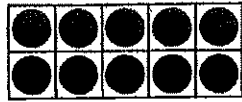
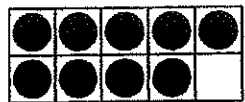
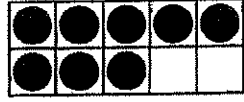
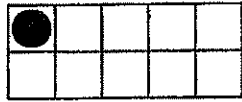
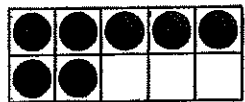
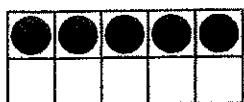
Paste
Here

5 =

Paste
Here

10 =

Paste
Here



Name: _____

About Me!

Directions: Complete each sentence. Draw a picture of yourself in the first box.

Draw a picture of something you like in the bottom box.

My first name is

_____.

My last name is

_____.

I like to

_____.

