

Kindergarten Common Core Based Summer Skills Review Pack



Teachers,

Thank you for purchasing this summer skills review packet from my store. I created it to send home with my students to help them practice and retain their math and literacy skills over the summer months.

Just a few notes:

- * This packet includes one math or literacy activity every weekday for 10 weeks. It also includes a 2-page game board with 5 types of cards: Addition, subtraction, sight words, CVC words, and sight word sentences.
- * If you are copying the packet back-to-back, make sure to start with the first Monday/Tuesday page as page 1 with Wednesday/Thursday on the back. The title page and parent instruction page can be separate or copied back-to-back together. The packet must be copied this way because some activities require cutting. Therefore, the cutting activities must be on the back of materials that the student has already completed.

This packet addresses the following Common Core Standards for Language Arts and Math:

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RF.K.1. Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4. Read emergent-reader texts with purpose and understanding.

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

- W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
- L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun *I*. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- K.CC.1.** Count to 100 by ones and by tens.
- K.CC.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- K.CC.4.** Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.CC.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
- K.CC.7.** Compare two numbers between 1 and 10 presented as written numerals.
- K.OA.1.** Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.5. Fluently add and subtract within 5.

K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

K.MD.1. Describe measurable attributes of objects, such as length or weight.

K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

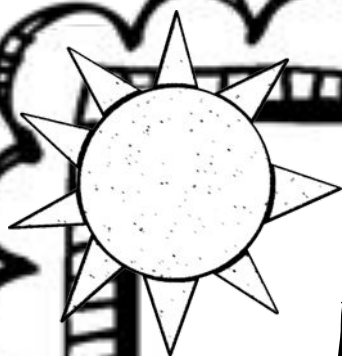
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Thank you for purchasing this product.
A rating and brief feedback on the product page would be appreciated.
You can also provide feedback and/or suggestions by writing me at:
teachertam2@gmail.com

Please visit my blog:
<http://teachertamseducationaladventures.blogspot.com>





Kindergarten Summer Skills Review Pack

This packet belongs to:



By Teacher Tam

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Kindergarten Summer Skills Review Pack Family Instructions

Included in this packet, you will find one short language arts or math activity per day for your child to complete. The purpose of these activities is to review many of the skills he/she worked on during the school year. They will also help reinforce kindergarten skills so that your child will be better prepared for first grade.

Your child will probably be able to complete many of the activities in this packet on his/her own. However, if he/she has difficulty, it's okay for you to work on it together. You will need to help him/her read the directions and get started on each activity.

To assemble the game, cut both pages out on the dotted lines and tape them together. Your child might also enjoy coloring the game board. Use small objects (like little toys, cars, or coins) for game pieces. Use only 1 die so that the game takes longer. Or, use a coin (heads = 2 spaces, tails = 1 space). Cut out one or more sets of game cards. Keep the cards in a bag and be sure to play the game several times over the summer. Your child will benefit from the extra practice and enjoy the time spent with you!

TIPS:

- * Try to set aside the same time every day for your child to complete these activities, just as you would for homework during the school year.
- * Make some days more fun by playing the game that's included in the packet.

Have a great summer!

Monday

Sam found 13 seeds in his piece of watermelon.
Ling found 16 seeds in hers. Draw pictures to show how many seeds each of them found. Circle the picture of the piece of watermelon with the GREATEST number of seeds.



Tuesday

Read the word family words below. Write 4 more words that rhyme with them.

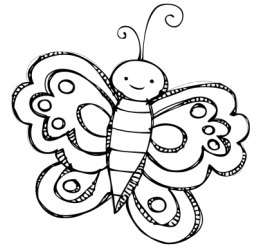
bat

flat



Wednesday

Sid wants to get 10 butterflies.
He already found 6.
How many more does he need to find?



Thursday

Cut out the words. Use them to make a sentence. Write it below.

Teacher Tam 

he

Did

with

you?

go

Friday

Solve these addition problems.

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

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

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

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

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

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

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

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

Monday

Read the words below. Use them to fill in the blanks. Read the sentences.

and like will Can

Was the dog black brown?

 you please help her?

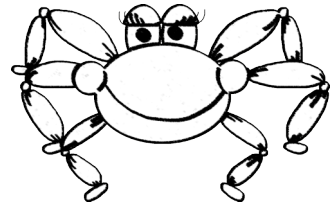
Sam and I go with you.

Did she the pretty cake?



Tuesday

It is fun to go to the beach!
Draw 15 crabs.
Label them with numbers 1 to 15.



Wednesday

Read the sentences. Circle the word HE every time you see it.

He had a very good day.

Four of his friends came to see him.

Where did they go?

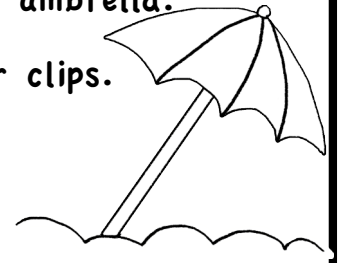
He went out to eat with them.

Then, they went to play at the big park.

He said that he had a very good day!



Thursday Draw one short beach umbrella. Draw one tall beach umbrella.
Label one "short" and one "tall."
Measure each umbrella with a ruler, blocks, or paper clips.



Friday

Read the word family words below. Write 4 more words that rhyme with them.

can

plan



Monday

Solve these addition problems.

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

$3 + 2 = \underline{\quad}$

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

$4 + 2 = \underline{\quad}$

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

$5 + 2 = \underline{\quad}$

$10 + 1 = \underline{\quad}$

$6 + 2 = \underline{\quad}$

Tuesday

Cut out the words. Use them to make a sentence. Write it below.

Teacher Tam 

so

ran

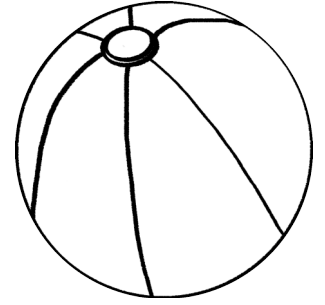
She

fast!

here

Wednesday

Juan had 18 beach balls. He put 10 in a big basket.
How many were left over? Draw a picture to show how
many balls were in the basket and how many were left over.



Thursday

Read the words below. Use them to fill in the blanks. Read the sentences.

three walk Do Please

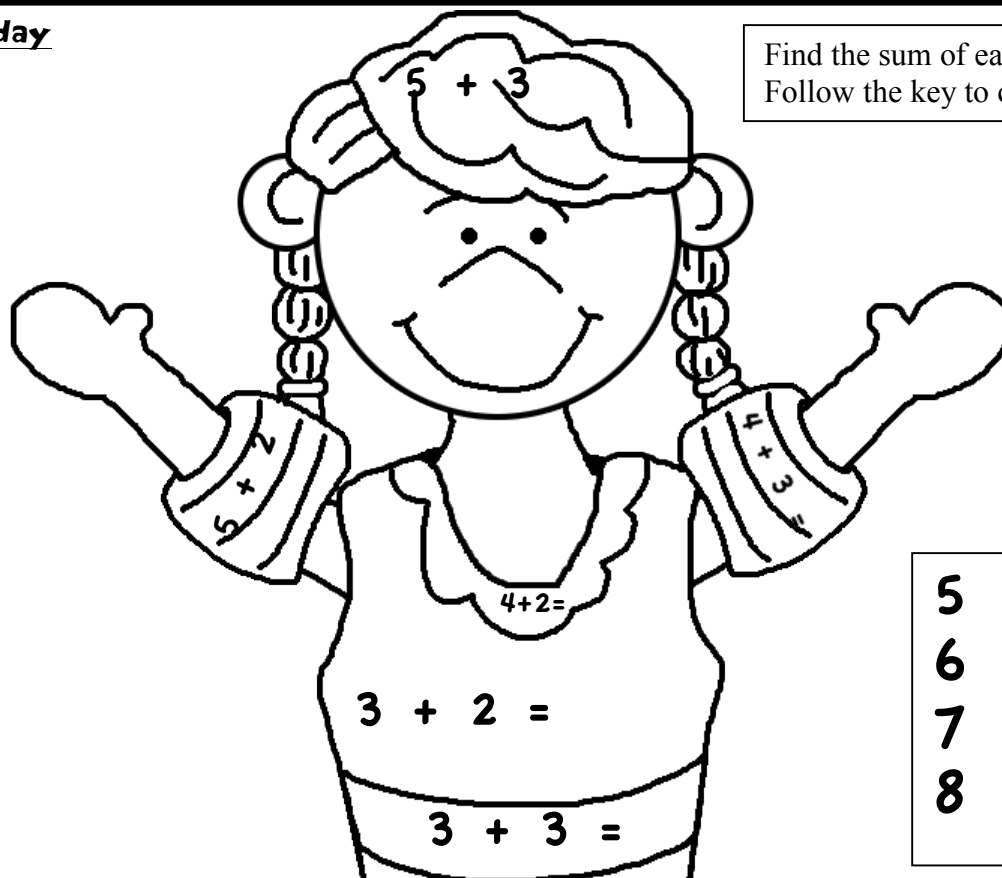
_____ help him make the cake.

_____ you want some?

The _____ kids like to jump.

Did she go for a _____ ?

Friday



Find the sum of each addition problem.
Follow the key to color the picture.

5 = red
6 = blue
7 = green
8 = brown

Monday

Read each word. Color the REAL words red. Color the NONSENSE words blue.

| | | | |
|------|------|------|------|
| mat | can | pab | sap |
| rip | trip | bip | mop |
| dop | hop | shop | sun |
| tub | gub | cub | mub |
| fip | tin | win | twin |
| flip | lip | chip | kip |



Tuesday Ron is serving ice cream at his birthday party. There are 4 scoops left. Two friends still need ice cream. If the 2 friends share the scoops equally, how many will each of them get? Draw a picture.



Teacher Tam



Wednesday

Match each capital and lower case letter. Write them on the lines. Then, say each letter sound and think of a word that **BEGINS** with that sound.

B

c

F

p

M

b

C

m

P

f

Thursday

Fill in the missing numbers. Count to 100 by 10s.

10

30

40

60

70

80

100

Friday

Cut out the words. Use them to make a sentence. Write it below.

Teacher Tam 

cat

My

play.

likes

to

Monday

Solve these subtraction problems.

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

$4 - 2 = \underline{\quad}$

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

$5 - 2 = \underline{\quad}$

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

$4 - 3 = \underline{\quad}$

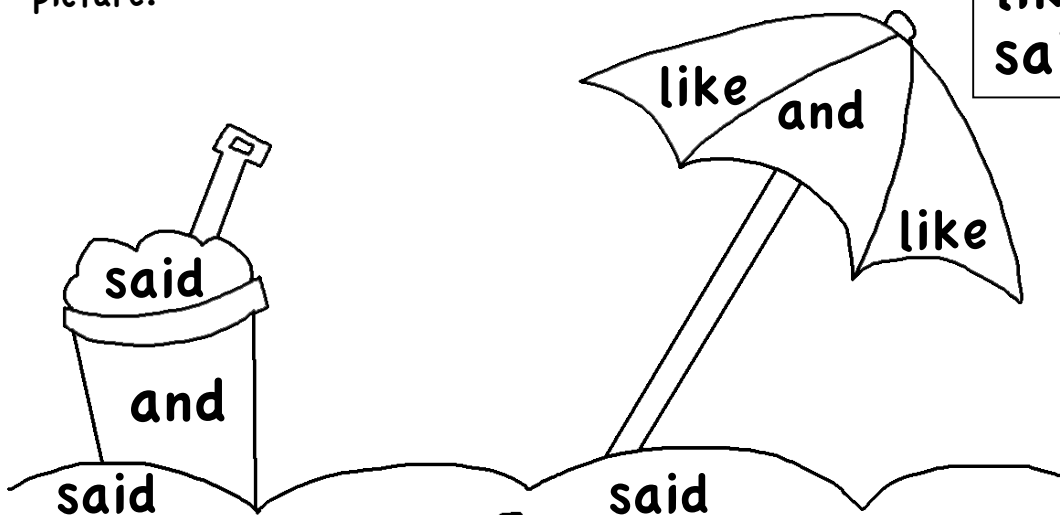
$3 - 2 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

Tuesday

Read the sight words. Use the key to color the picture.

and = red
like = blue
said = brown



Beach Fun!

Wednesday

10 kids had on sunglasses.
6 of them took their sunglasses off.
How many were still wearing sunglasses?



Thursday

Read the sentences. Circle the word SHE every time you see it.

She went out to play.

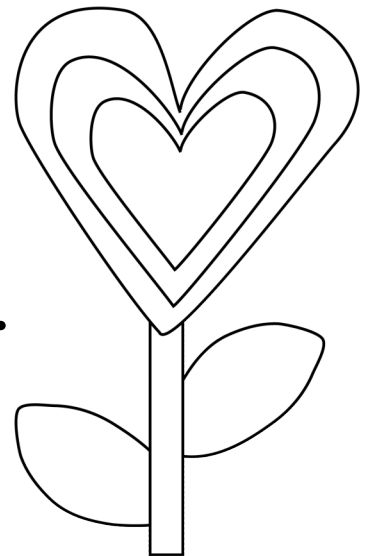
"Look!" she said.

"There are four pretty flowers."

She got three of the pretty flowers.

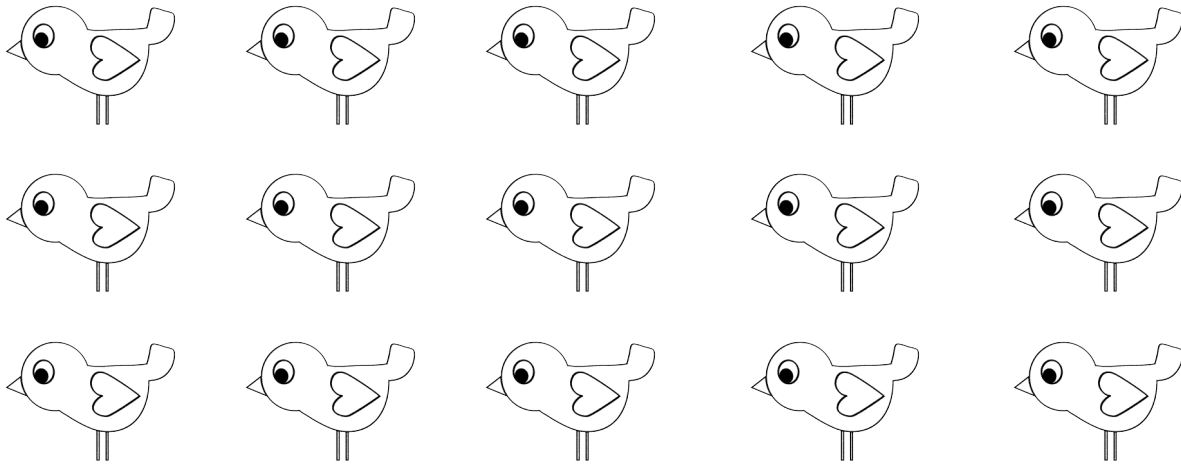
She gave them to her mom.

They made the house look very nice.



Friday

Count and write the number of birds. Then, color the birds using an AAB pattern.

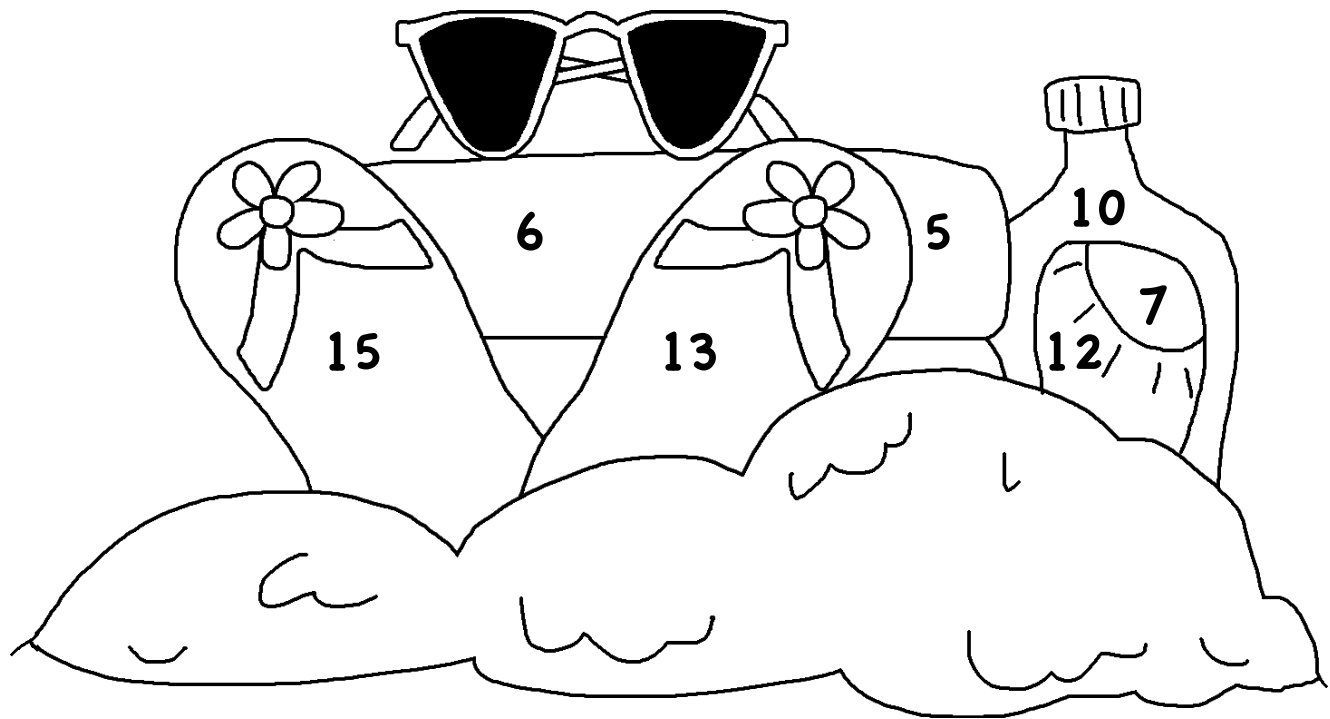


There are _____ birds.

Monday Draw a picture of something fun that you did last weekend. Write a sentence about your picture.

Tuesday

Color the picture. Color numbers LESS THAN 8 orange. Color numbers GREATER THAN 8 green.



Wednesday

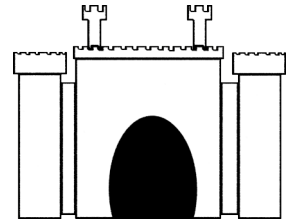
Read the word family words below. Write 4 more words that rhyme with them.

top

clop

Thursday

Draw your own sand castle. Start with a big square. Add 2 rectangles for towers. Make a door with a half oval shape.



Friday

Read one of your favorite books. Write 2 or 3 sentences about why this book is your favorite.



Monday Fill in the missing numbers. Count all the way to 100.

| | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | 2 | _____ | 4 | 5 | 6 | 7 | _____ | 9 | 10 |
| 11 | _____ | 13 | 14 | 15 | _____ | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | _____ | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | _____ | 33 | 34 | 35 | 36 | _____ | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | _____ | 46 | 47 | 48 | 49 | 50 |
| _____ | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | _____ |
| 61 | 62 | _____ | 64 | 65 | 66 | _____ | 68 | 69 | 70 |
| 71 | _____ | 73 | 74 | 75 | _____ | 77 | 78 | 79 | 80 |
| 81 | 82 | _____ | 84 | 85 | 86 | 87 | 88 | _____ | 90 |

Tuesday

Cut out the words. Use them to make a sentence. Write it below.

Teacher Tam 

they

eat

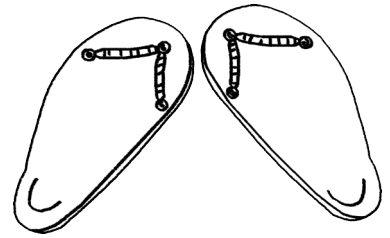
Did

all?

it

Wednesday

Five people at the pool are wearing flip flops.
How many shoes do they have altogether?



Thursday

Read the sentences. Circle the words LIKE and LIKES every time you see them.

They like to have fun in the sun.

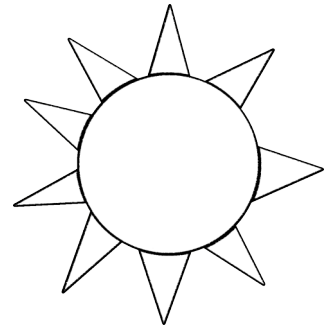
He likes to ride his bike.

She likes to pick pretty flowers.

The big dog likes to chase bugs.

The little cat likes to chase butterflies.

They all like to have fun in the sun!



Friday

Have an adult help you. Look for 2 things in your house, such as a book and a shoe. Draw a picture of each thing. Compare them by weight.

Which object was the lightest? _____

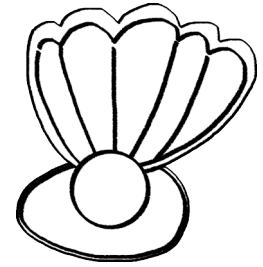
Which object was the heaviest? _____

Monday

Read each word. Change one letter to make a new word.

| | | | |
|--------------|-------------|-------------|-------------|
| cat c _ t | man ma _ | pet _ et | hen _ en |
| sit s _ t | cup cu _ | pop _ op | beg _ eg |
| cob c _ b | tan ta _ | sun _ un | hub _ ub |

Tuesday Jack and Jill both found one or more shells on the beach. Together, they found 5 shells. How many shells could each of them have found?



Jack found _____ and Jill found _____.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$

Jack found _____ and Jill found _____.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$

Jack found _____ and Jill found _____.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$

Jack found _____ and Jill found _____.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 5$$

Teacher Tam

Wednesday

Match each capital and lower case letter. Write them on the lines. Then, say each letter sound and think of a word that **BEGINS** with that sound.

D

j

J

d

N

q

G

n

Q

g

Thursday

Count each group of objects. Graph the number of objects you find in each group.



| | | | |
|------|----------------|------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| hats | pairs of shoes | surfboards | crabs |

Friday

Read the word family words below. Write 4 more words that rhyme with them.

hug

slug

Monday

Draw 20 surfboards. Write the numbers 1 to 20 on them.

**Tuesday**

Read each word. Color the REAL words green. Color the NONSENSE words orange.

| | | | |
|------|------|------|------|
| cat | daw | rat | nap |
| net | when | ren | net |
| bet | hat | that | plat |
| rot | zot | trot | hut |
| flun | sun | run | shut |
| dug | snug | blug | hug |



Wednesday

Use the "counting on" strategy to solve these addition problems.

| | |
|---|---|
| $2 + \begin{array}{ c } \hline \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ | $3 + \begin{array}{ c } \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ |
| $4 + \begin{array}{ c } \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ | $5 + \begin{array}{ c } \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ |
| $6 + \begin{array}{ c } \hline \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ | $7 + \begin{array}{ c } \hline \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ |
| $8 + \begin{array}{ c } \hline \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ | $9 + \begin{array}{ c } \hline \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$ |

Thursday

Read a book. Answer the following questions.

1. Who is the author?
2. Who is the illustrator?
3. Who is the main character? _____
4. Where does the story take place?

5. Retell the story.

Friday

Teacher Tam 

Count the blocks. Write the number.











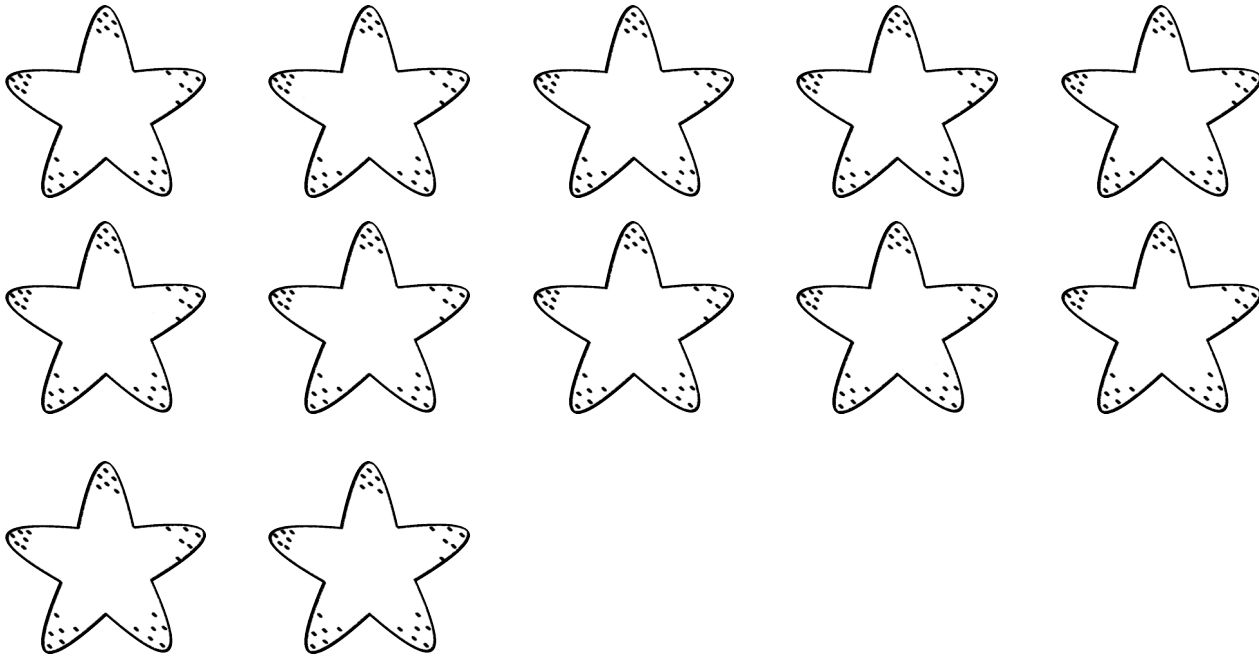


Monday

Write at least 2 sentences about your favorite thing to do in the summer. Draw an illustration to go with your sentences.

Tuesday

Count the number of sea stars. Then, color them using an ABB pattern.



There are _____ sea stars.

Teacher Tam 

Wednesday

Match each capital and lower case letter. Write them on the lines. Then, say each letter sound and think of a word that **BEGINS** with that sound.

E

y

I

a

A

u

U


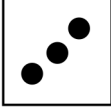
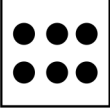
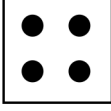
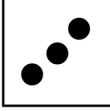
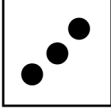
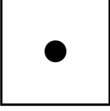

i

Y

e

Thursday

Use the "counting on" strategy to solve these addition problems.

| | |
|---|--|
| 2 +  = _____ | 3 +  = _____ |
| 4 +  = _____ | 5 +  = _____ |
| 6 +  = _____ | 7 +  = _____ |
| 8 +  = _____ | 2 +  = _____ |

Teacher Tam 

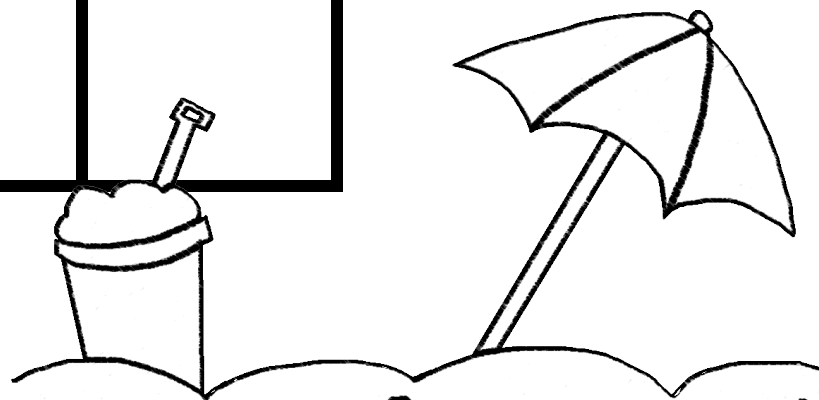
Friday

Read each word. Change one letter to make a new word.

| | | | |
|-----------------|----------------|----------------|----------------|
| sat s ____ t | men me ____ | wig ____ ig | peg ____ eg |
| pit p ____ t | cap ca ____ | pot ____ ot | ten ____ en |
| run r ____ n | fin fi ____ | fun ____ un | tug ____ ug |

Start

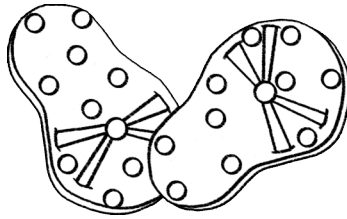
The beach
is fun!
Go ahead
3 spaces.



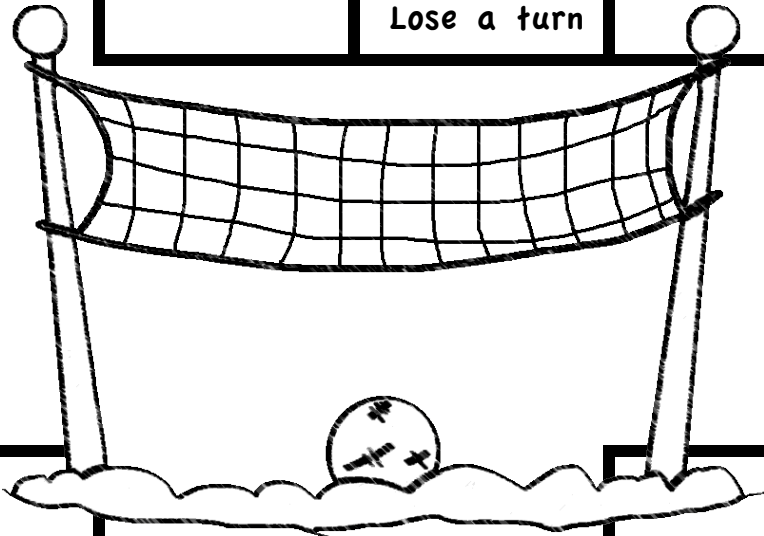
Beach Fun!

A wave got
your castle!
Go back
3 spaces.

Finish



You are
stuck in
the sand!
Lose a turn



You play
ball and
win! Go
ahead 3.

Game Cards: Sight Words

One page of each type of card is included. Use them to play separate games or do reading and math at the same time!

and

away

come

down

funny

help

here

little

look

make

play

said

see

where

are

ate

came

have

please

like

Game Cards: CVC Words

One page of each type of card is included. Use them to play separate games or do reading and math at the same time!

cat

hat

wag

fan

ten

den

jet

leg

wig

dig

fin

fit

log

fog

dot

nod

fun

rug

hut

bud

Game Cards: Sight Word Sentences

One page of each type of card is included. Use them to play separate games or do reading and math at the same time!

Is he here?

Run with me!

Did you see
her?

Can you see
him?

Was the play
funny?

It was red
and blue.

The dog is
brown and
black.

Her cat is
black and
white.

He said, "I
can jump."

She said, "I
can run fast."

They saw a
red one.

We saw a
yellow one.

He will be
there.

Please come
soon!

Look at this
one!

It was too
little.

He said, "We
went to eat."

Who went
with my
mom?

Yes, I will
help you.

Did she get
four?

Game Cards: Addition

One page of each type of card is included. Use them to play separate games or do reading and math at the same time!

$2 + 1 =$

$2 + 2 =$

$2 + 3 =$

$2 + 4 =$

$2 + 5 =$

$2 + 6 =$

$2 + 7 =$

$2 + 8 =$

$3 + 1 =$

$3 + 3 =$

$3 + 4 =$

$3 + 5 =$

$3 + 6 =$

$3 + 7 =$

$4 + 1 =$

$4 + 4 =$

$4 + 5 =$

$4 + 6 =$

$5 + 1 =$

$5 + 5 =$

Game Cards: Subtraction

One page of each type of card is included. Use them to play separate games or do reading and math at the same time!

$2 - 1 =$

$3 - 1 =$

$4 - 1 =$

$5 - 1 =$

$3 - 2 =$

$4 - 2 =$

$4 - 2 =$

$5 - 2 =$

$6 - 2 =$

$7 - 3 =$

$8 - 3 =$

$9 - 3 =$

$10 - 3 =$

$6 - 4 =$

$7 - 4 =$

$8 - 4 =$

$9 - 5 =$

$10 - 5 =$

$9 - 6 =$

$10 - 6 =$



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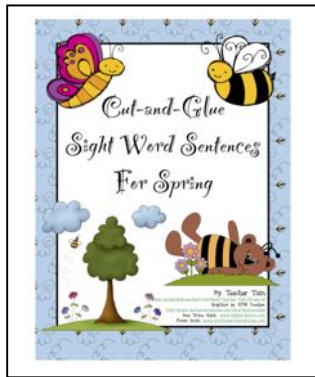
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Spring Word Work Pack

This packet is a seasonal companion to the "Word Work Pack: CVC Words, Sight Words, Sentences, Blends & Digraphs." This packet contains a few word families that are related to seasonal words. The majority of the packet focuses on short vowel sounds and long vowels created with a "silent e."

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