

 SCHOLASTIC

**BETWEEN  
GRADES  
PreK&K**

# SUMMER EXPRESS™



**VOCABULARY • GRAMMAR • WRITING • READING • MATH**

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**BETWEEN  
GRADES  
PreK&K**

# SUMMER EXPRESS

Summer Express (between grades PreK & K) © Scholastic Teaching Resources

**NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY  
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Dear Parent:



Congratulations! You hold in your hands an exceptional educational tool that will give your child a head start into the coming school year.

Inside this book, you'll find one hundred practice pages that will help your child review and learn the alphabet, numbers, colors, shapes, sorting, letters and sounds, and so much more! *Summer Express* is divided into 10 weeks, with two practice pages for each day of the week, Monday through Friday. However, feel free to use the pages in any order that your child would like. Here are other features you'll find inside:

- A weekly **incentive chart** and **certificate** to motivate and reward your child for his or her efforts.
- Suggestions for fun, creative **learning activities** you can do with your child each week.
- A **recommended reading list** (on page 8) of age-appropriate books that you and your child can read together throughout the summer.
- A **certificate of completion** to celebrate your child's accomplishments.

We hope you and your child will have a lot of fun as you work together to complete this workbook.

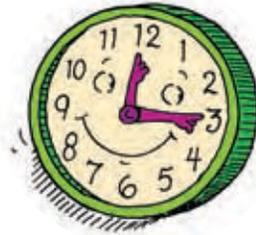
Enjoy!

**The editors**



## Terrific Tips for Using This Book

**1** Pick a good time for your child to work on the activities. You may want to do it around mid-morning after play, or early afternoon when your child is not too tired.



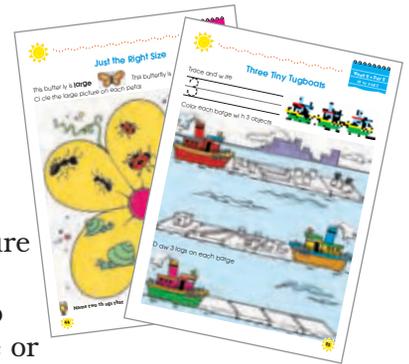
**2** Make sure your child has all the supplies he or she needs, such as pencils and crayons. Set aside a special place for your child to work.

**3** At the beginning of each week, discuss with your child how many minutes a day he or she would like to read. Write the goal at the top of the incentive chart for the week. (We recommend reading 5 to 10 minutes a day with your child who is entering kindergarten.)



**4** To celebrate your child's accomplishments, let him or her affix stickers on the incentive chart for completing the activities each day. Reward your child's reading efforts with a bonus sticker at the end of the week as well.

**5** Encourage your child to complete the worksheets, but don't force the issue. While you may want to ensure that your child succeeds, it's also important that he or she maintains a positive and relaxed attitude toward school and learning.



**6** After you've given your child a few minutes to look over the practice pages he or she will be working on, ask your child to tell you his or her plan of action: "Tell me about what we're doing on these pages." Hearing the explanation aloud can provide you with insights into your child's thinking processes. Can he or she complete the work independently? With guidance? If your child needs support, try offering a choice about which family member might help. Giving your child a choice can help boost confidence and help him or her feel more ownership of the work to be done.

**7** When your child has finished the workbook, present him or her with the certificate of completion on page 143. Feel free to frame or laminate the certificate and display it on the wall for everyone to see. Your child will be so proud!





## Week-by-Week Activities

Try these quick and easy activities to enhance learning and fun!

### Week 1

- ⑨ Help your child write the letters of his or her first name. Together, count the number of letters in the name.
- ⑨ In the park or in your backyard, lie down on the ground with your child and watch the clouds pass by. Call out shapes or figures that you see in the clouds.
- ⑨ While reading the newspaper or a magazine, encourage your child to look for words that begin with the same letter as his or her name. Read the words together aloud.
- ⑨ When eating colored candy, such as M&Ms, have your child count how many of each color there are in a bag.

### Week 2

- ⑨ While strolling through the neighborhood or running errands with your child, play “I Spy,” calling out letters that you see. For example, “I spy a big, red letter M.”
- ⑨ Using gumdrops or marshmallows and toothpicks, encourage your child to build different shapes, such as triangles, squares, or rectangles.
- ⑨ As your child plays jump rope, encourage him or her to chant the alphabet, one letter for each jump.
- ⑨ Buy a set of magnetic letters so your child can form words on the refrigerator while you cook.

### Week 3

- ⑨ Invite your child to help you bake cookies and let him or her help measure the different ingredients using measuring cups and spoons.
- ⑨ While reading a magazine with your child, challenge him or her to find a particular letter, such as the letter C, on the page and circle it.
- ⑨ Help your child memorize important numbers, such as your home phone number, 911, your address, and so on.
- ⑨ Let your child sit with you while you write out your grocery list or your list of things to do. This will allow your child to see authentic reasons for writing.

### Week 4

- ⑨ At the beach, collect seashells with your child. Later, encourage him or her to sort the shells any way he or she wants. Then ask your child to explain how he or she sorted the shells.
- ⑨ Finger-trace letters on your child’s palm or back and have him or her guess what letter you formed.
- ⑨ Make pasta or cereal necklaces with your child to help build fine-motor skills. Provide your child with a length of yarn or lanyard and pasta or cereal with holes in the middle.
- ⑨ Write each letter of your child’s name (first and/or last) on a small square piece of paper, then put the pieces of paper inside an



envelope. Give the letters to your child and have him or her use the letters to create different words.

### Week 5

- ⑨ At the beach, use a stick to print out your child's name on the sand before the waves come in and wash it away. Then challenge your child to write a letter as many times as possible before the waves return.
- ⑨ Challenge your child to guess how many steps it takes to go from the front door to your kitchen or from the bedroom to the bathroom. Then have your child walk heel-to-toe and count the number of steps. Ask your child: Do you think it would take more or fewer steps if I (or another grown-up) measured the distance the same way?
- ⑨ Create riddles with your child in order to practice beginning consonant sounds. For example, "It's round and fun to play with. It begins with the *b* sound." (Ball)
- ⑨ Next time your child wants to paint, offer only the three primary colors (red, blue, and yellow) and encourage your child to experiment with mixing the colors to create new ones.

### Week 6

- ⑨ Turn exercise time into learning time. Challenge your child to form letters with his or her body, either lying down or standing up. Some letters he or she can form are T, L, X, and Y.
- ⑨ Go on a "shape hunt" with your child. Encourage him or her to look for circles, rectangles, squares, and triangles around your house or when you go for a walk.
- ⑨ Provide your child with old newspapers, safety scissors, paper, and glue. Encourage him or her to cut out letters in his or her name and paste them on a sheet of paper.

- ⑨ Bath time is a great time to learn about things that sink or float. Let your child bring some waterproof toys in the bath. Then ask him or her to guess whether each toy will sink or float before putting it in the water.

### Week 7

- ⑨ Let your child look out the window and count how many cars or people pass by in 3 to 5 minutes.
- ⑨ Fill a shallow cake pan with sand or salt. Invite your child to practice tracing a letter in the sand with his or her finger.
- ⑨ Play a clapping game with your child to hone his or her listening skills. Clap a simple pattern, such as clap-rest-clap, and ask your child to repeat the pattern back to you. Gradually increase the complexity of the pattern as you continue the game.
- ⑨ Encourage your child to button his or her own shirt, zip his or her own zippers, and tie his or her own shoelaces to build fine-motor skills.

### Week 8

- ⑨ Provide your child with toothpicks or plastic straws and play dough and encourage your child to use these materials to "build" letters.
- ⑨ Gather a collection of buttons and invite your child to sort the buttons by different attributes. For example, your child can sort the buttons by color, by the number of holes, and so on.
- ⑨ Make a list of high-frequency words—words that appear frequently in the English language—such as, *the, to, and, a, he, I, you, it, of, in, was, said, that, she, for*, and so on. Pick a word of the day and have your child point out that word every time he or she sees it that day.
- ⑨ Enlist your child's help in creating a healthy fruit kebob snack—and practice patterns. Using small wooden skewers and



different fruits, have your child make ABAB patterns (like banana, strawberry, banana, strawberry) or even ABCABC patterns (grape, banana, blueberry, grape, banana, blueberry).

### Week 9

- ⊙ Play “Simon Says” with your child to introduce the names of different body parts. For example, “Simon says, ‘Pat your stomach’” or “Simon says, ‘Touch your knees.’”
- ⊙ Go on a measuring expedition with your child. Pick a nonstandard tool of measurement (such as a spoon or shoe) and measure different things at home, such as the rug, dining table, or bed.
- ⊙ Give your child chalk to write letters on the sidewalk. Encourage him or her to make the letters as big as possible.
- ⊙ Next time you go to the park with your child, bring some paper and crayons or pencils, and make rubbings of tree trunks, leaves, and so on.

### Week 10

- ⊙ Give your child coins to sort. Help him or her identify each coin and how much it is worth.
- ⊙ Have your child write letters using glue and glitter. Your child can squirt glue on paper to form a letter, then sprinkle glitter on the glue. When the glue dries, your child can trace the letters he or she has formed with her finger.
- ⊙ Play dice with your child to help teach or reinforce the concept of “greater than” or “less than.” Each of you take a die and toss it in turn. Whoever tosses the higher number gets a point.
- ⊙ While riding in a car, challenge your child to call out letters and numbers on license plates.
- ⊙ To make the mini-book on pages 127–128, tear the sheet out along the perforation and cut along the dashed line. Place the two sections so the mini-book pages are in order, then staple and fold to form a book.

## Books to Read

*Barn Dance*  
by Bill Martin, Jr.

*Ben’s Trumpet*  
by Rachel Isadora

*Changes, Changes*  
by Pat Hutchins

*Click, Clack, Moo:  
Cows That Type*  
by Doreen Cronin

*A Color of His Own*  
by Leo Lionni

*Dance Away*  
by George Shannon

*Goodnight, Gorilla*  
by Peggy Rathmann

*Growing Colors*  
by Bruce McMillan

*Harold and the Purple  
Crayon*  
by Crockett Johnson

*How Do Dinosaurs Say  
Good Night?*  
by Jane Yolen

*If You Give a Mouse  
a Cookie*  
by Laura Numeroff

*Jennie’s Hat*  
by Ezra Jack Keats

*Love You Forever*  
by Robert Munsch

*Lunch*  
by Denise Fleming

*Market Day: A Story  
Told With Folk Art*  
by Lois Ehlert

*Max Found Two Sticks*  
by Brian Pinkney

*Of Colors and Things*  
by Tana Hoban

*Olivia*  
by Ian Falconer

*Piggies*  
by Don Wood

*Planting a Rainbow*  
by Lois Ehlert



# Skills Review and Practice

Educators have established learning standards for math and language arts. Listed below are some of the important skills covered in *Summer Express* that will help your child review and prepare for the coming school year so that he or she is better prepared to meet these learning standards.

## Math

### Skills Your Child Will Review

- ◆ identifying numerals 0–9
- ◆ counting quantities from 1–10
- ◆ indicating more than/less than
- ◆ sequencing two-step events
- ◆ recognizing shapes
- ◆ identifying colors
- ◆ identifying patterns  
(e.g., ab, abc, aab, abb)

### Skills Your Child Will Practice to Prepare for Kindergarten

- ◆ identifying numerals 1–10
- ◆ sequencing events (three steps)
- ◆ ordering numerals from 1–10
- ◆ indicating opposites (e.g., short/long, small/big, happy/sad, up/down, boy/girl, fast/slow, in/out, hot/cold, full/empty)
- ◆ identifying relationships (items that go together)
- ◆ classifying objects (items that do not belong)

## Language Arts

### Skills Your Child Will Review

- ◆ using writing tools and materials
- ◆ tracing and writing lines  
(e.g., diagonals, curves, circles, and basic shapes)
- ◆ making distinctions between letters and numbers
- ◆ sequencing events  
(e.g., beginning, middle, and end) in a story
- ◆ identifying rhyming sounds in spoken language

### Skills Your Child Will Practice to Prepare for Kindergarten

- ◆ tracing and writing upper- and lowercase alphabet letters
- ◆ tracing and writing the numeral and number words 1–10
- ◆ writing upper- and lowercase letters in manuscript print
- ◆ writing the numerals 1–10 in manuscript print
- ◆ identifying some familiar words in print  
(e.g., colors, shapes)
- ◆ using meaning clues (e.g., pictures) and phonetic analysis to decode unfamiliar words
- ◆ following visual, multi-step directions to draw familiar items
- ◆ identifying rhyming words and rhyming sounds

# 's Incentive Chart: Week 1

Name Here \_\_\_\_\_

This week, I plan to read \_\_\_\_\_ minutes each day.

CHART YOUR PROGRESS HERE.

| Week 1  | Day 1   | Day 2   | Day 3   | Day 4   | Day 5   |
|---|---|---|---|---|---|
| <br><b>I read for...</b> | minutes   | minutes   | minutes   | minutes   | minutes   |
| Put a sticker to show you completed each day's work.  | <br> | <br> | <br> | <br> | <br> |

# Congratulations!

Wow! You did a great job this week!



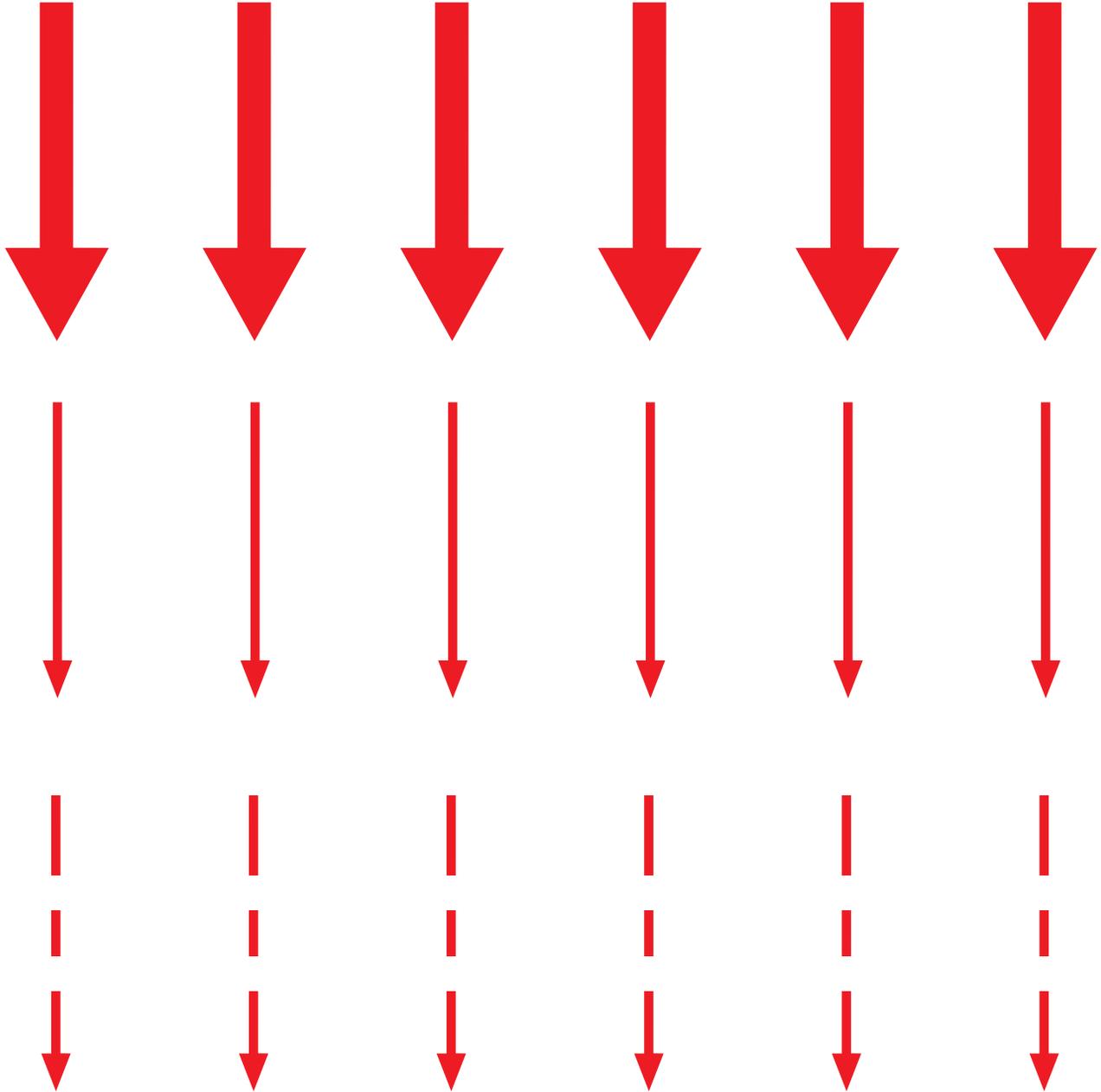
Place sticker here.

Parent or Caregiver's Signature \_\_\_\_\_



# Down

Trace the arrows with your finger.





# Diagonals

Trace the diagonal lines with your finger.

