

# First Grade Summer Packet

Hello first grade families! Congratulations on graduating kindergarten and welcome to the "big" building. We are already so excited to meet you all! In this folder you will find your child's work for the summer. Each page needs to be completed with pencil by the first day of school. We have included clear sheet protectors so that the work can be done multiple times throughout the summer. You can use a dry erase marker, and it will come right off! This will allow you and your child to continue to work on skills and be prepared for first grade.

Here is the list of skills that your child will be working on throughout the summer: identifying beginning and ending sounds, tracing of letters (upper and lowercase), mixed short vowels, identifying sight words, identifying number quantity, counting to 100, filling in 100s chart and lastly, adding within 5.

We have also included a recording sheet. We ask that you and your child fill in the recording sheet each time you work on one of these skills. This should be worked on throughout the summer. This will help make sure that your child is well prepared for the start of first grade! We cannot wait for August!

Best,

Miss Dunleavy & Mrs. Schimming





Letter  
Sounds  
#1

# Lowercase Letter Sounds

Touch each dot and  
say the sound of the  
letter above it.

c o h e s n v



y a g r x m u



t p e z d q l

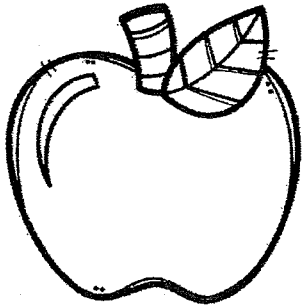


k b w i f u j



# Beginning Sounds

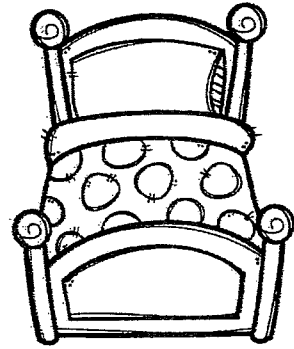
Name: \_\_\_\_\_



a t p



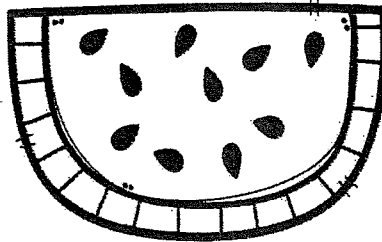
l e z



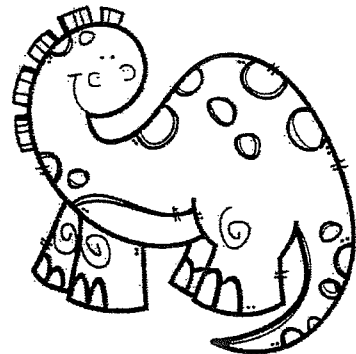
u b d



c i s



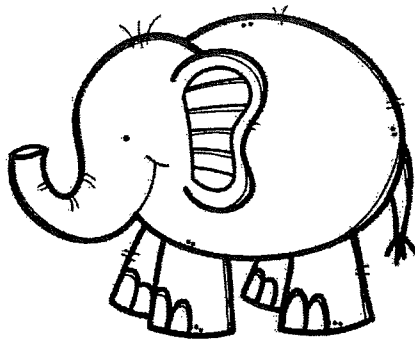
j w v



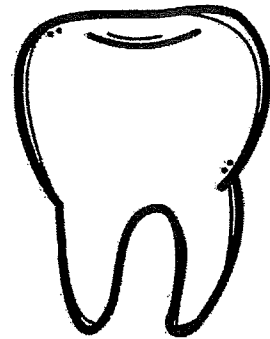
p d q



s x v



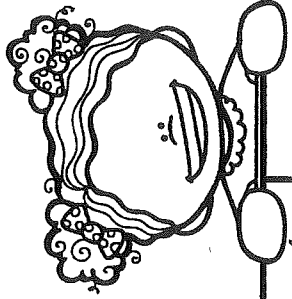
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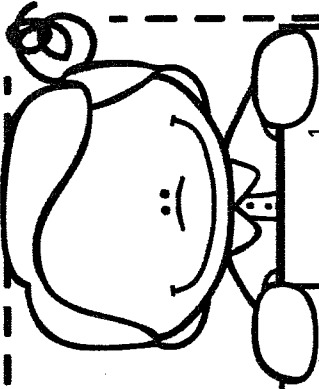


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Name: \_\_\_\_\_

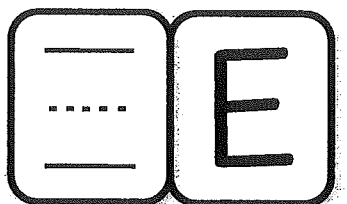
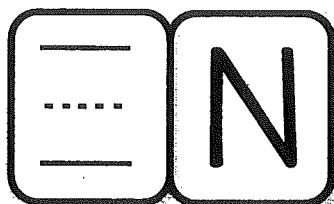
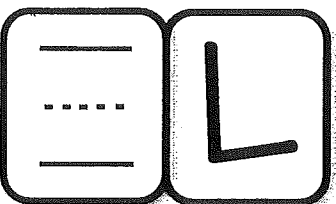
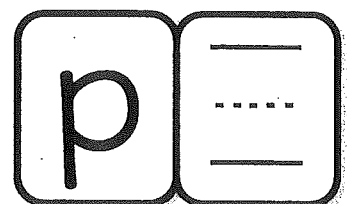
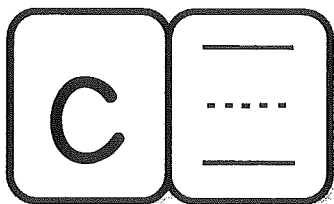
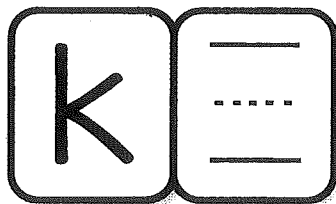
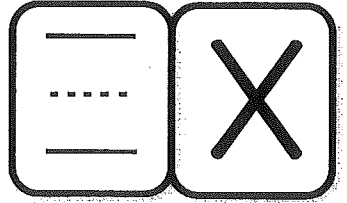
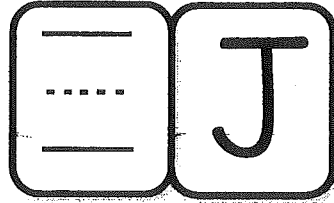
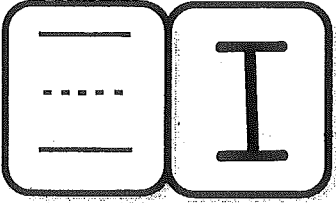
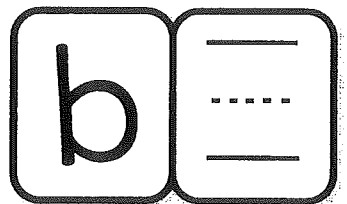
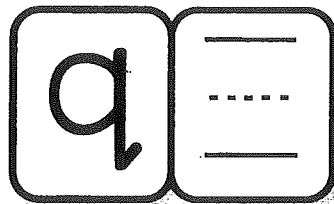
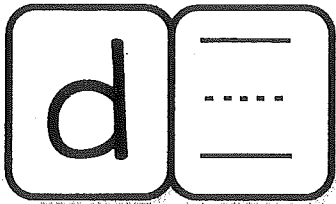
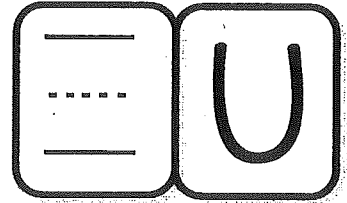
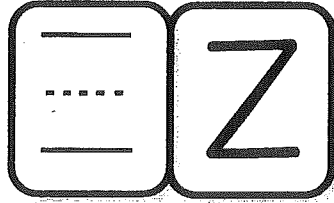
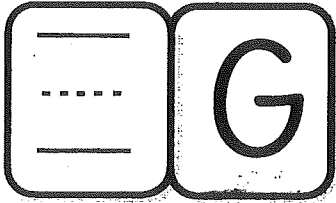


Tracing guide for uppercase letter A. Stroke 1 is a diagonal line down to the right. Stroke 2 is a diagonal line down to the left. Stroke 3 is a horizontal line across the middle.	Tracing guide for uppercase letter H. Stroke 1 is a vertical line down. Stroke 2 is a vertical line down. Stroke 3 is a horizontal line across the middle.	Tracing guide for uppercase letter E. Stroke 1 is a vertical line down. Stroke 2 is a horizontal line across the top. Stroke 3 is a horizontal line across the middle. Stroke 4 is a horizontal line across the bottom.	Tracing guide for uppercase letter P. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top of stroke 1, going up and then down to the right.	Tracing guide for uppercase letter C. Stroke 1 is a curved line starting from the top and going counter-clockwise.	Tracing guide for uppercase letter B. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top of stroke 1, going up and then down to the right. Stroke 3 is a second curved line starting from the middle of stroke 1, going up and then down to the right.	Tracing guide for uppercase letter D. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top of stroke 1, going up and then down to the right.	Tracing guide for uppercase letter G. Stroke 1 is a curved line starting from the top and going counter-clockwise. Stroke 2 is a short diagonal line at the bottom right.	Tracing guide for uppercase letter F. Stroke 1 is a vertical line down. Stroke 2 is a horizontal line across the top.	Tracing guide for uppercase letter K. Stroke 1 is a vertical line down. Stroke 2 is a diagonal line down to the right. Stroke 3 is a diagonal line down to the left.	Tracing guide for uppercase letter R. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top of stroke 1, going up and then down to the right. Stroke 3 is a diagonal line down to the right.	Tracing guide for uppercase letter X. Stroke 1 is a diagonal line down to the right. Stroke 2 is a diagonal line down to the left.	Tracing guide for uppercase letter W. Stroke 1 is a diagonal line down to the right. Stroke 2 is a diagonal line down to the left. Stroke 3 is a diagonal line down to the right. Stroke 4 is a diagonal line down to the left.	Tracing guide for uppercase letter V. Stroke 1 is a diagonal line down to the right. Stroke 2 is a diagonal line down to the left.	Tracing guide for uppercase letter U. Stroke 1 is a vertical line down. Stroke 2 is a curved line starting from the top of stroke 1, going up and then down to the right.	Tracing guide for uppercase letter T. Stroke 1 is a vertical line down. Stroke 2 is a horizontal line across the top.	Tracing guide for uppercase letter S. Stroke 1 is a curved line starting from the top and going counter-clockwise. Stroke 2 is a second curved line starting from the middle of stroke 1, going up and then down to the right.	Tracing guide for uppercase letter Z. Stroke 1 is a horizontal line across the top. Stroke 2 is a diagonal line down to the right. Stroke 3 is a horizontal line across the bottom.	Tracing guide for uppercase letter N. Stroke 1 is a vertical line down. Stroke 2 is a diagonal line down to the right. Stroke 3 is a vertical line down.
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Letter  
Identification  
#12

Mixed  
Letter Match

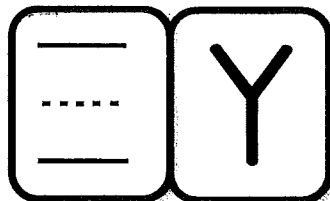
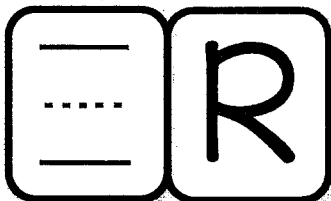
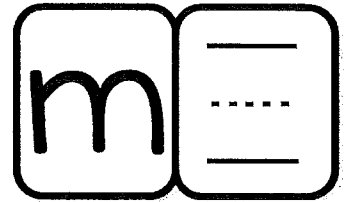
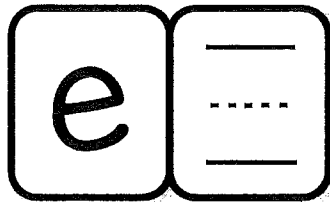
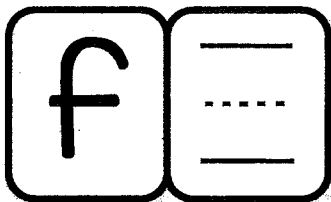
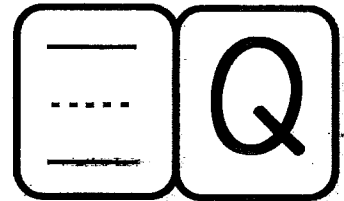
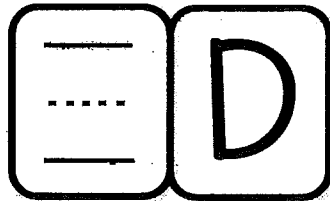
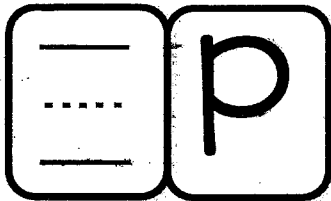
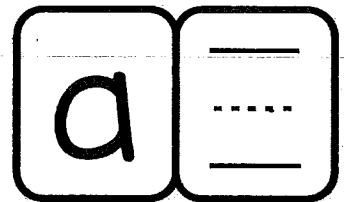
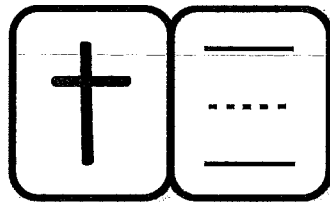
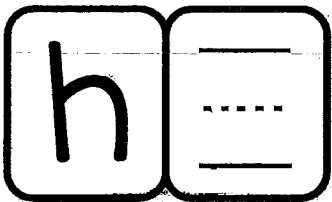
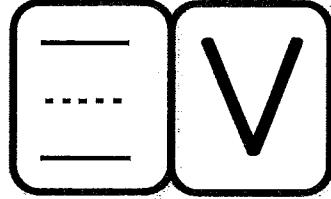
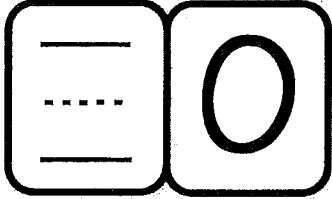
Fill in the matching  
capital or  
lowercase letter.



Letter  
Identification  
#11

Mixed  
Letter Match

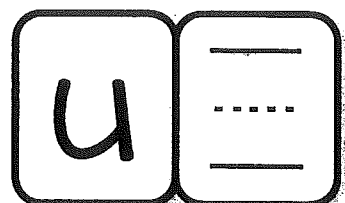
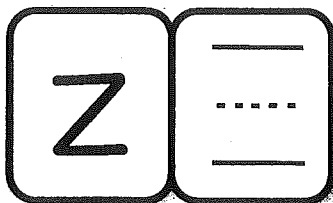
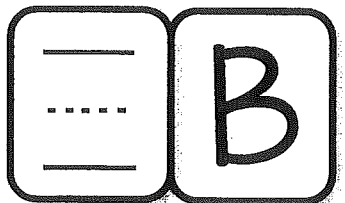
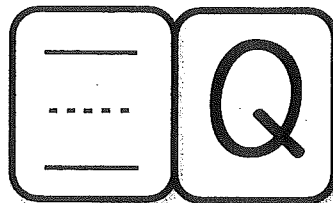
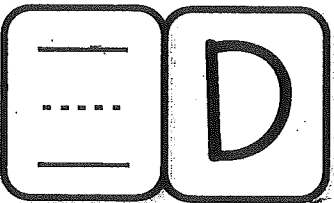
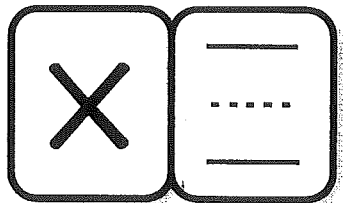
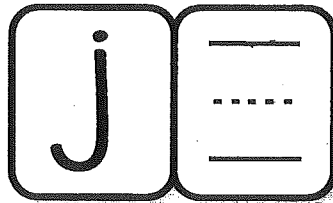
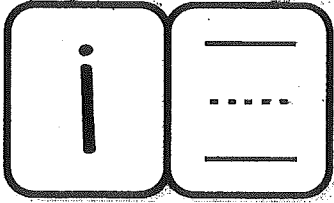
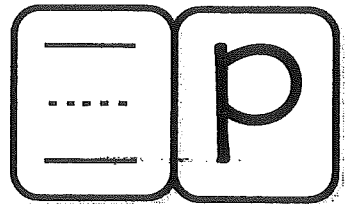
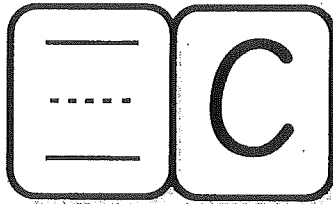
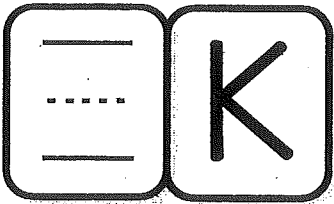
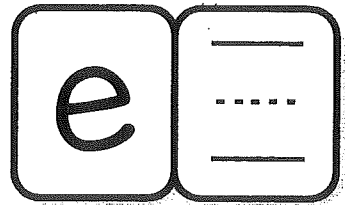
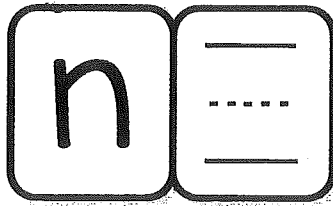
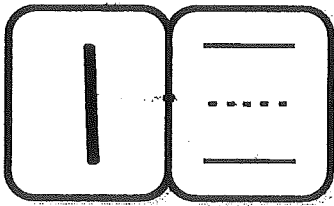
Fill in the matching  
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Letter  
Identification  
#10

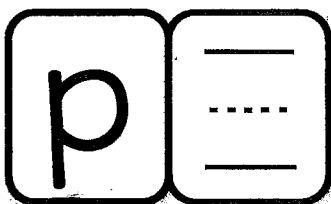
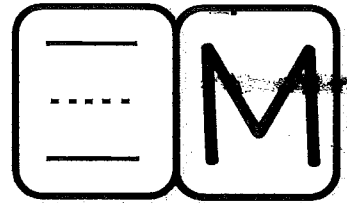
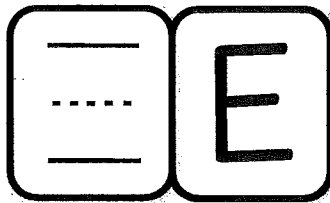
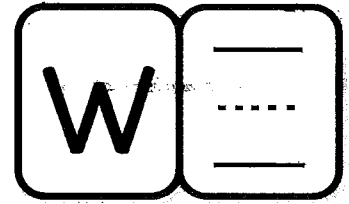
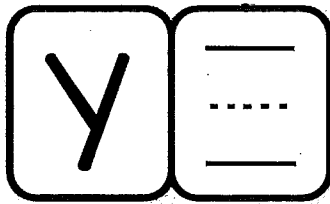
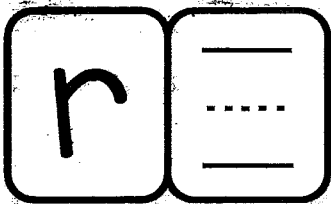
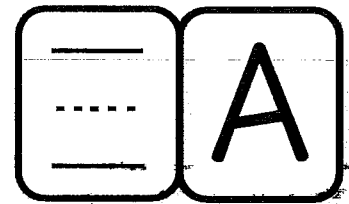
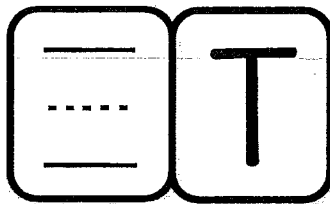
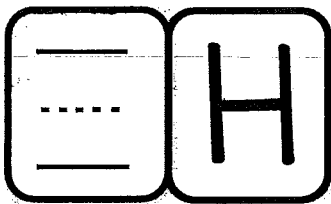
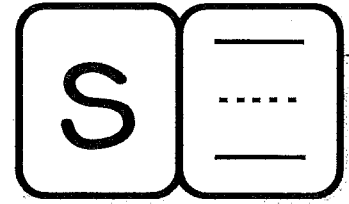
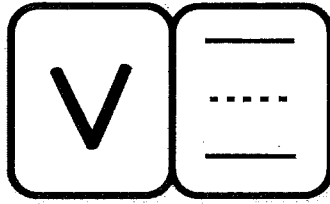
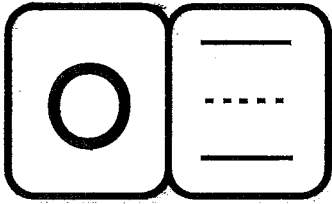
Mixed  
Letter Match

Fill in the matching  
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lowercase letter.

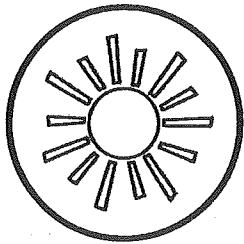


Mixed  
Letter Match

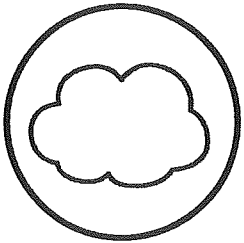
Fill in the matching  
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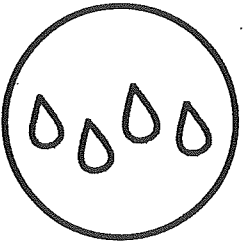
# SOUND IT OUT



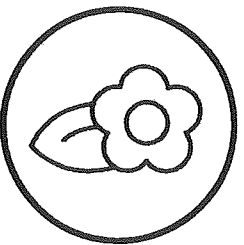
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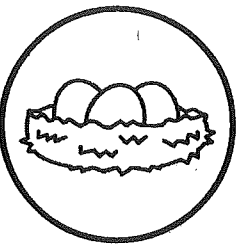
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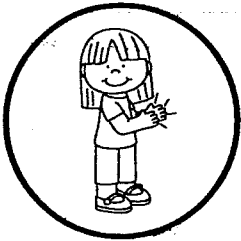


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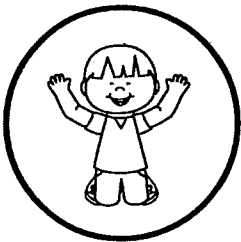
# SOUND IT OUT



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— la —



— um —

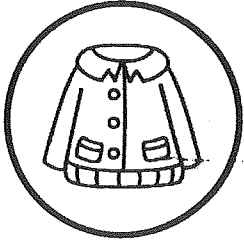


— u —



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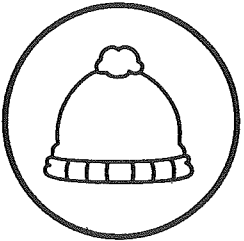
# SOUND IT OUT



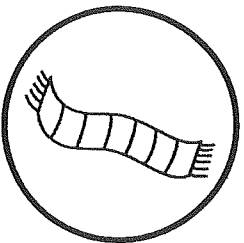
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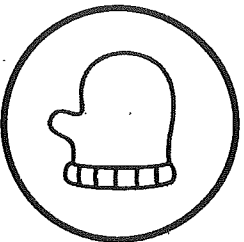
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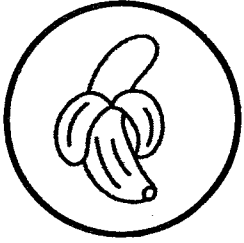


\_\_\_ car \_\_\_

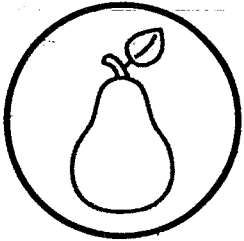


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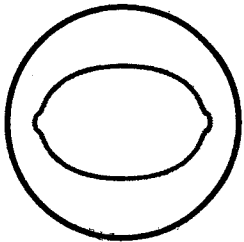
# SOUND IT OUT



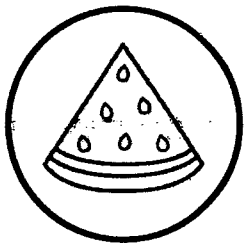
— anan —



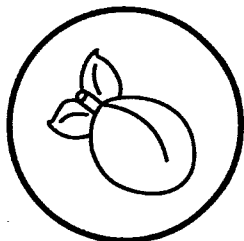
— ea —



— emo —



— atermelo —

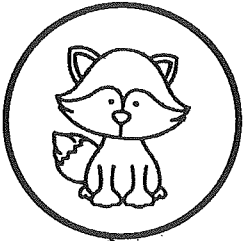


— lu —

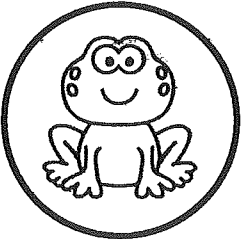
# SOUND IT OUT



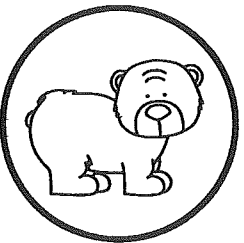
\_\_\_ io \_\_\_



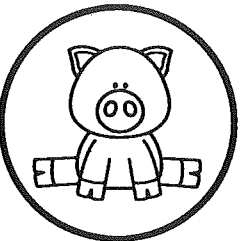
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\_\_\_ ro \_\_\_

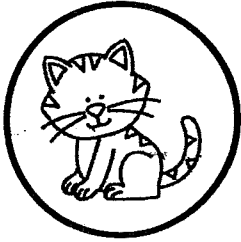


\_\_\_ ea \_\_\_

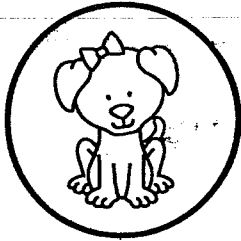


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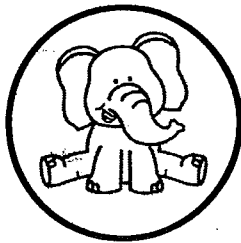
# SOUND IT OUT



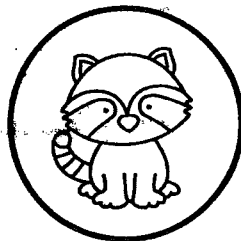
— a —



— o —



— lephan —



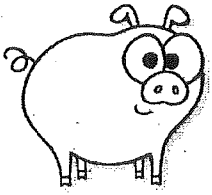
— accoo —



— ir —

# Mixed Vowels MISSING LETTERS

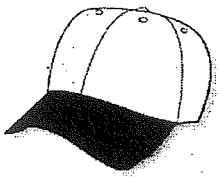
Fill in the missing  
vowel sounds that  
match the picture.



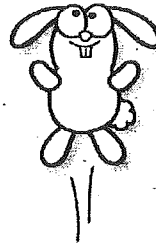
p  g



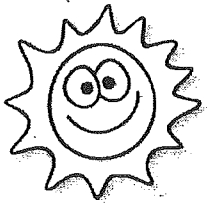
w  t



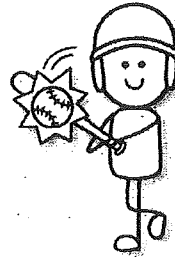
c  p



h  p



s  n



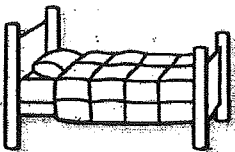
h  t



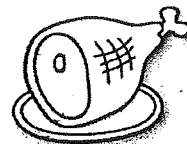
f  x



m  d



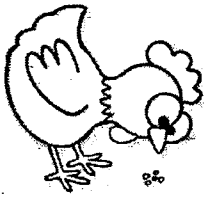
b  d



h  m

# Mixed Vowels Missing Letters

Fill in the missing  
vowel sounds that  
match the picture.



h  n



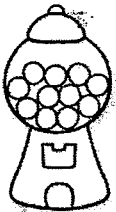
m  p



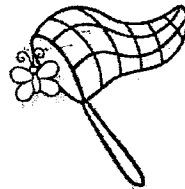
p  t



w  g



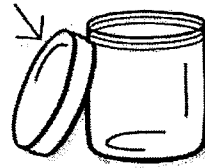
g  m



n  t



p  n



l  d



l  g



b  n

Sight  
Words  
#4

Fry Words 26-50  
**Listen & Read**

Listen to your  
teacher say a  
word and point  
to it on the  
paper.

had	but	all	were	your
there	each	do	if	one
words	what	we	can	use
which	how	or	by	not
when	said	an	she	their

Sight  
Words  
#3

# Fry Words 1-25

## Slide & Read

Slide your finger  
across the arrow  
and read the sight  
words above.

to

he

be

that

it

as

and

on

are

at

you

they

I

of

for

have

from

is

his

the

was

this

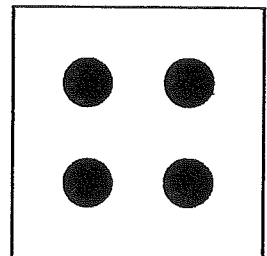
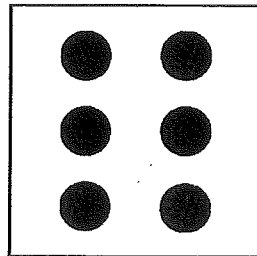
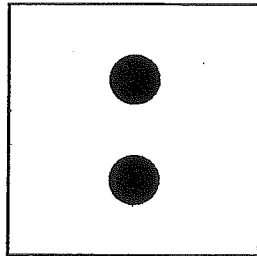
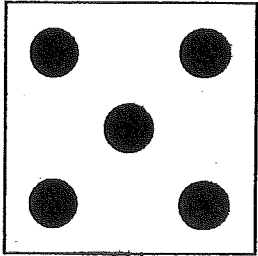
in

with

a

# What Number Am I?

Directions: The student will recognize and write the number for each die as quickly as possible.



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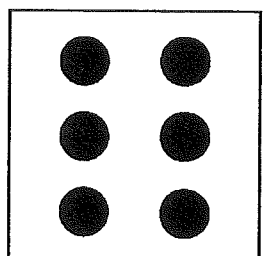
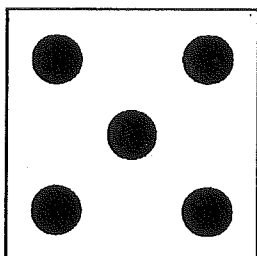
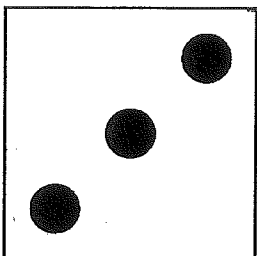
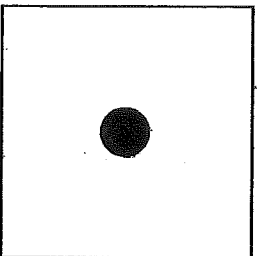
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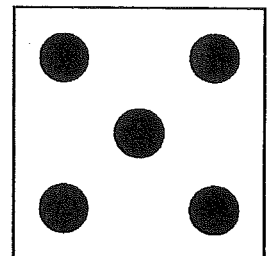
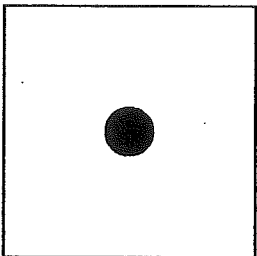
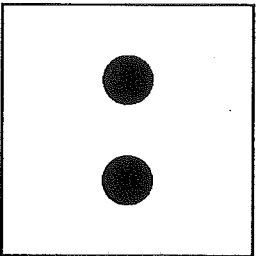
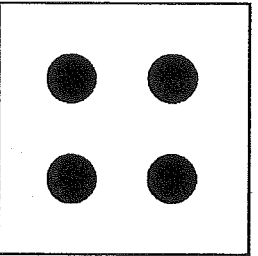
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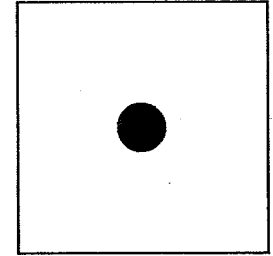
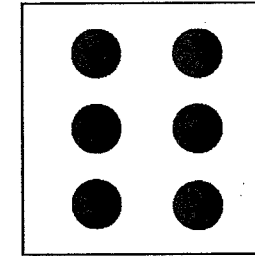
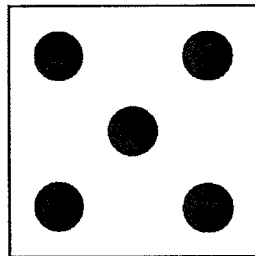
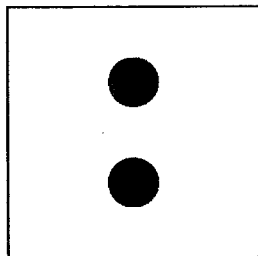
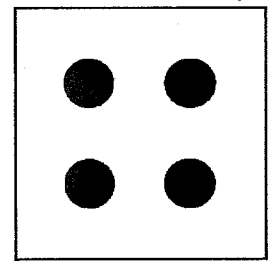
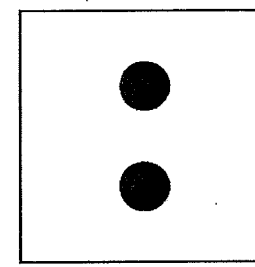
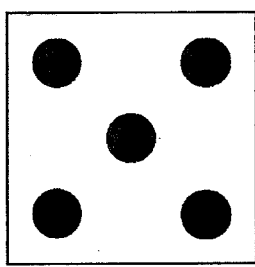
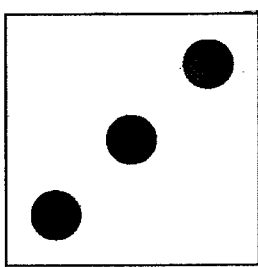
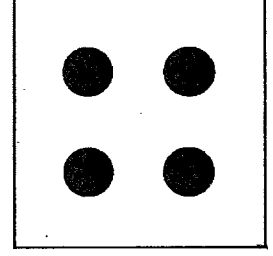
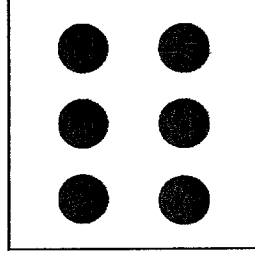
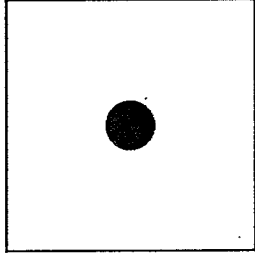
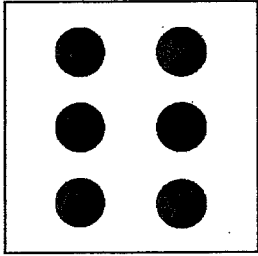
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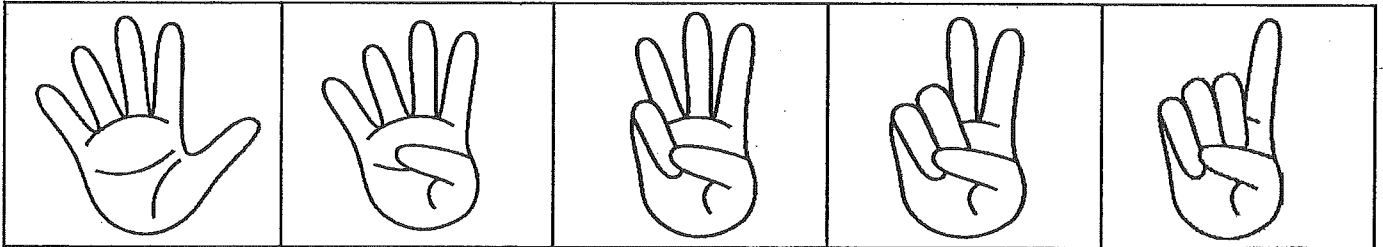
# What Number Am I?

Directions: The student will recognize and write the number for each die as quickly as possible.



# Fast Fingers

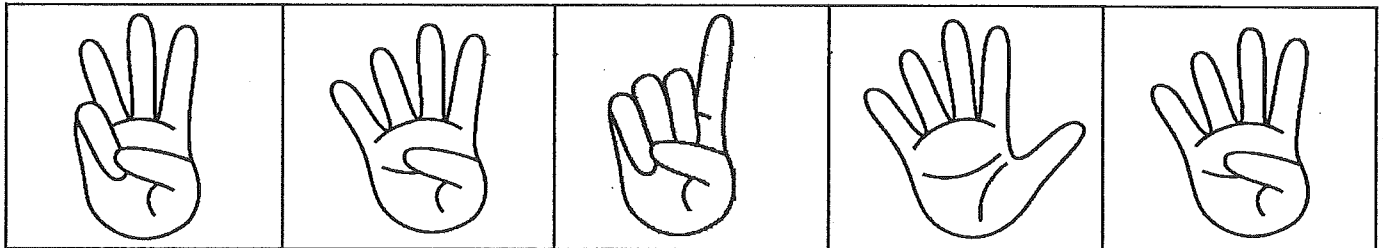
Directions: The student will write or say how many fingers each hand is holding up as quickly as possible.



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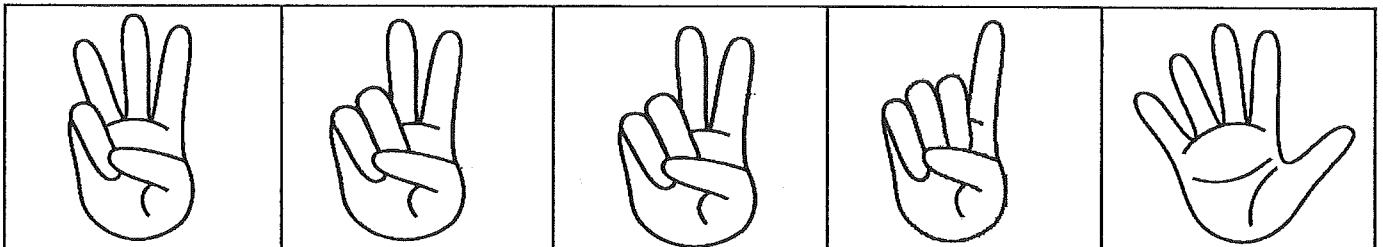
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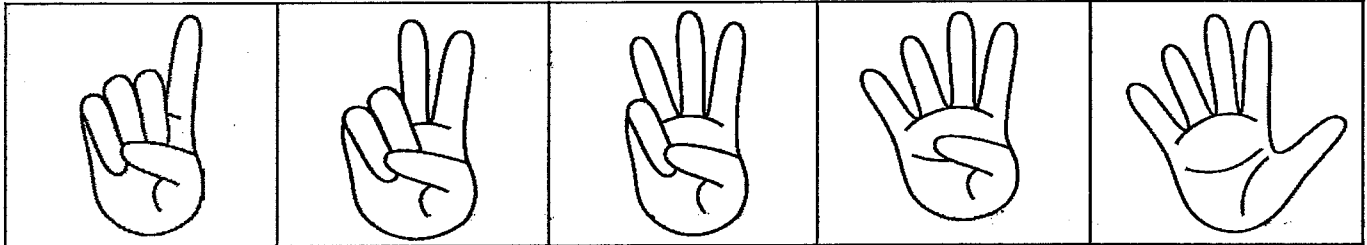
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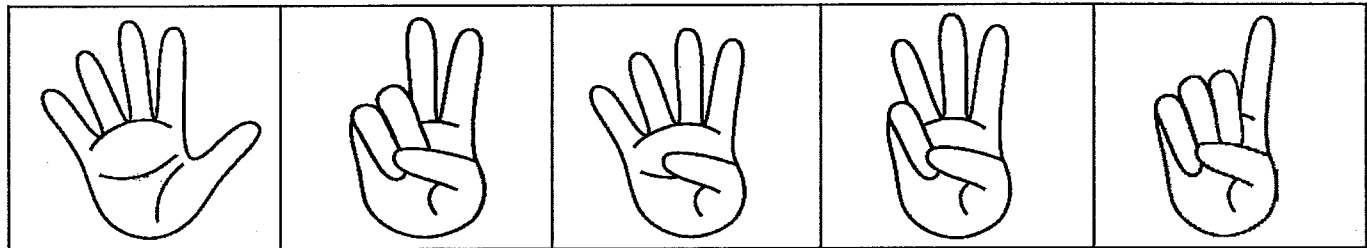
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# Fast Fingers

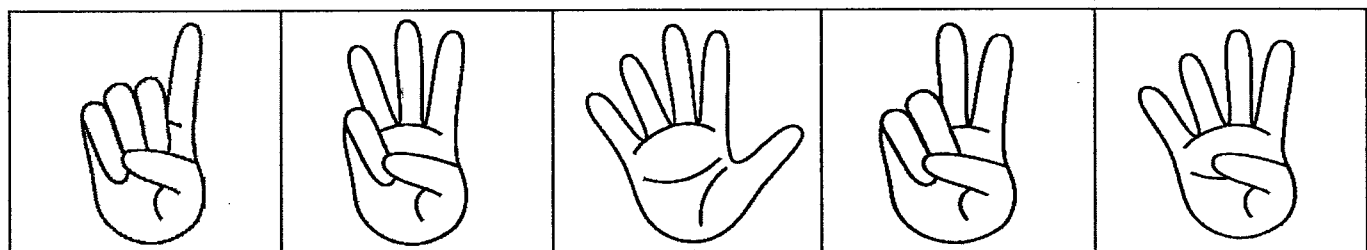
Directions: The student will write or say how many fingers each hand is holding up as quickly as possible.



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Name: \_\_\_\_\_



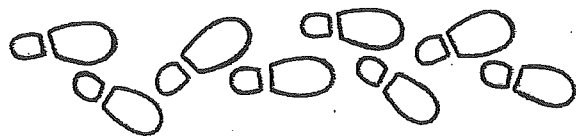
# Missing Numbers

Fill in the missing numbers in each set

1	2	3		5	6	7		9	10
---	---	---	--	---	---	---	--	---	----



5	6	7			10	11			14
---	---	---	--	--	----	----	--	--	----



10	11	12		14		16			19
----	----	----	--	----	--	----	--	--	----



Trace the numbers:

1	2	3	4	5
---	---	---	---	---

6	7	8	9	10
---	---	---	---	----

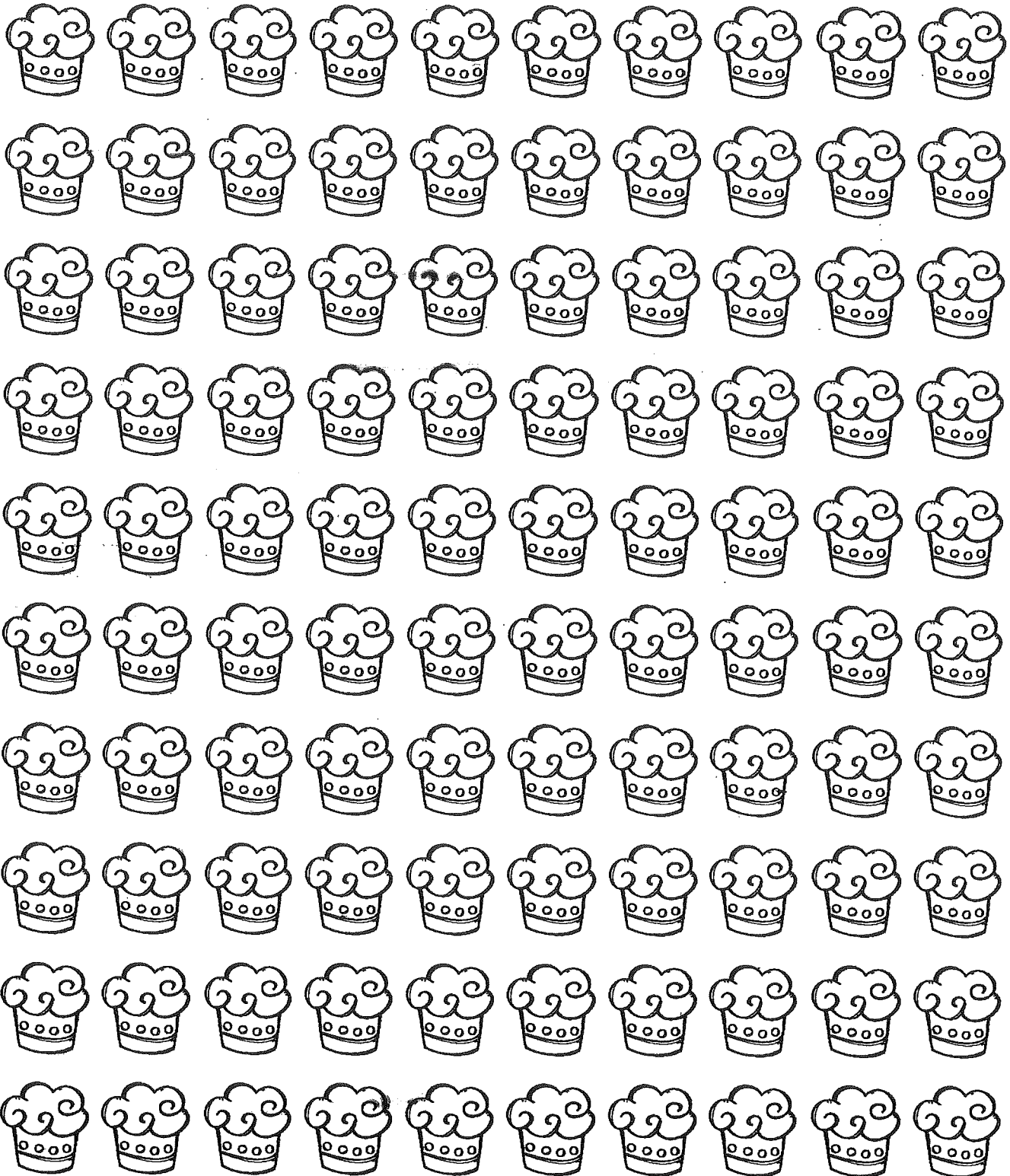
# Numbers 0-20

Directions: Read the numbers as quickly as possible.

8	13	2	18	16	12
11	9	10	15	14	19
20	18	5	7	16	12
19	10	13	11	17	14
12	3	8	20	6	18
19	11	0	2	1	16
3	13	14	20	8	4
15	1	11	13	12	20
18	13	12	9	11	10
4	17	14	20	12	18

# I can count to 100.

Directions: Count and cross off 100 cupcakes.



# I can count to 100.

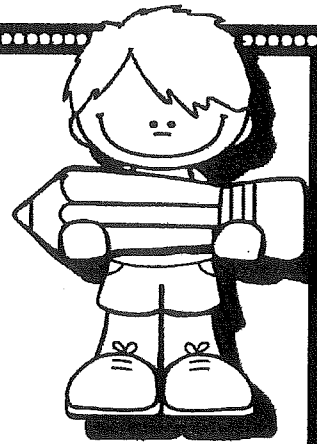
Directions: Point and count to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1		3	4	5	6	7		9	
	12		14	15		17	18		20
21		23	24	25	26			29	30
31	32		34	35		37	38	39	40
	42	43	44		46	47	48	49	
51	52		54	55		57		59	60
	62	63		65	66	67	68	69	70
71	72	73	74	75	76	77		79	80
81	82	83	84	85		87	88	89	90
91	92	93		95	96	97	98	99	100

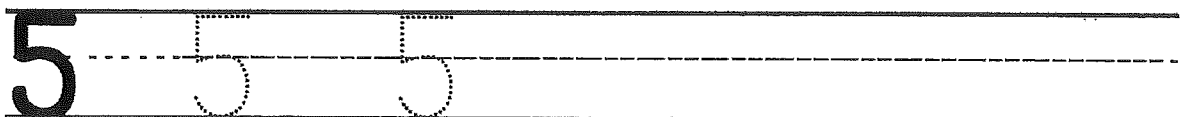
1	2	3		5		7		9	
	12		14	15		17	18	19	
	22	23	24		26		28		30
31			34	35	36	37	38	39	40
41	42	43	44	45		47		49	50
51	52		54	55		57	58	59	60
61		63	64	65	66		68	69	70
	72	73	74		76	77	78	79	80
81	82		84	85	86	87	88		90
91	92	93	94	95	96	97	98	99	100

# I Write **Numbers**

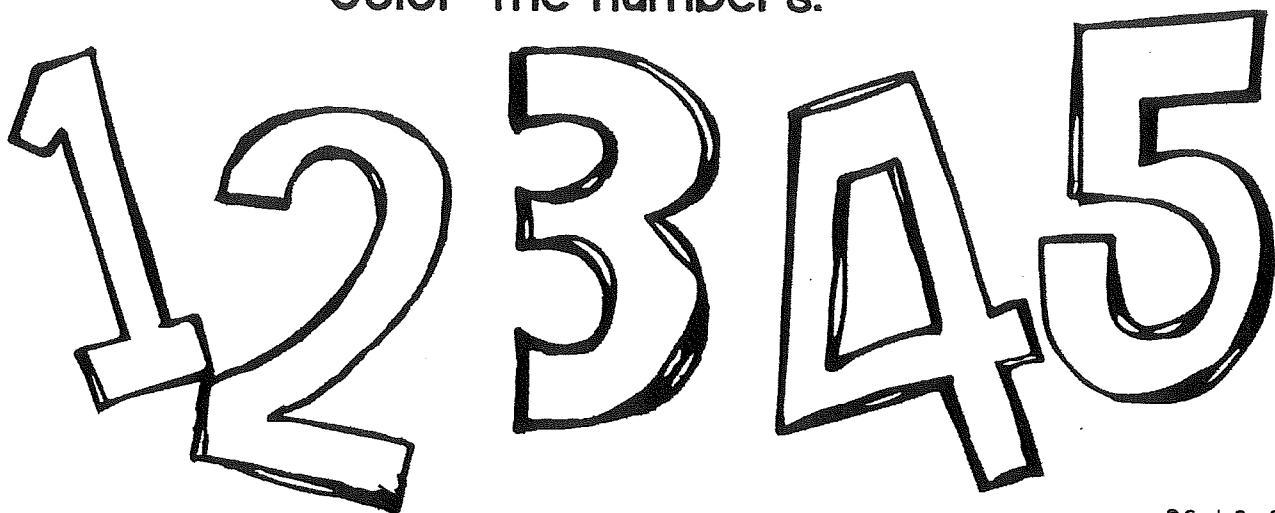


Name: \_\_\_\_\_

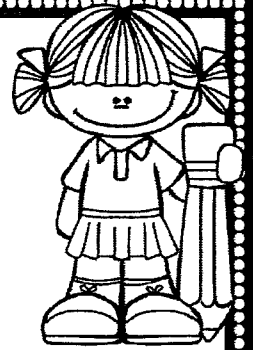
Trace the numbers. Print your own.



Color the numbers.



# I Write **Numbers**



Name: \_\_\_\_\_

Trace the numbers. Print your own.

6 6 6

7 7 7

8 8 8

9 9 9

10 10 10

Color the numbers.

6 7 8 9 10

Math Anchors  
Addition to 5  
A-3



1)  $3 + 2 =$

2)  $1 + 4 =$

3)  $4 + 1 =$

4)  $2 + 2 =$

5)  $1 + 3 =$

6)  $2 + 3 =$

7)  $3 + 0 =$

8)  $3 + 1 =$

9)  $0 + 4 =$

10)  $2 + 2 =$

Math Anchors  
Addition to 5  
A-4



1)  $3 + 2 =$

2)  $0 + 3 =$

3)  $3 + 1 =$

4)  $0 + 1 =$

5)  $3 + 0 =$

6)  $0 + 2 =$

7)  $2 + 3 =$

8)  $1 + 3 =$

9)  $2 + 2 =$

10)  $4 + 0 =$

Math Anchors  
Addition to 5  
A-1



1)  $3 + 1 =$

2)  $2 + 1 =$

3)  $1 + 2 =$

4)  $1 + 1 =$

5)  $1 + 3 =$

6)  $2 + 2 =$

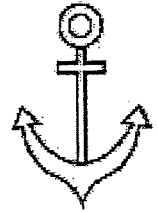
7)  $2 + 1 =$

8)  $3 + 1 =$

9)  $1 + 3 =$

10)  $1 + 2 =$

Math Anchors  
Addition to 5  
A-2



1)  $1 + 1 =$

2)  $1 + 2 =$

3)  $2 + 2 =$

4)  $2 + 1 =$

5)  $3 + 1 =$

6)  $1 + 3 =$

7)  $4 + 1 =$

8)  $3 + 2 =$

9)  $1 + 4 =$

10)  $2 + 3 =$