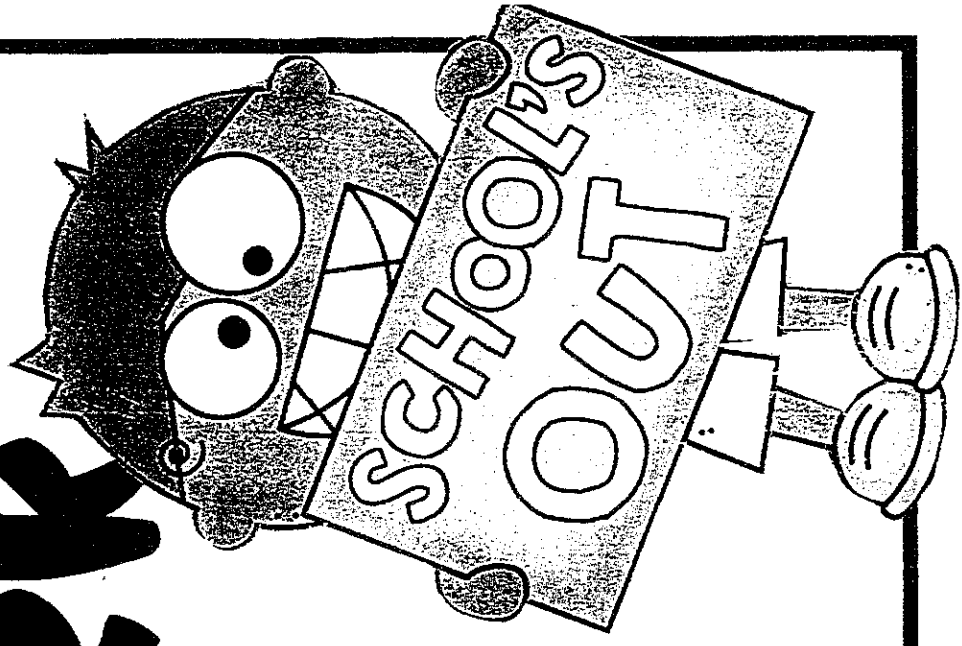


# SUMMER

# HOMework

For Rising  
1st Graders  
(Kindergarteners  
going to 1<sup>st</sup> grade)



## First Grade Expectations

### Motor Skills/Self-Help Skills:

- Tie shoes, zip and button clothes
- Use good manners
- Responsible for books, folders, homework, etc.
- Complete work in a given amount of time
- Proper letter formation in handwriting (tall letters formed top to bottom, short letters formed dotted line to bottom)
- Open snack or lunch items

### Language Arts:

- Write the upper/lower case letters of the alphabet
- Identify and recognize the letters/sounds of the alphabet
- Identify long/short vowel sounds in words
- Write first and last names
- Recognize rhyming words
- Recognize word families (at - bat, ug-bug, ed-red)
- Recognize and spell color words
- Recognize blends (R-blends: gr, br; L-blends: bl, cl; S-blends: sm, sn; ch, sh, th, wh)
- Know, recognize, and spell basic sight words
- Write and put words in ABC order

### Math:

- Be able to recognize/write the numbers 1 - 31
- Basic addition/subtraction to 10
- Calendar (Days of the Week, Months of the Year)
- Today, Yesterday, and Tomorrow
- One more, One less

## Math (continued)

- Count to 100
- Practice counting by 2's, 5's, and 10's
- Patterns
- Tell time to the hour
- Coin recognition
- Number sequence and filling in missing numbers (ex. 22, 23, \_\_\_\_\_, 25)
- Number order - before, after, and in between (ex. before \_\_\_\_\_21; after 18 \_\_\_\_\_; between 17 \_\_\_\_\_19)

Please remember that the most important thing that you can do with your child is to read. Things to do when you are reading with your child:

- Picture walk of the story with your child. ( Look at the pictures in the story and discuss the pictures prior to reading the story. This is a major part of developing context clues to aid in figuring out unknown words in the story.)
- Discuss the beginning, middle, and end of the story.
- Ask about the main idea, characters, setting, problems, and solutions in the story.
- Let your child look for sight words in the story.
- Allow your child to write sentences or stories using sight words and inventive spelling.

**Student's Name** \_\_\_\_\_

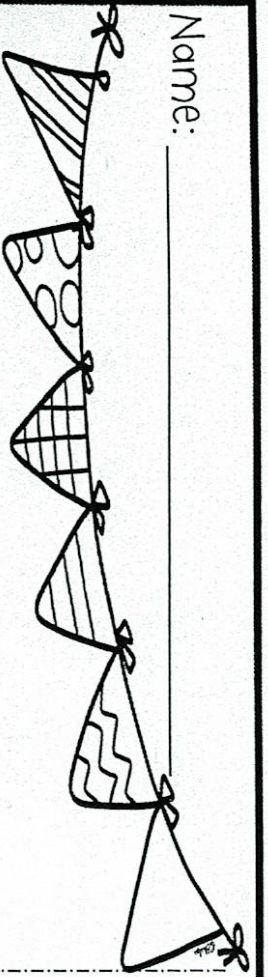
**10 books you read to your child**

<b>Title</b>	<b>Author</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**5 books your child read to you**

<b>Title</b>	<b>Author</b>
1.	
2.	
3.	
4.	
5.	

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



**Math**

Draw circles to find the sum or difference.

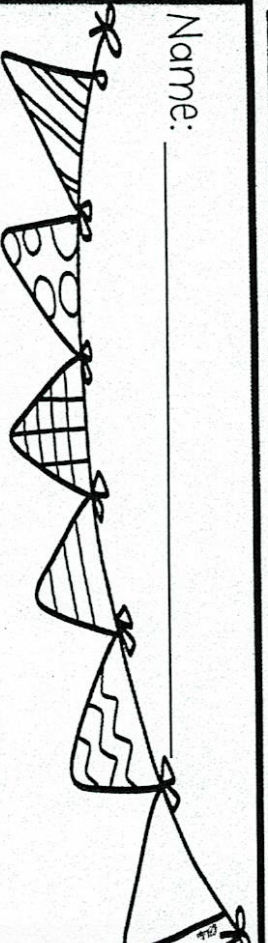
Write the number sentence to match the picture.

Tom got 3 apples from the tree. Then he got 2 more apples. How many apples did Tom get in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Jen had 5 balls to play with. She lost 2 of the balls. How many balls does Jen have left?

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



**Math**

Cross out to subtract. Then write the difference.

6 - 1 =

○ ○ ○ ○ ○  
 ○ ○ ~~○~~

3 - 2 =

○ ○ ○

4 - 1 =

○ ○ ○ ○ ○

5 - 0 =

○ ○ ○ ○ ○

6 - 5 =

○ ○ ○ ○ ○ ○  
 ○ ○ ○ ○ ○

4 - 4 =

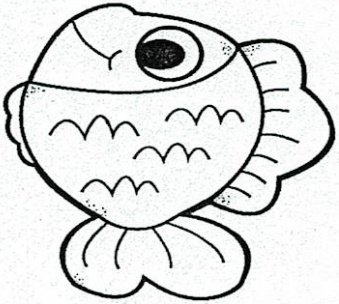
○ ○ ○ ○ ○

## Reading

Read the story, then answer the questions.

### Fishing

My dad took me  
fishing at the lake.  
I got 3 little fish.  
My dad got 2 big  
fish. We had fun  
fishing at the lake.



1. Who took the kid to go fishing?

2. How many fish did the dad get?

## Language Arts

Fix the sentences. Write each sentence correctly. Remember that sentences should start with a capital letter and end with a period.

the cat is big

it is sunny

we go to the park

