Kindergarten Skills to Practice Over the Summer

Dear Families,

Here is a list of skills we assess at the end of the summer. Please see the attached pages to practice the following skills!

Math Skills

Skill	Success Looks Like	Page #
Counting 1-10	Can count from 1 to 10	1
Counting on starting at 2	Can count to 10	2
Number Recognition 0-10	Can identify 4 or more numbers	3
Quick Number Recognition (Subitizing)	Can identify the number of dots without having to point and count	4-6
Counting Objects	Can point and count correctly to reach the correct total	7
Writing Numbers	Can write 8 to 10 numbers correctly	8-18
Shape Recognition	Can name 2 to 3 shapes	19-22
Color Recognition	Can name 8 to 10 colors	23

Early Reading Skills

Skill	Success Looks Like	Page #
Recognizes Rhyming Words	Can determine if 4 or more pairs of words rhyme	24
Beginning Sound	Can identify the beginning sound in a word at least 4 times	25
Letter Recognition	Can identify 11 or more uppercase letters and 17 or more lowercase letters	26-53
How a Book Works	Can answer 8 or more questions about how a book works	54

Language and Writing Skills

Skill	Success Looks Like	Page #
Writing Name	Can write their first name	55
Pencil Grip	Uses a finger grip instead of a fist grip	56
Cutting	Can cut out a simple shape	57

Count from 1 to 10

Activities:

1. Count Everyday Objects

- **Snack Time:** Count crackers, apple slices, or baby carrots together.
- **Toys:** Ask your child to count toy cars, blocks, or stuffed animals.
- **Clothing:** Count buttons on a shirt or socks in a drawer.

2. Use Songs and Rhymes

Children love music! Try singing counting songs like the following that can be found on YouTube:

- "Five Little Ducks"
- "Ten in the Bed"
- "One, Two, Buckle My Shoe"

3. Play Simple Counting Games

- **Hide and Seek:** Count to 10 while your child hides.
- **Hop and Count:** Hop together while counting each jump.
- **Stair Counting:** Count each step as you go up or down stairs.

4. Read Counting Books

Reading together is a great way to reinforce numbers. Look for books like:

- *Ten Black Dots* by Donald Crews
- *Chicka Chicka 1, 2, 3* by Bill Martin Jr. and Michael Sampson
- *Pete the Cat and His Four Groovy Buttons* by Eric Litwin

5. Use Visuals and Hands-On Materials

- **Number Cards:** Show numbers and have your child say them aloud.
- **Finger Counting:** Practice using fingers to show numbers 1 to 10.
- **Playdough or Beans:** Make groups of objects to count together.

Counting On

Activities

1. Number Line Hop

- What you need: A number line (printed or drawn on paper, or made with sidewalk chalk outside).
- How to play:
  - Pick a starting number between 2 and 10.
  - Have your child stand on that number and "hop" forward as they count on.
  - Example: Start on 5, then hop while saying "6, 7, 8."

2. Count On with Toys

- What you need: Small toys like blocks, cars, or action figures.
- How to play:
  - Set out a small group of toys (e.g., 4 cars) and say, "We have 4 cars. Let's count on 3 more!"
  - Your child counts on starting from 4: "5, 6, 7."

3. Counting On Treasure Hunt

- What you need: Small objects to hide (coins, buttons, or toy figures).
- How to play:
  - Hide a few objects around a room.
  - Start with a number (e.g., "You've already found 4 coins! Let's find 3 more and count on.")
  - As they find each item, count on: "5, 6, 7."

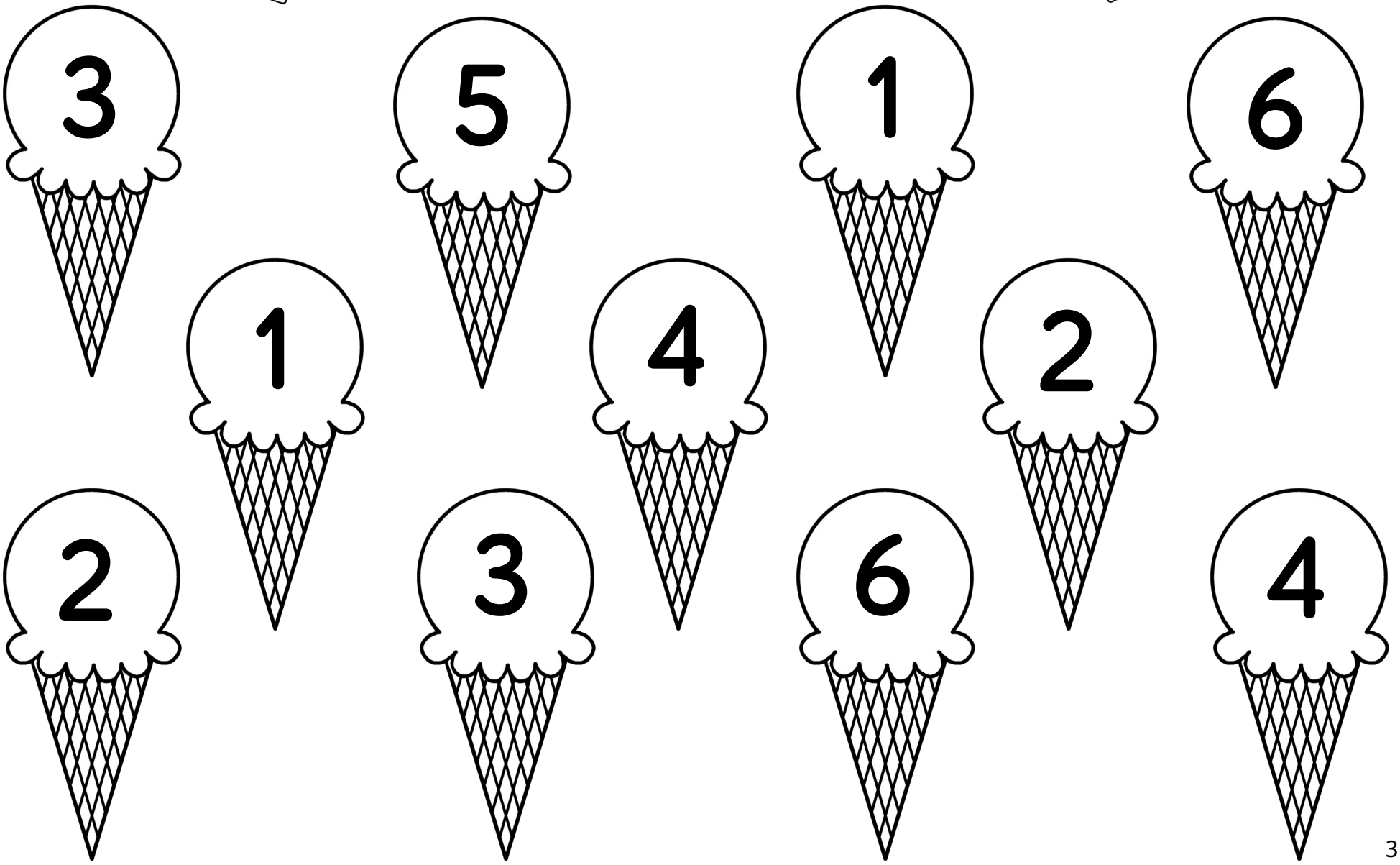
4. Snack Time Counting

- What you need: Small snacks (grapes, crackers, cereal pieces).
- How to play:
  - Give your child a small pile of snacks.
  - Start with a number (e.g., "You already have 5 crackers. Let's count on 3 more!")
  - Count together: "6, 7, 8."

Name: _____

COUNT and COLOR

Roll the dice, count, and color the matching number!

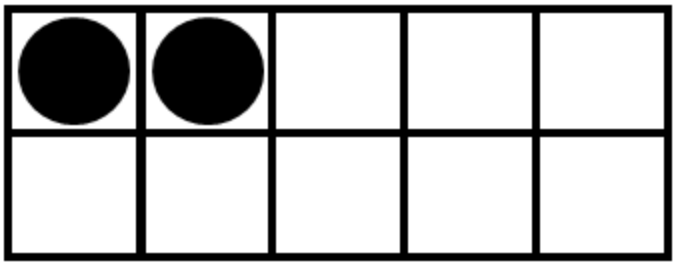
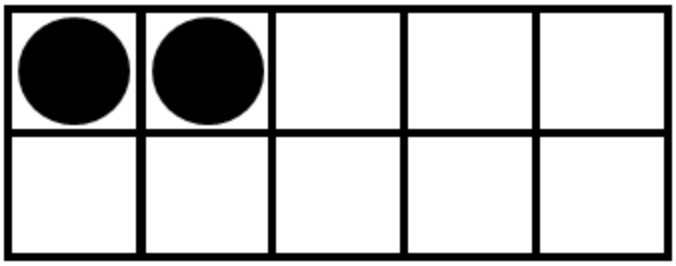
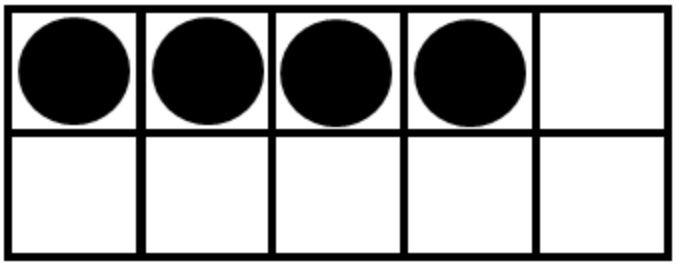
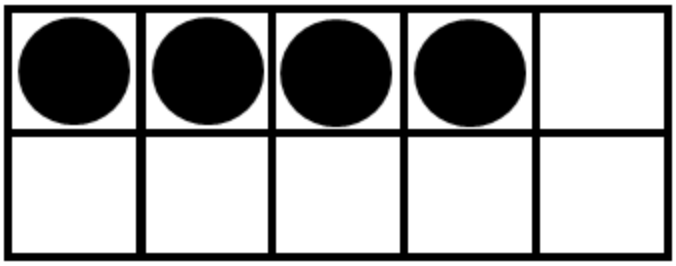
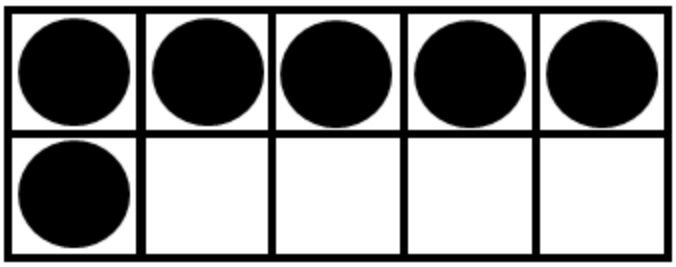
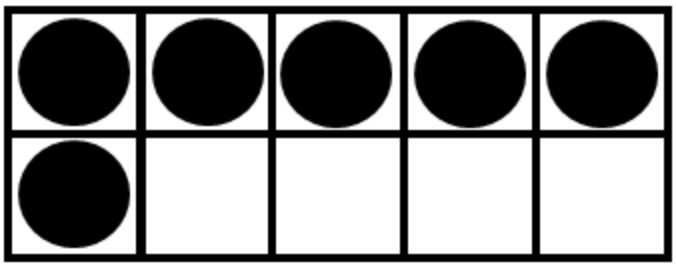
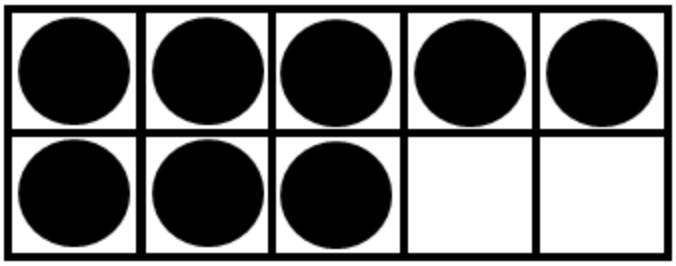
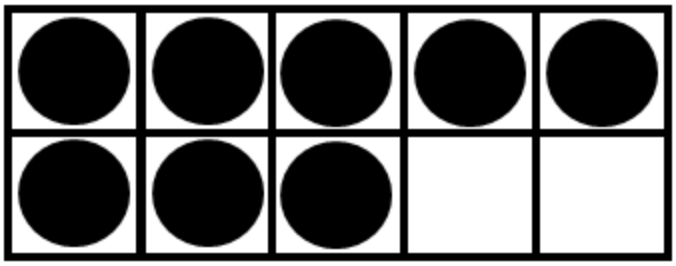
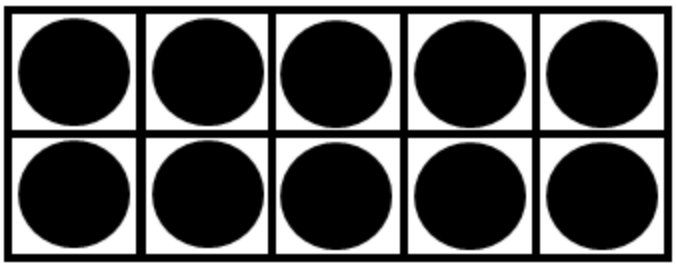
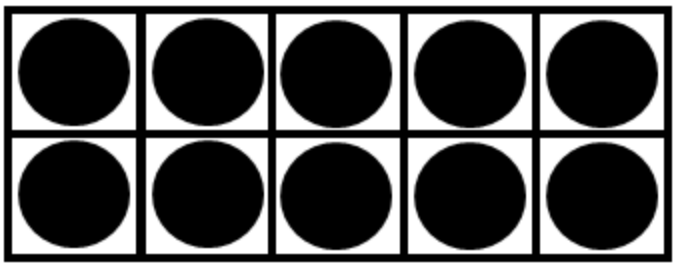
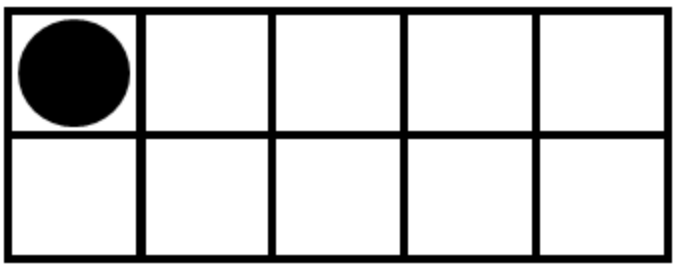
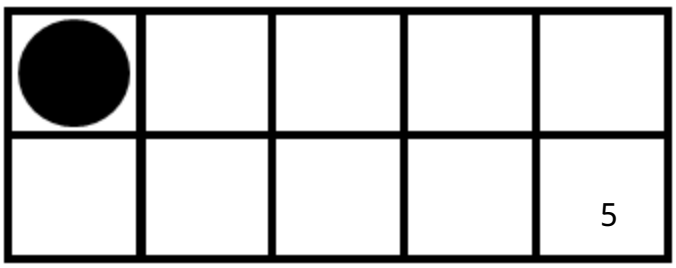


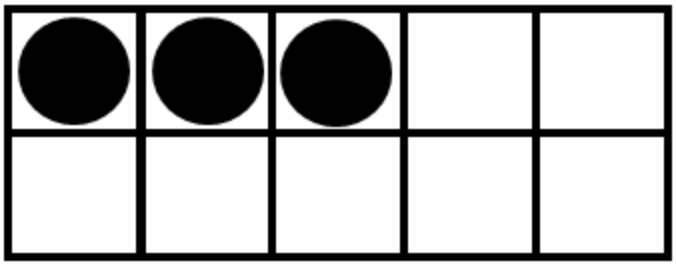
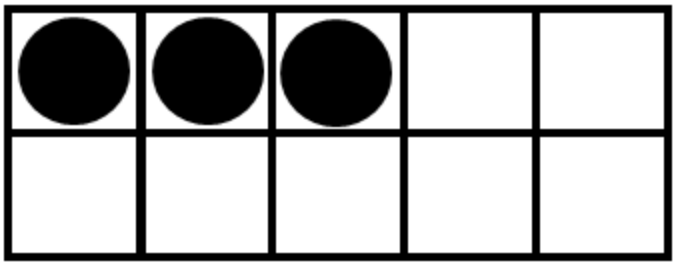
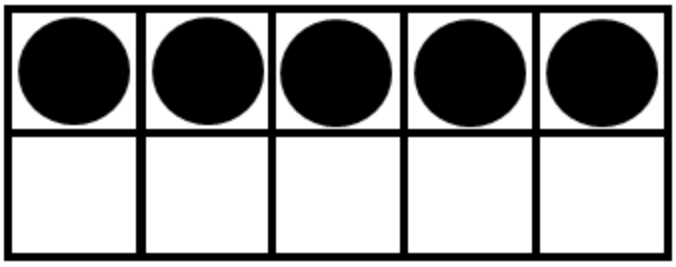
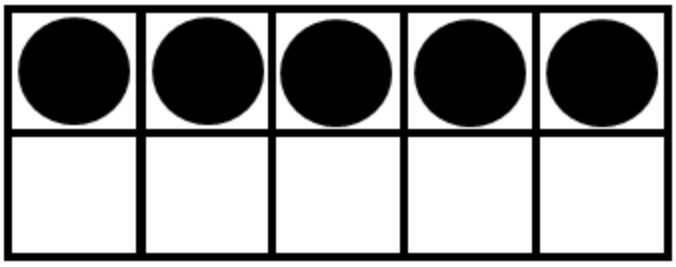
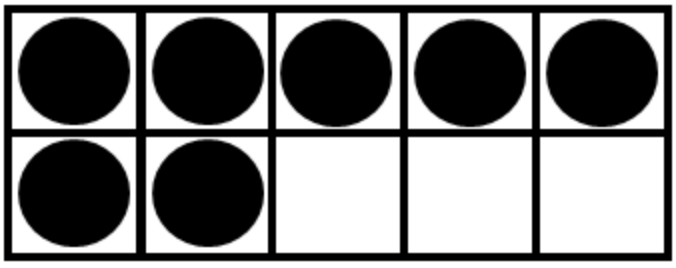
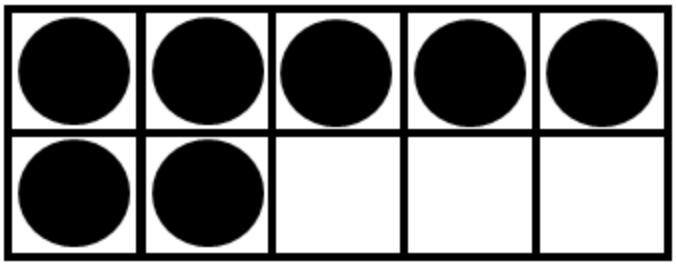
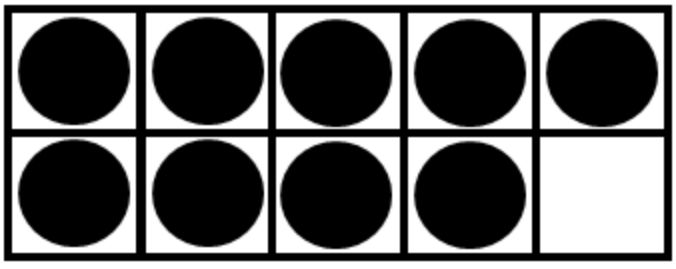
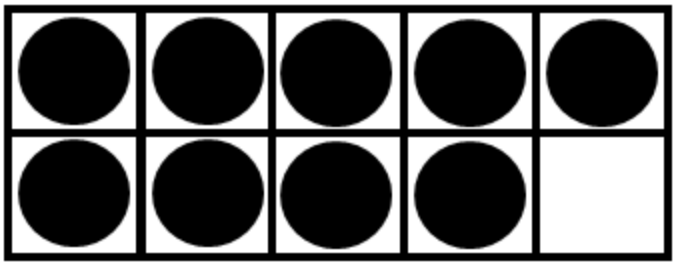
©missjennyslittlelearners2024

Quick Number Recognition (Subitizing)

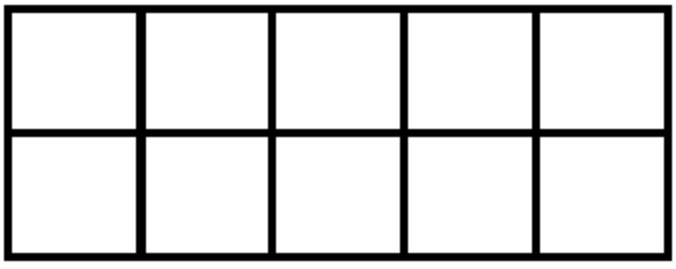
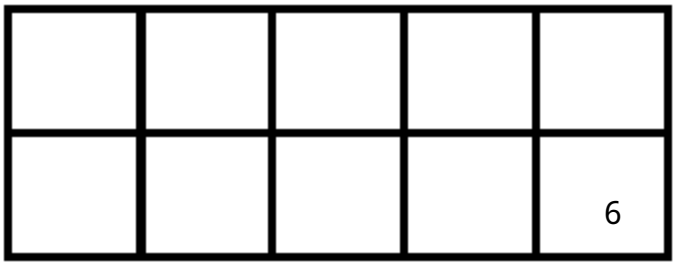
Directions:

- Cut out the cards on the next page
- Flip them over and play Memory
- As your child flips them over, have them say aloud how many dots they see on the page
- The goal is to encourage them to do this without counting and to use the “tens frames” as a way to easily group by 5’s so they can do some mental math to determine the total of dots without counting one-by-one

extra blank ten frames:

Counting Objects

Activities

1. Count and Sort with Small Objects

- What you need: Small objects like buttons, coins, or cereal pieces.
- How to play:
    - Lay out a small number of objects (e.g., 5 buttons).
    - Have your child touch and count each object one by one, saying the number as they go.
    - Example: "One, two, three, four, five."

2. Count and Match with Stickers

- What you need: Sticker sheets or cut-out paper shapes.
- How to play:
    - Draw a shape or a line of dots and say, “Let’s count how many stickers we need to fill this row.”
    - Have your child place one sticker for each count.
    - Example: Draw 4 circles, then have them place one sticker on each.

3. Counting with Cupcakes or Muffin Tins

- What you need: A muffin tin and small objects (like small balls or beans).
- How to play:
    - Place a set number of objects in the muffin tin (e.g., 6 beans).
    - Ask your child to count and place one object into each cup as they say the number.
    - Example: "One bean in this cup, two beans in this cup," and so on.

4. Count and Build with Blocks

- What you need: Building blocks (like Legos or any stackable blocks).
- How to play:
    - Ask your child to build a tower by placing one block on top of another as they count each one.
    - Example: "One block, two blocks, three blocks..."

5. Count the Steps

- What you need: Just a staircase (or steps marked with paper).
- How to play:
    - Ask your child to walk up or down the stairs, counting each step as they go.
    - Example: "One step, two steps, three steps..."

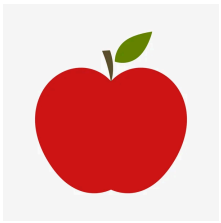
Writing 1-10

Directions

- Ask your child to put their finger on the apple
- “Write the numbers 1 to 10 in the boxes below the apple. Write one number in each box. Your last number should be written above the check mark.”

Note:

1. Reversals are okay at this age and should be considered correct
2. Goal is to write 8-10 numbers in order





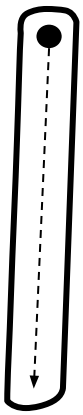




Name: _____

Number One

Trace



Fill-in One Square

Write

Color One Ice Cream Cone

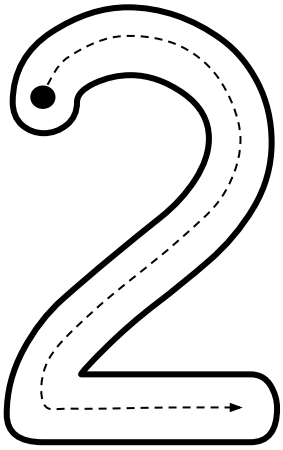
Draw One Tally Mark

one

Name: _____

Number Two

Trace



Fill-in Two Squares

Write

2 2 2 2 2

Color Two Ice Cream Cones



Draw Two Tally Marks

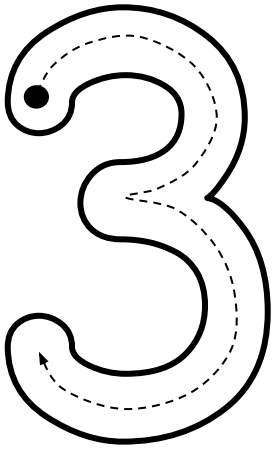
Trace

two

Name: _____

Number Three

Trace



Fill-in Three Squares

Write

3 3 3 3 3

Color Three Ice Cream Cones



Draw Three Tally Marks

Trace

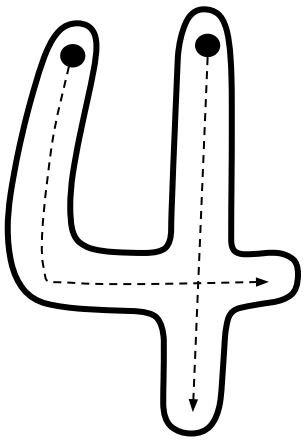
three

KateeBug Learning

Name: _____

Number Four

Trace



Fill-in Four Squares

Write

4 4 4 4 4

Color Four Ice Cream Cones



Draw Four Tally Marks

Trace

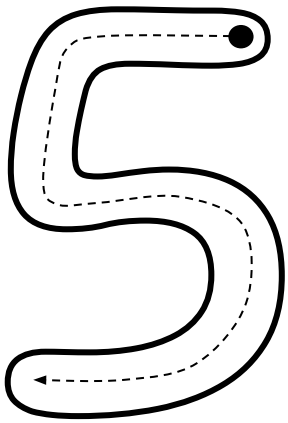
four

KateeBug Learning

Name: _____

Number Five

Trace



Fill-in Five Squares

Write

5 5 5 5 5

Color Five Ice Cream Cones



Draw Five Tally Marks

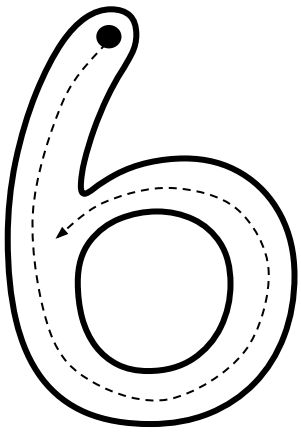
Trace

five

Name: _____

Number Six

Trace



Fill-in Six Squares

Write

6 6 6 6 6

Color Six Ice Cream Cones



Draw Six Tally Marks

Trace

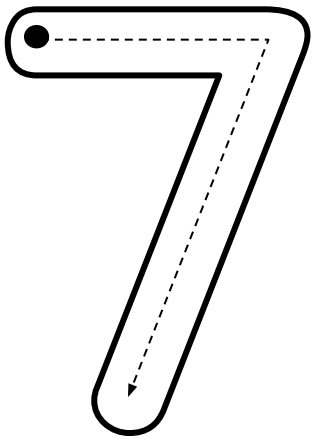
six

KateeBug Learning

Name: _____

Number Seven

Trace



Fill-in Seven Squares

Write

7 7 7 7 7

Color Seven Ice Cream Cones



Draw Seven Tally Marks

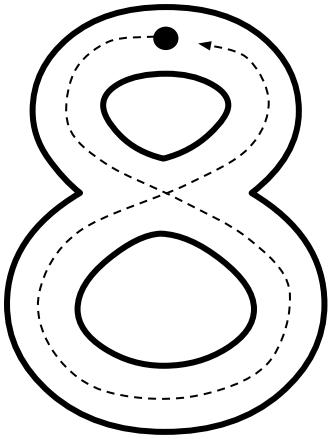
Trace

seven

Name: _____

Number Eight

Trace



Fill-in Eight Squares

Write

8 8 8 8 8

Color Eight Ice Cream Cones



Draw Eight Tally Marks

Trace

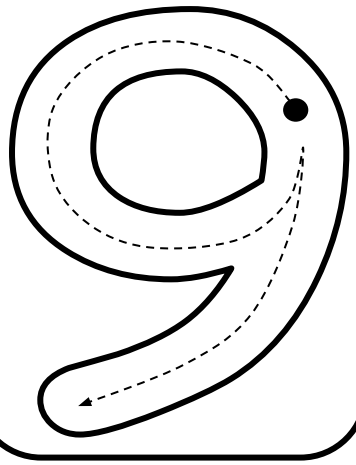
eight

KateeBug Learning

Name: _____

Number Nine

Trace



Fill-in Nine Squares

Write

9 9 9 9 9

Color Nine Ice Cream Cones



Draw Nine Tally Marks

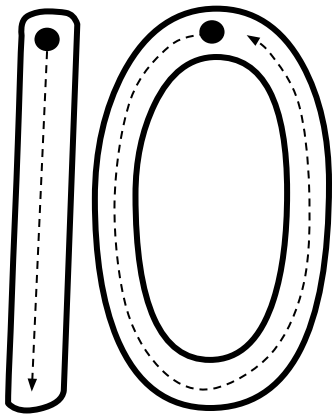
Trace

nine

Name: _____

Number Ten

Trace



Fill-in Ten Squares

Write

10 10 10 10 10

Color Ten Ice Cream Cones



Draw Ten Tally Marks

Trace

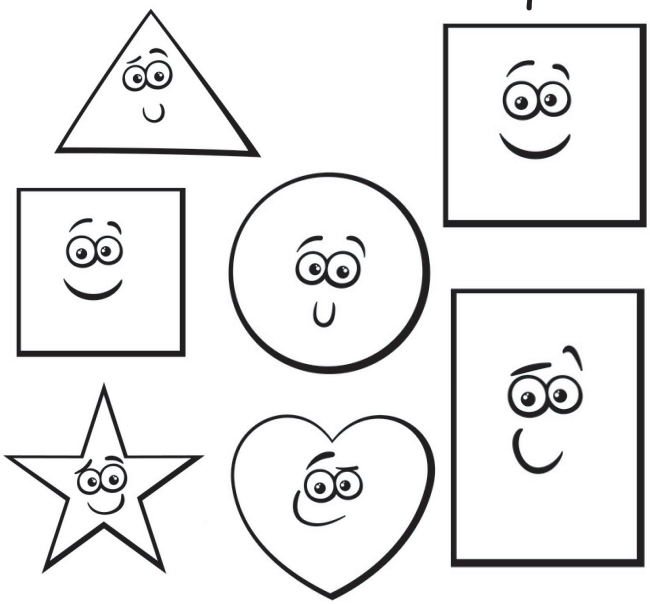
ten

Name: _____

ALL ABOUT SQUARE

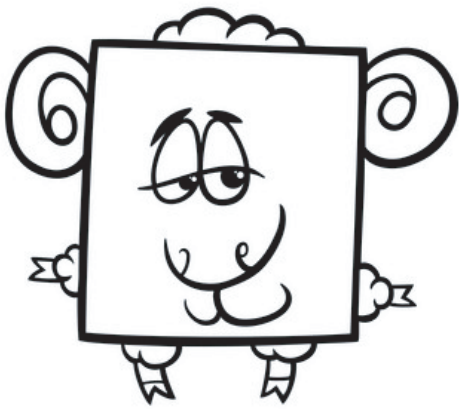
Play dough mat

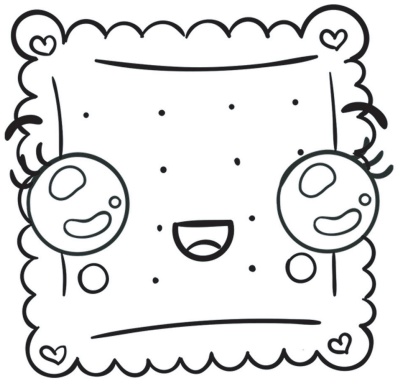
Find and color the square

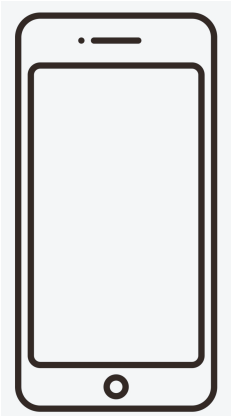


Trace the squares below

Color all the squares



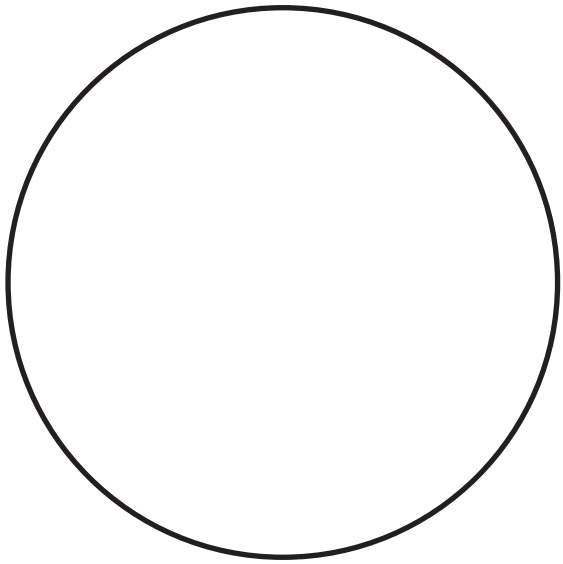




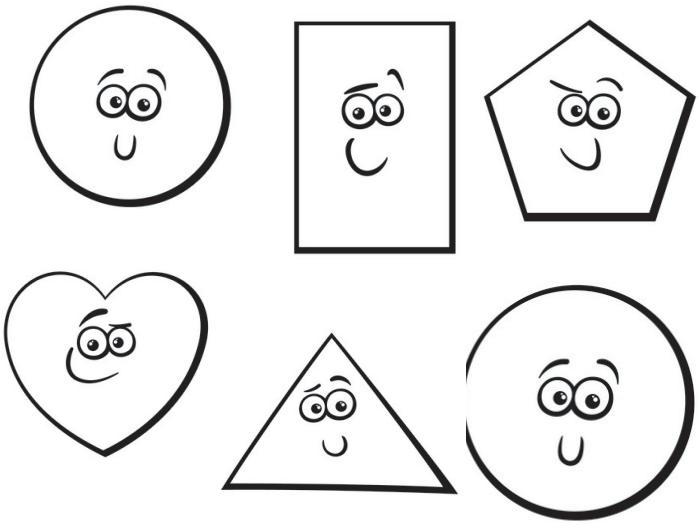
Name: _____

ALL ABOUT CIRCLE

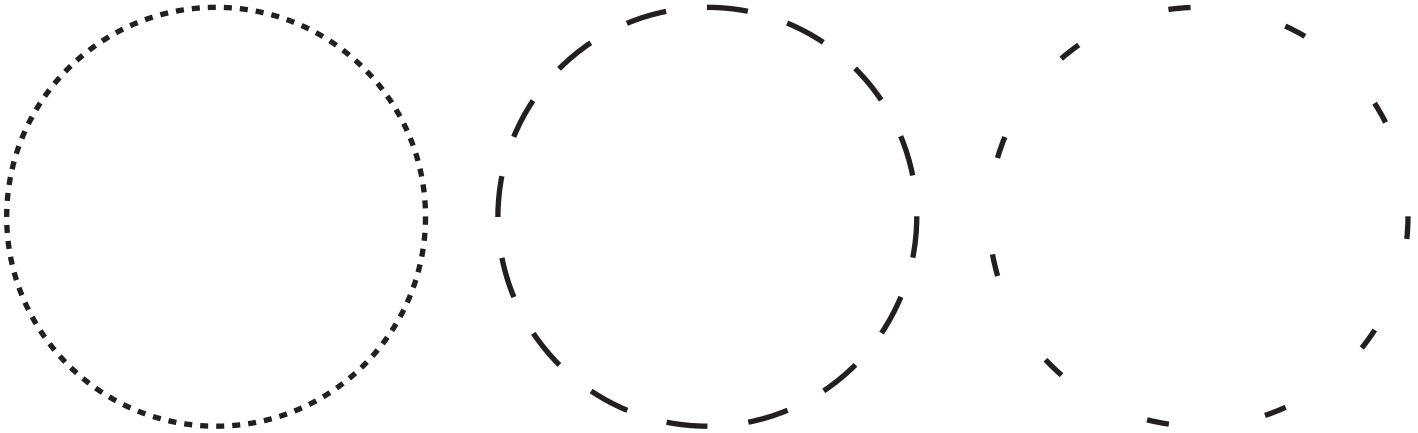
Play dough mat



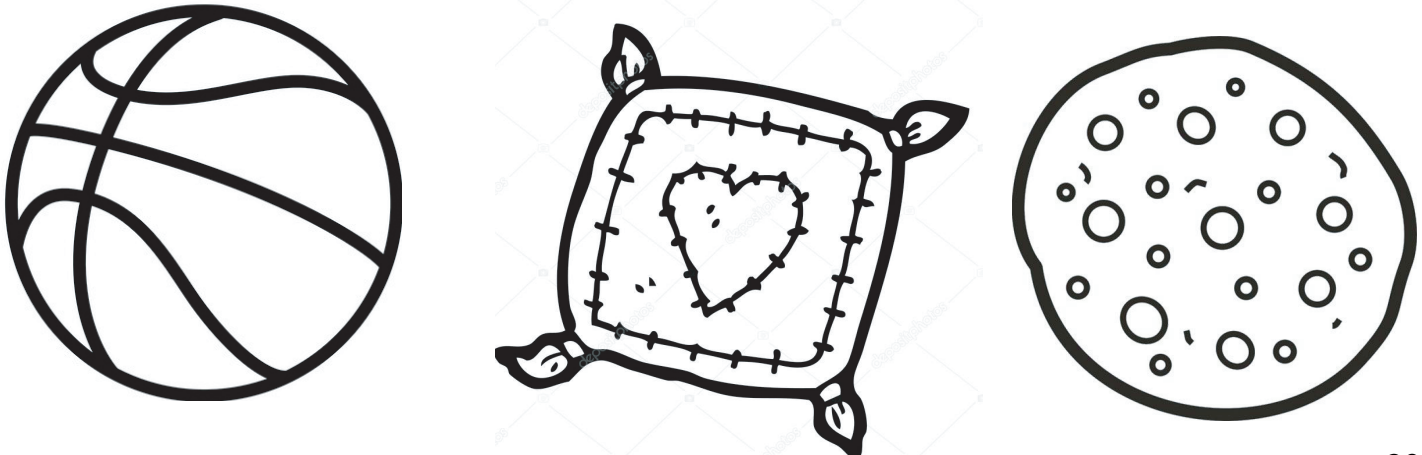
Find and color the circle shape



Trace the circles below



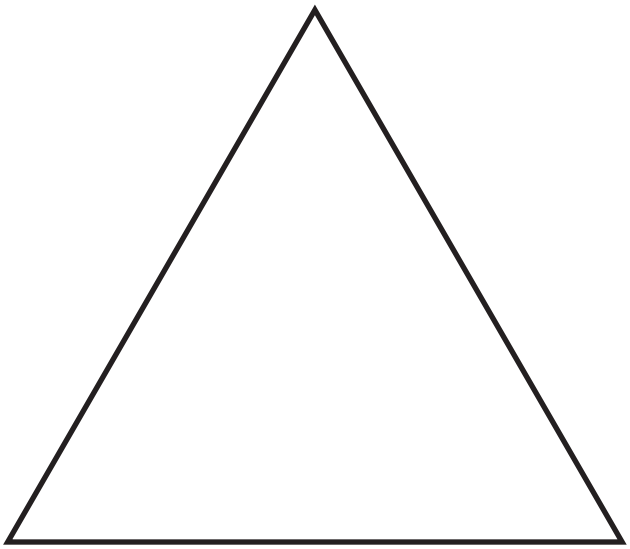
Color all the circles



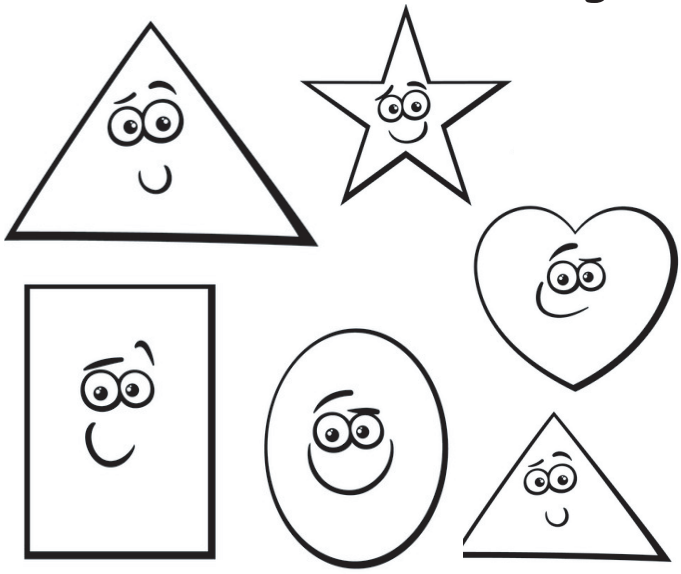
Name: _____

ALL ABOUT TRIANGLE

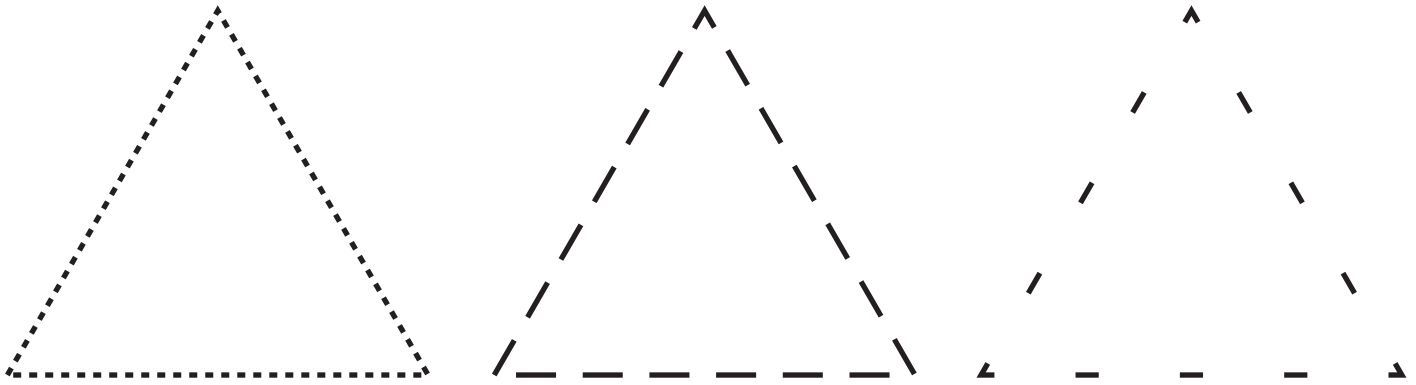
Play dough mat



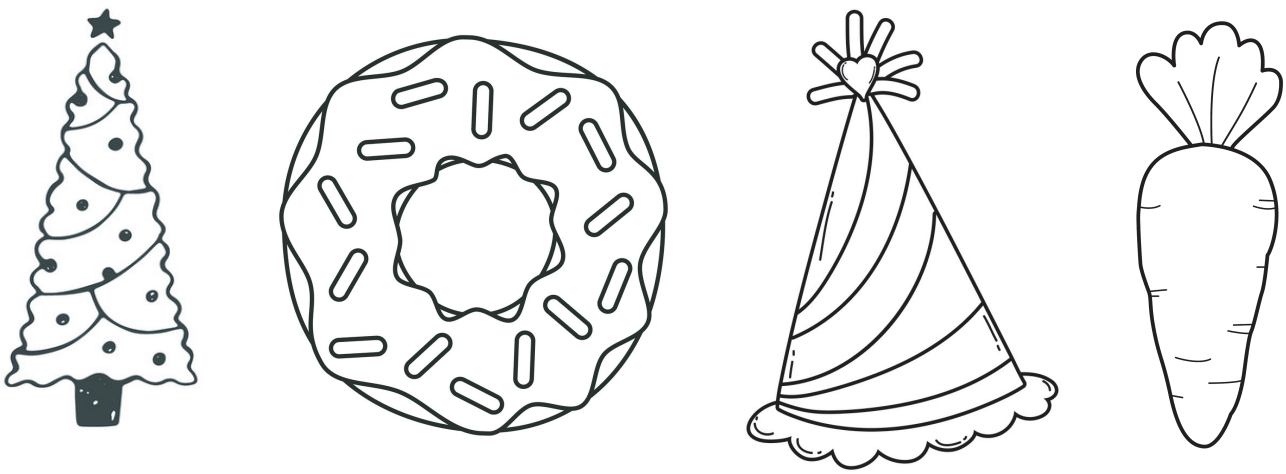
Find and color the triangle



Trace the triangles below



Color all the triangles

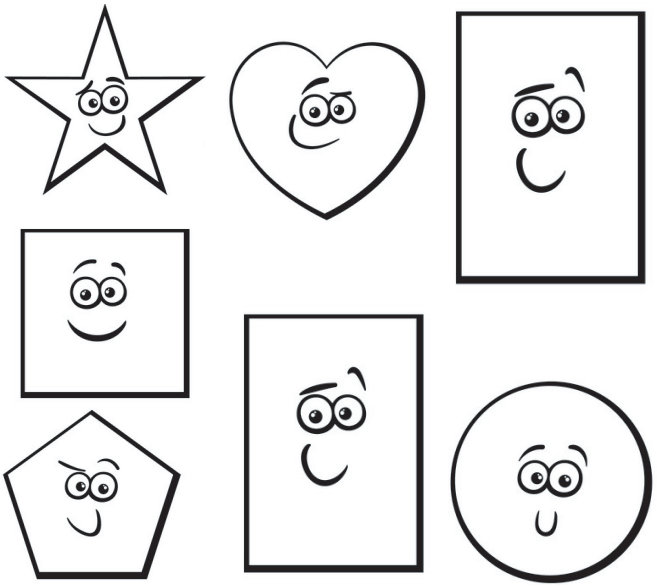


Name: _____

ALL ABOUT RECTANGLE

Play dough mat

Find and color the rectangle



Trace the rectangles below

Color all the rectangles







Color Recognition

Tips for Success

- Use consistent color names (avoid variations like "navy" or "sky blue" until basic colors are mastered)
- Focus on one or two new colors at a time

Basic Colors to Master

1. Red
2. Blue
3. Yellow
4. Green
5. Orange
6. Purple
7. Pink
8. Brown
9. Black
10. White

Activities

1. Color Scavenger Hunt
    - Choose one color to focus on each day
    - Ask your child to find 5 objects of that color around the house
    - When they find an object, have them name the color out loud
    - Example: "This apple is RED!"
2. Color Sorting
    - Collect small items like buttons, blocks, or toys in various colors
    - Ask your child to sort them by color
    - Make it fun by creating "color homes" using colored paper or bowls
    - Have them name each color as they sort
3. Color I Spy
    - Start with "I spy with my little eye, something BLUE"
    - Have your child look for blue objects
    - Take turns being the "spier"
4. Read Books About Colors
    - "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr.
    - "A Color of His Own" by Leo Lionni
    - "Mouse Paint" by Ellen Stoll Walsh
    - "The Day the Crayons Quit" by Drew Daywalt

Color Assessment

Check your child's progress by pointing to colors and asking them to identify each one. Or show objects and ask "What color is this?"

Recognizes a Rhyme

Goal: The student will discriminate rhyming words in open syllable words, closed syllable words with long vowels, and closed syllable words with short vowels.

Directions: Teacher/Helper says: "Say these words after me and tell me if they rhyme."

1. cat-hat (Y)	31. light-night (Y)	61. shop-mop (N)
2. red-bed (Y)	32. brick-stick (Y)	62. crown-down (Y)
3. sun-fun (Y)	33. tent-bent (Y)	63. slow-blow (Y)
4. rain-pain (Y)	34. dog-frog (Y)	64. pen-men (Y)
5. fish-dish (Y)	35. run-fun (Y)	65. duck-truck (Y)
6. top-mop (Y)	36. rock-sock (Y)	66. fox-box (Y)
7. sit-fit (Y)	37. log-fog (Y)	67. ball-wall (Y)
8. day-say (Y)	38. ship-trip (N)	68. sad-mad (Y)
9. road-toad (Y)	39. car-star (Y)	69. hill-will (Y)
10. snake-cake (Y)	40. bug-rug (Y)	70. face-race (Y)
11. pine-line (Y)	41. book-took (Y)	71. goat-boat (Y)
12. jump-bump (Y)	42. ring-sing (Y)	72. mop-hop (Y)
13. play-clay (Y)	43. light-fight (Y)	73. big-dig (Y)
14. well-bell (Y)	44. sand-band (Y)	74. cup-pup (Y)
15. wing-king (Y)	45. hot-pot (Y)	75. rose-nose (Y)
16. grass-class (Y)	46. block-clock (Y)	76. name-game (Y)
17. boot-root (Y)	47. shell-bell (N)	77. moon-soon (Y)
18. bean-mean (Y)	48. back-sack (Y)	78. bee-see (Y)
19. grow-show (Y)	49. hive-five (Y)	79. sock-rock (Y)
20. train-brain (Y)	50. chip-slip (N)	80. nice-mice (Y)
21. nest-vest (Y)	51. phone-bone (Y)	81. pink-wink (Y)
22. bike-hike (Y)	52. wide-ride (Y)	82. lamb-jam (N)
23. crab-grab (Y)	53. flat-mat (Y)	83. hen-pen (Y)
24. stop-drop (Y)	54. lamp-camp (Y)	84. park-dark (Y)
25. wave-cave (Y)	55. test-west (Y)	85. hand-land (Y)
26. sheet-feet (N)	56. dream-team (Y)	86. seed-weed (Y)
27. mail-tail (Y)	57. peek-seek (Y)	87. milk-silk (Y)
28. blow-grow (Y)	58. claw-straw (Y)	88. bee-tree (N)
29. jet-net (Y)	59. base-face (Y)	89. float-coat (Y)
30. desk-nest (N)	60. turn-burn (Y)	90. pig-dig (Y)

Beginning Sound

Goal: The student will isolate and identify the beginning sound in spoken words, demonstrating phonemic awareness skills.

Directions: Teacher/Helper says: "I'll say a word, and you tell me the first sound you hear in that word. For example, if I say 'dog,' you would say /d/."

Teacher Notes:

- The expected sound is shown in parentheses as a reference for the teacher.
- Use the IPA symbols for sounds, not letter names (e.g., /b/ not "bee").

1. map (/m/)
2. sun (/s/)
3. pet (/p/)
4. leaf (/l/)
5. hat (/h/)
6. jump (/j/)
7. cat (/k/)
8. bear (/b/)
9. nest (/n/)
10. dog (/d/)
11. zip (/z/)
12. rain (/r/)
13. window (/w/)
14. fish (/f/)
15. bike (/b/)
16. goat (/g/)
17. top (/t/)
18. vacuum (/v/)
19. pig (/p/)
20. night (/n/)
21. mouse (/m/)
22. juice (/j/)
23. seven (/s/)
24. wing (/w/)
25. key (/k/)
26. tiger (/t/)
27. house (/h/)
28. yard (/y/)
29. girl (/g/)
30. beach (/b/)
31. yarn (/y/)
32. kiss (/k/)
33. door (/d/)
34. vine (/v/)
35. ring (/r/)
36. soap (/s/)
37. tent (/t/)
38. nail (/n/)
39. frog (/f/)
40. yellow (/y/)
41. moon (/m/)
42. gate (/g/)
43. home (/h/)
44. lemon (/l/)
45. sock (/s/)
46. jelly (/j/)
47. pencil (/p/)
48. zebra (/z/)
49. vest (/v/)
50. water (/w/)
51. napkin (/n/)
52. rocket (/r/)
53. jacket (/j/)
54. kite (/k/)
55. hammer (/h/)
56. goose (/g/)
57. whale (/w/)
58. duck (/d/)
59. lamp (/l/)
60. zebra (/z/)
61. violin (/v/)
62. wagon (/w/)
63. tiger (/t/)
64. puppy (/p/)
65. ninja (/n/)
66. mushroom (/m/)
67. ladder (/l/)
68. kangaroo (/k/)
69. jacket (/j/)
70. igloo (/i/)
71. hammer (/h/)
72. garden (/g/)
73. football (/f/)
74. doctor (/d/)
75. candle (/k/)
76. boat (/b/)
77. robot (/r/)
78. summer (/s/)
79. turtle (/t/)
80. lion (/l/)
81. winter (/w/)
82. queen (/kw/)
83. vanilla (/v/)
84. yellow (/y/)
85. zipper (/z/)
86. monkey (/m/)
87. paper (/p/)
88. nose (/n/)
89. farm (/f/)

Name _____ Date_____

Lower Case Letter Recognition

Circle the letters the student can identify. Then put how many they got right out of 26 at the bottom.

m	n	b	v
c	x	z	l
k	j	h	g
f	d	s	a
p	o	i	u
y	t	r	e
w	q		

_____/26

©2017 Heartful of Teaching

Name _____ Date_____

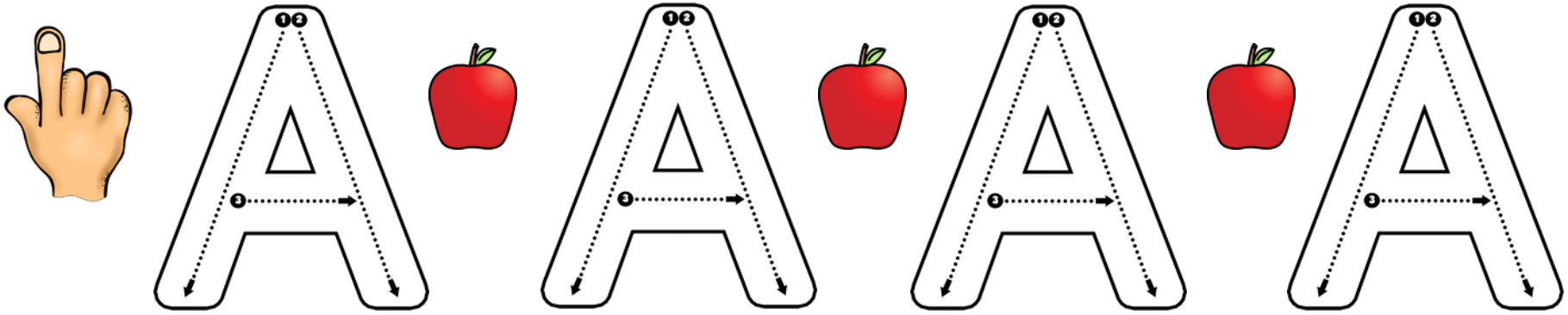
Upper Case Letter Recognition

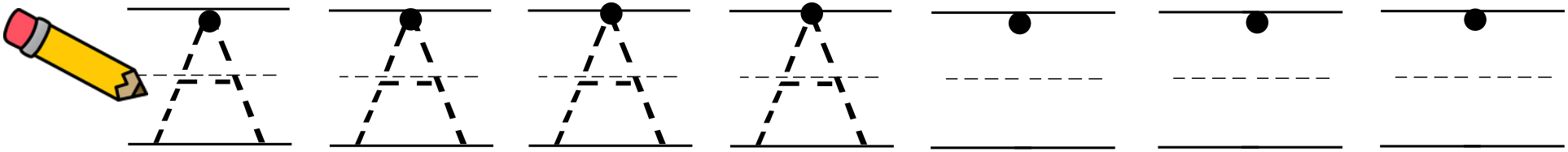
Circle the letters the student can identify. Then put how many they got right out of 26 at the bottom.

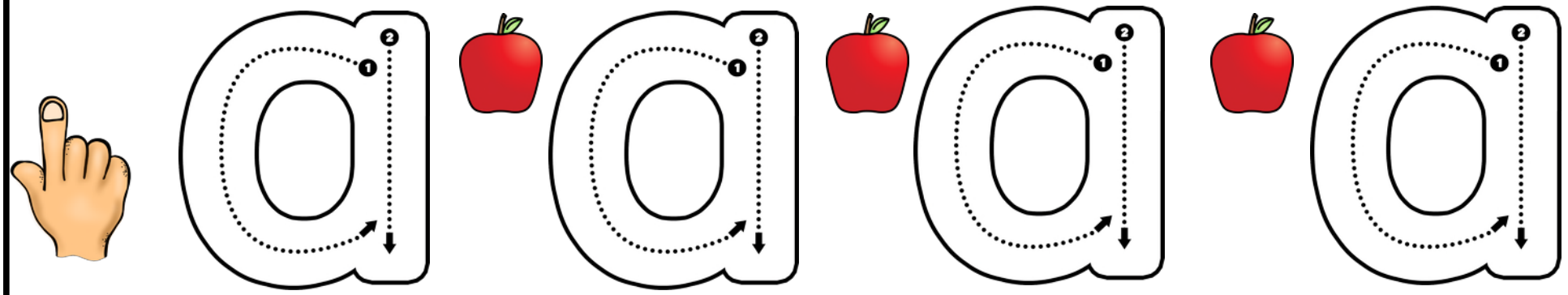
M	N	B	V
C	X	Z	L
K	J	H	G
F	D	S	A
P	O	I	U
Y	T	R	E
W	Q		

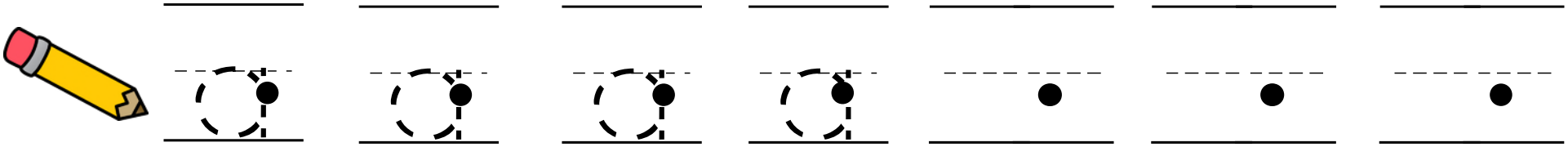
_____/26

©2017 Heartful of Teaching





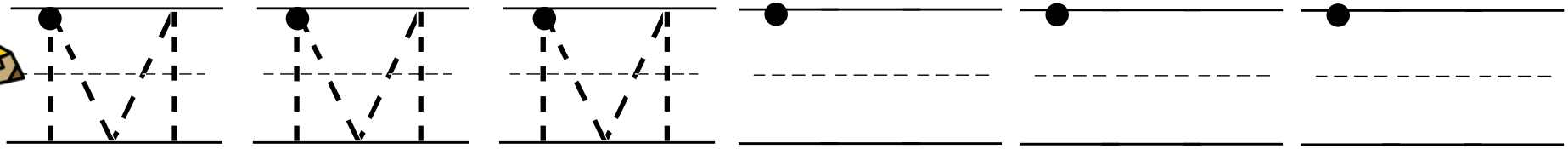


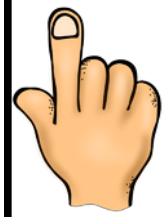




M M M M

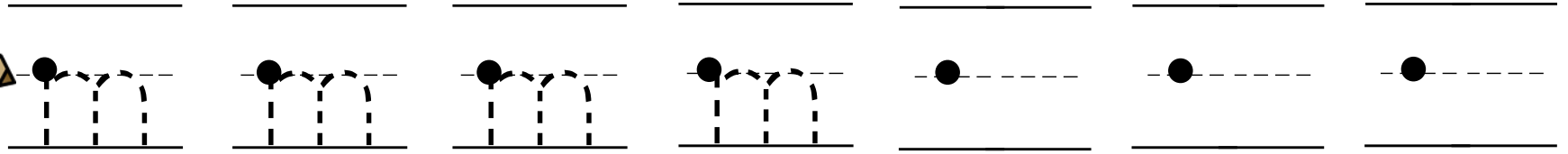




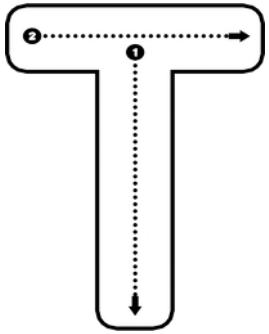


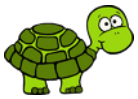
m m m m

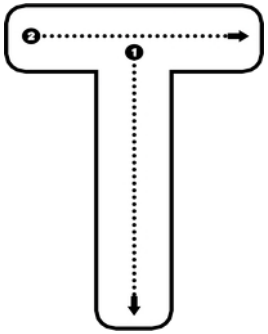


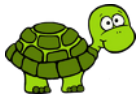


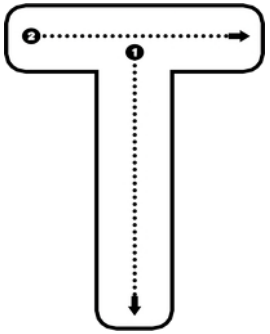


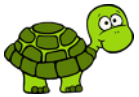


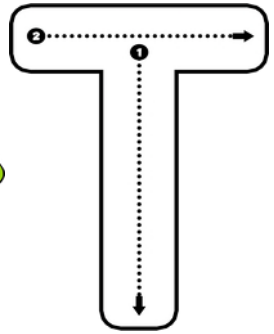




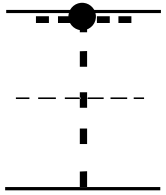


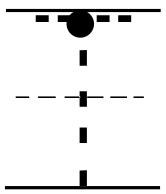


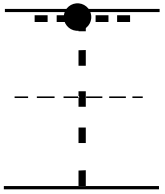


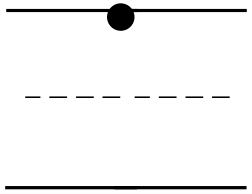


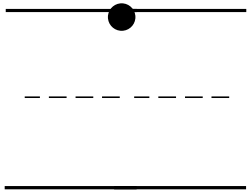


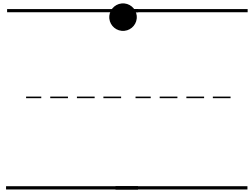




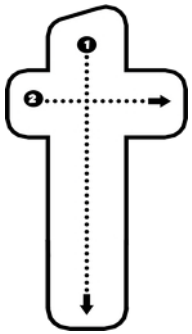


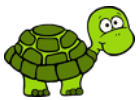


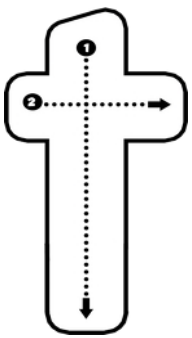


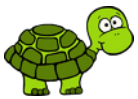


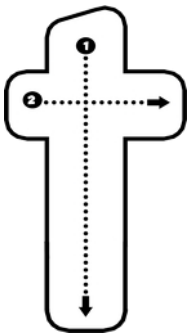


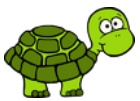


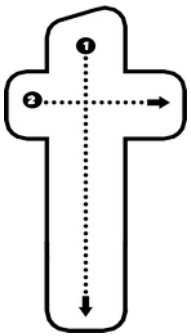




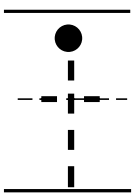


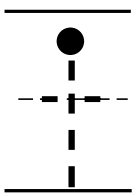


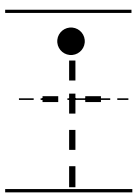


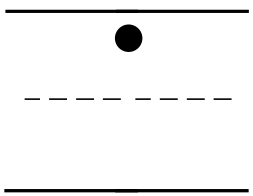


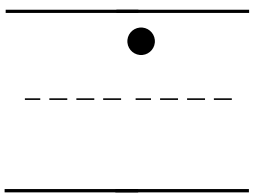


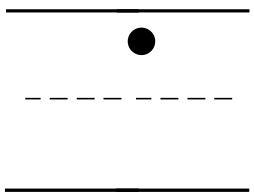














S S S S



S S S S



S S S S



S S S S



B B B B



B B B

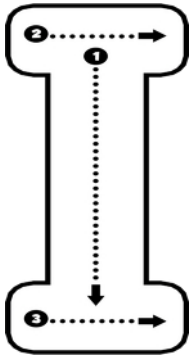


b b b b

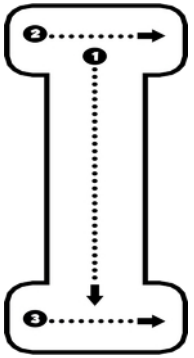


b b b

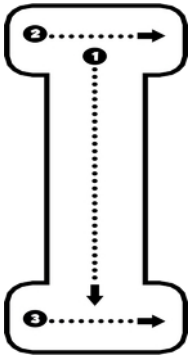




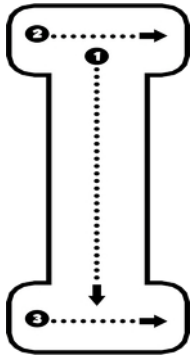




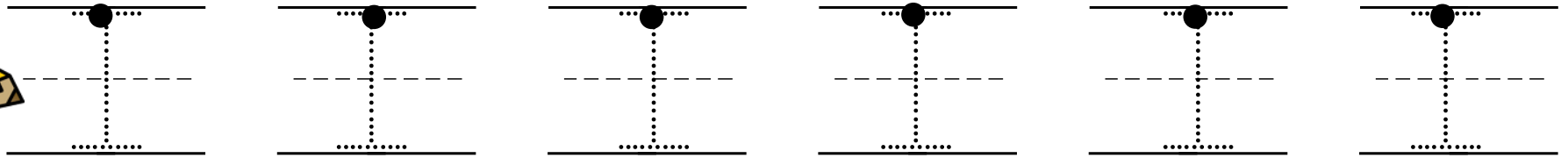








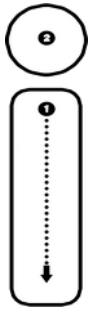




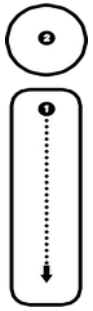




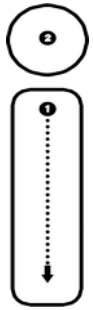




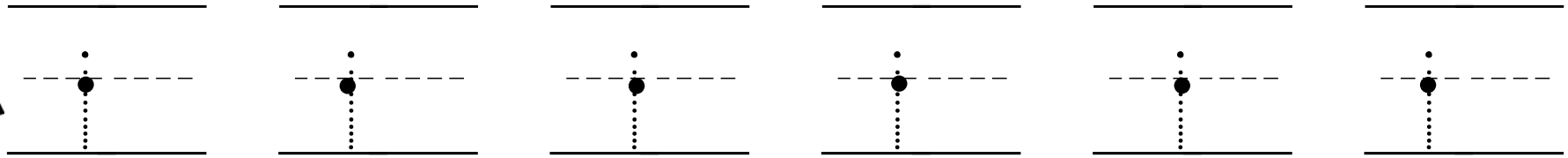








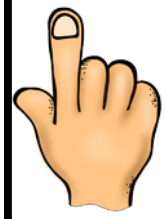






F F F F

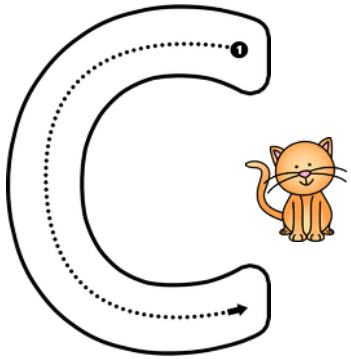


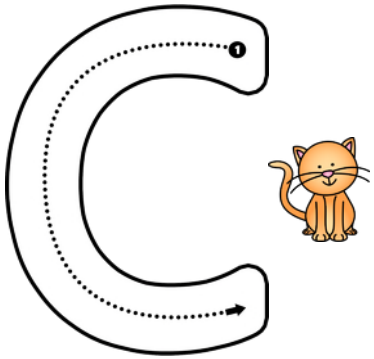


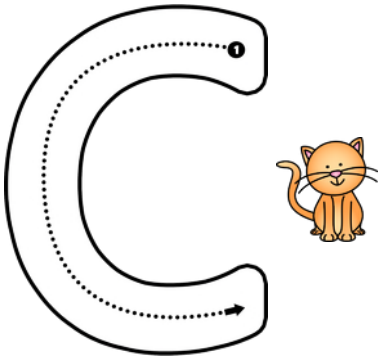
f f f f

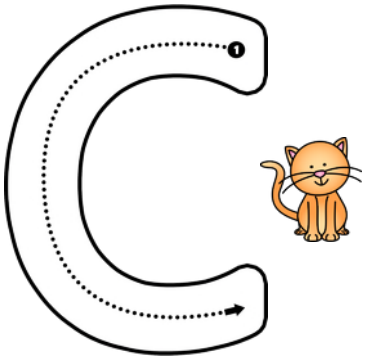




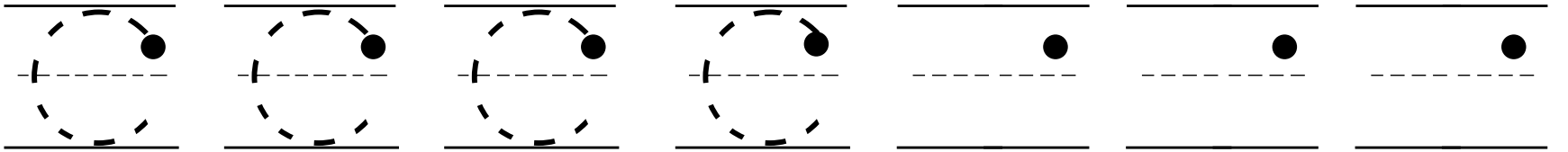




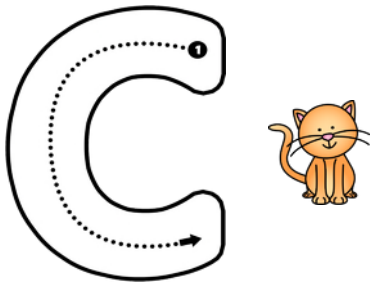


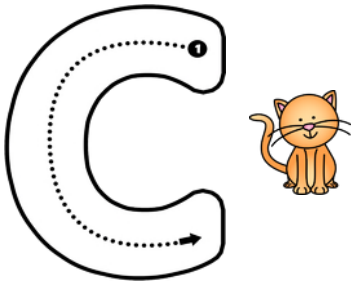


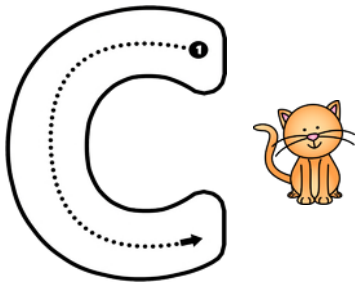


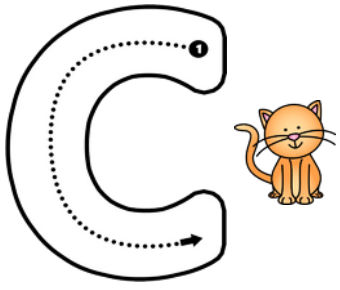




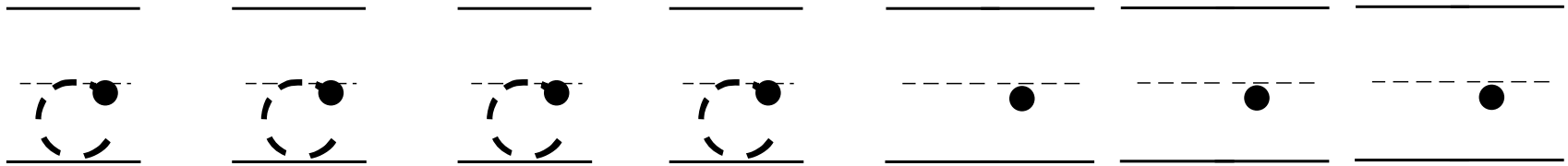








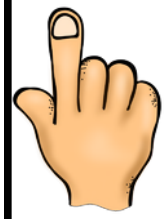






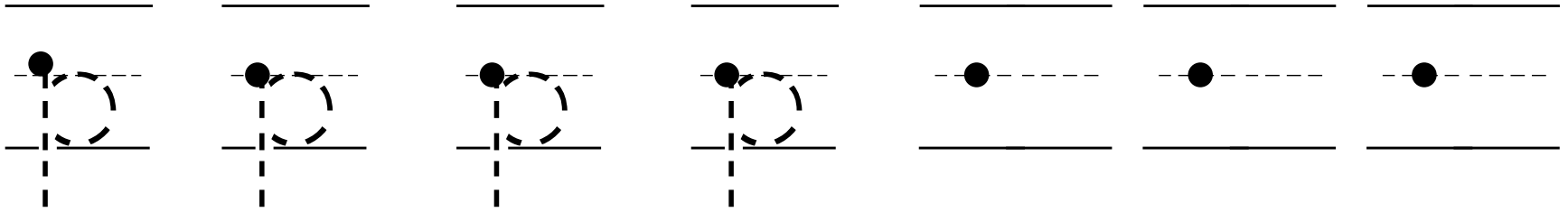
P P P P



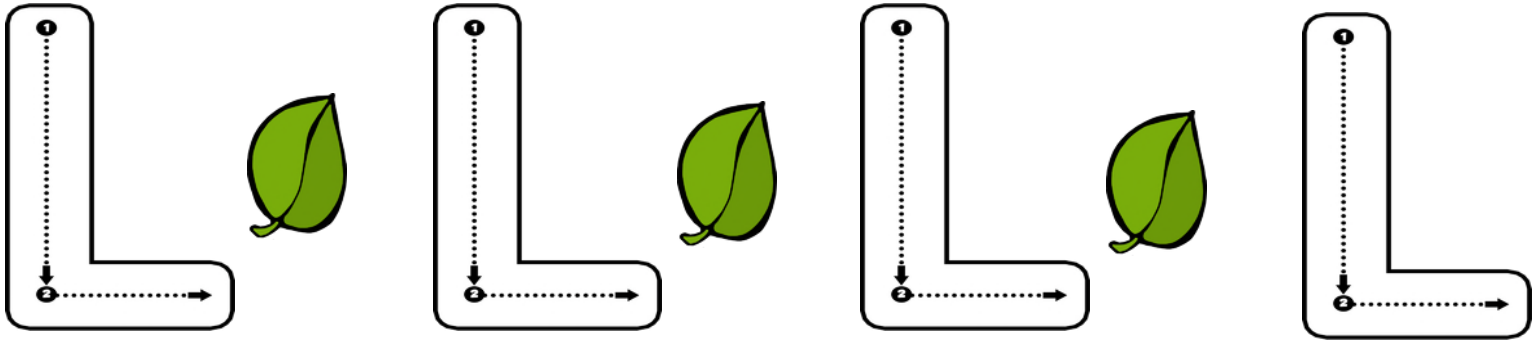


p p p p

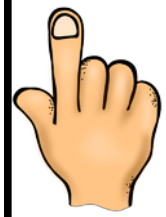


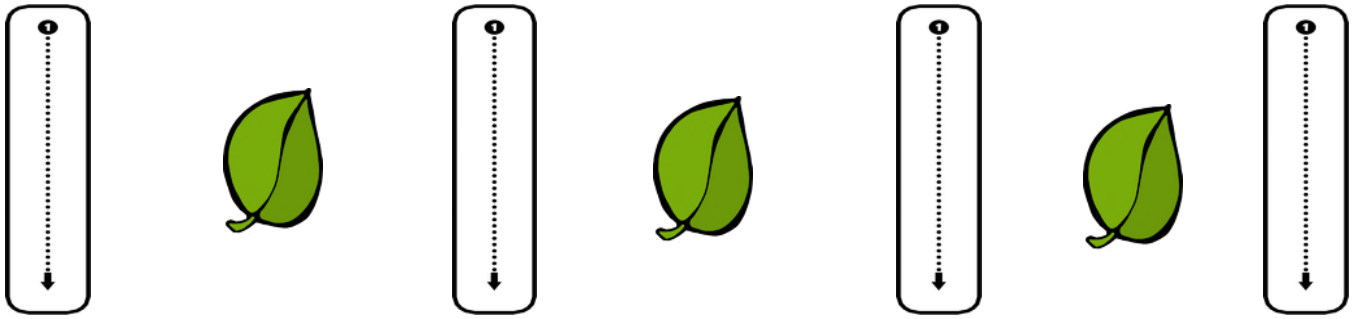




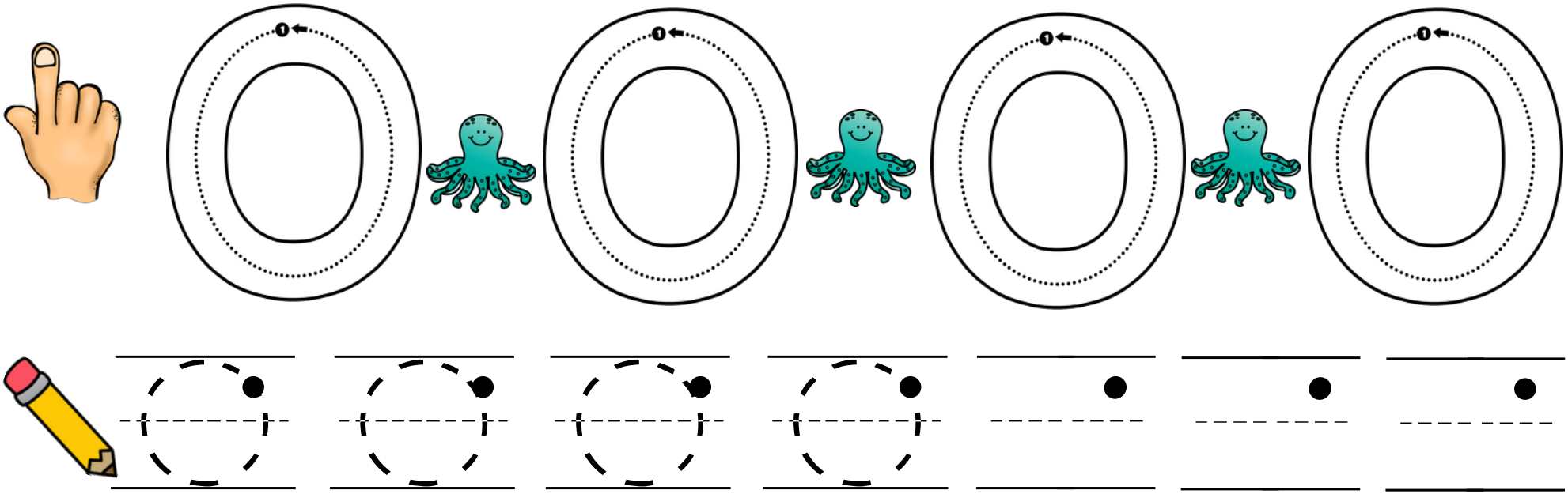


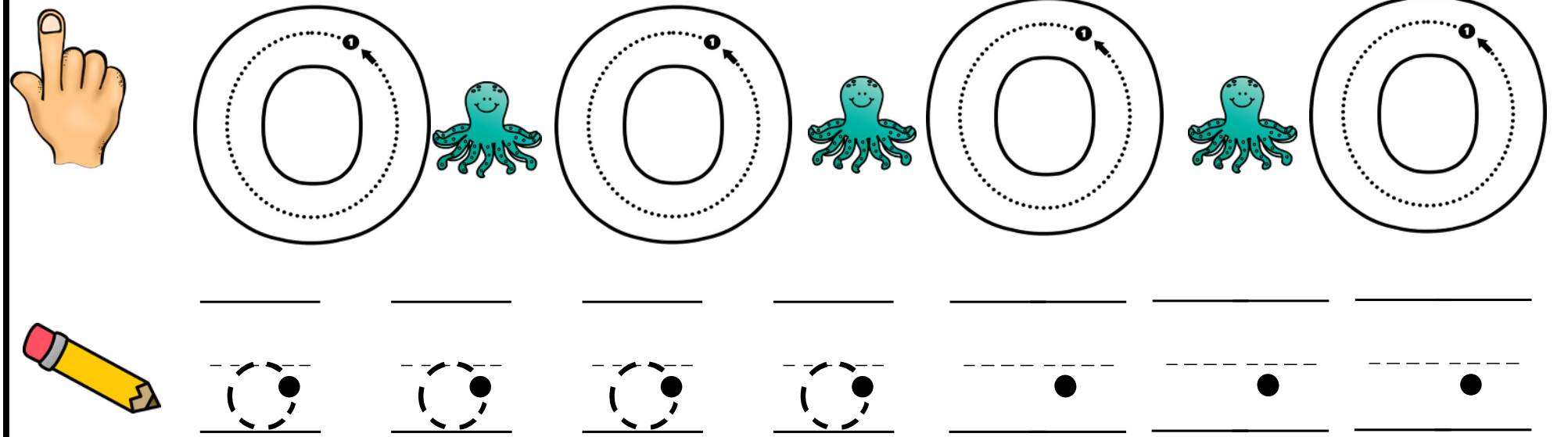










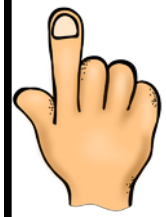




N N N N



n n n n





H H H H



h h h h







R R R R



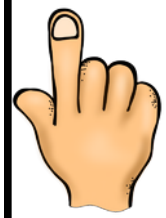
r r r r





D D D D

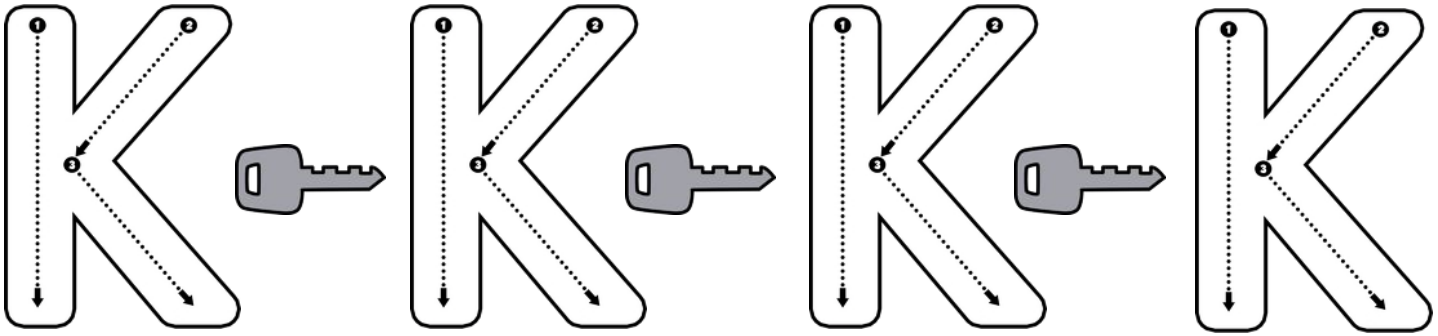




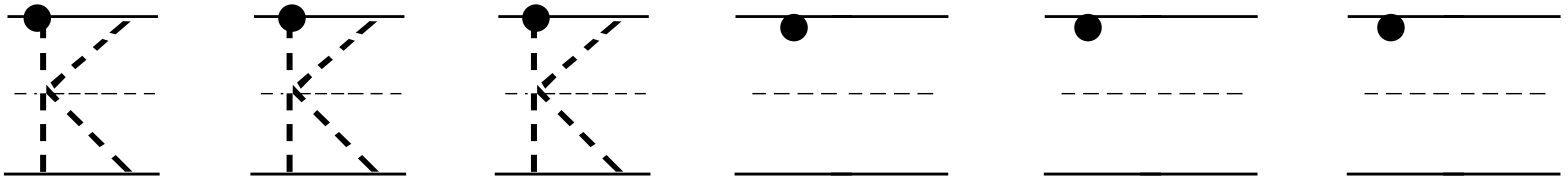
d d d d



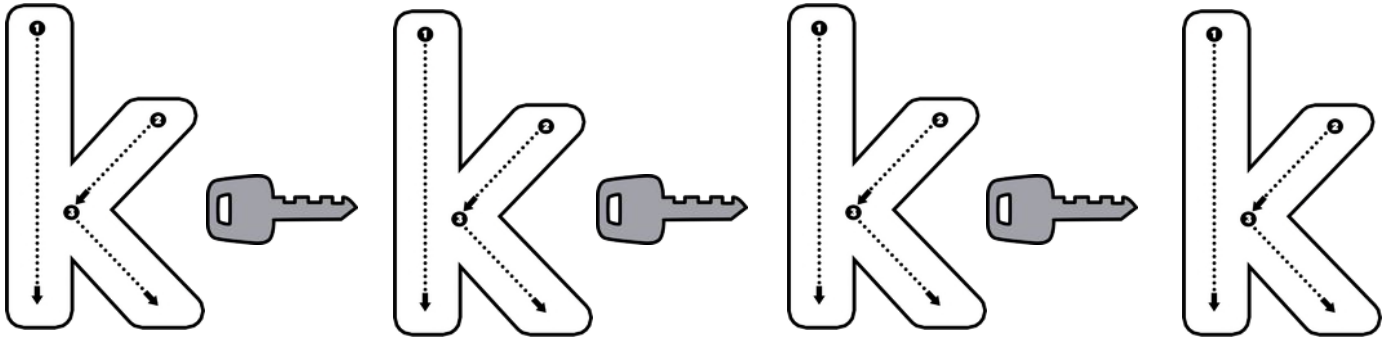




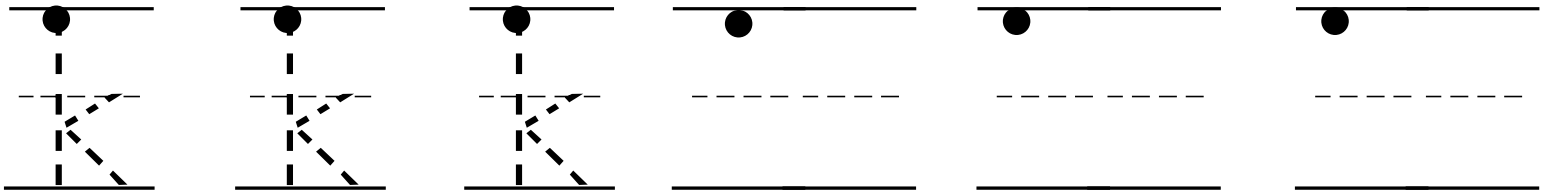










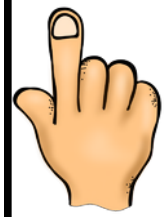




G G G G

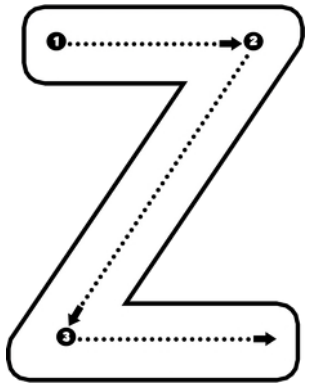


g g g g

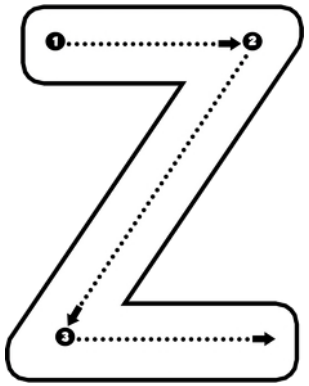




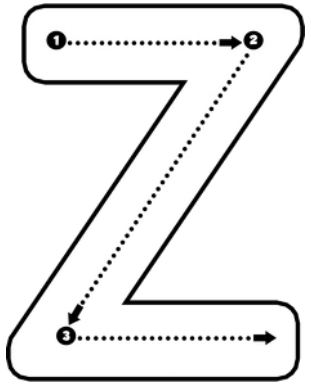




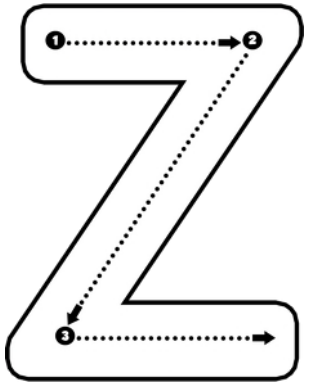




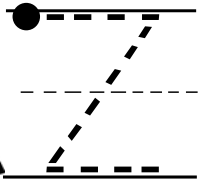


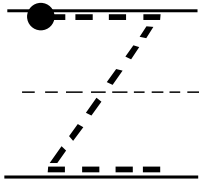


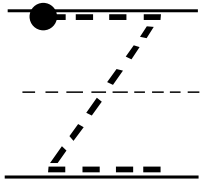


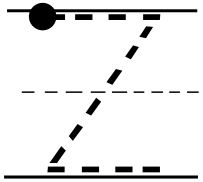


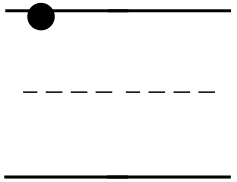


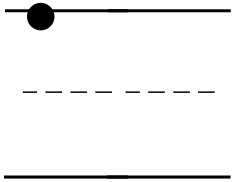


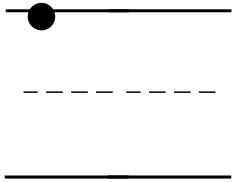


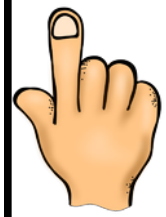


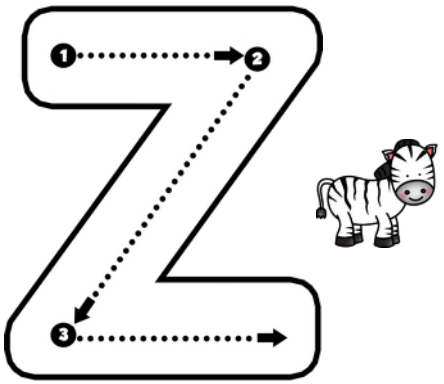


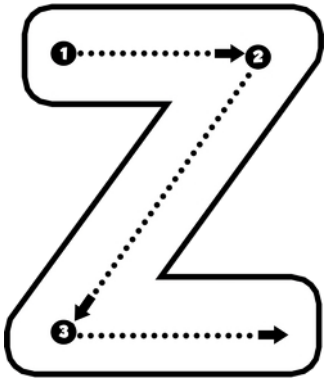




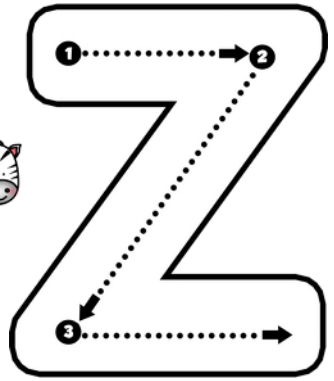




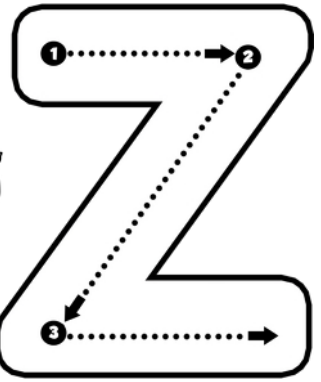




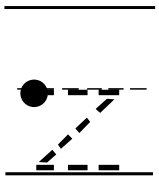


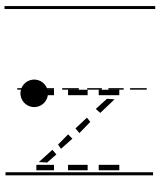


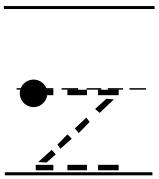


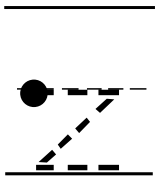


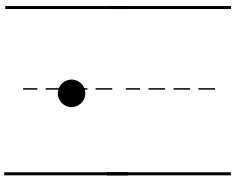


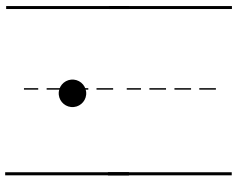


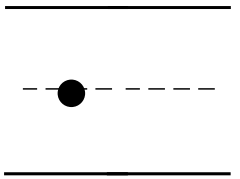








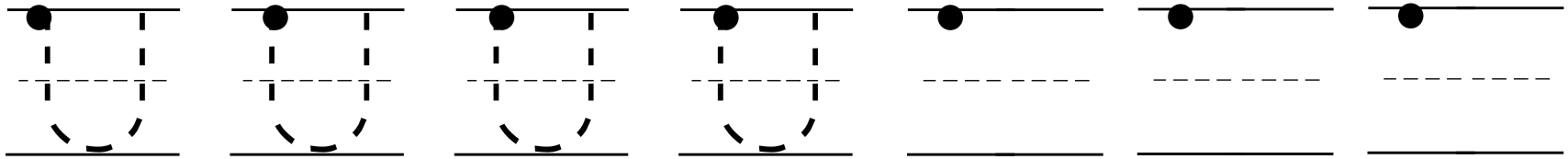


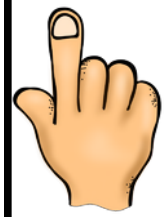




U U U U

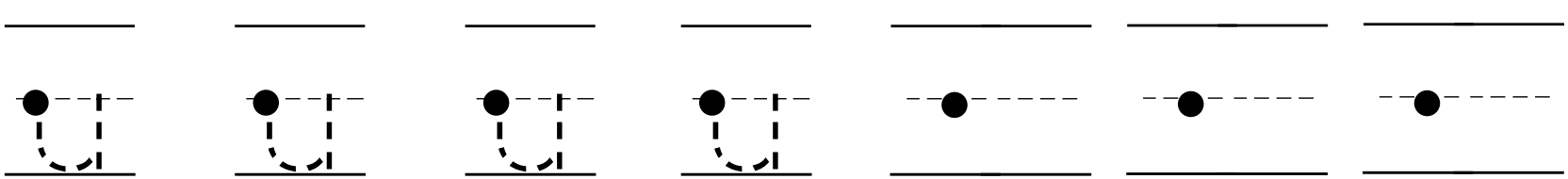




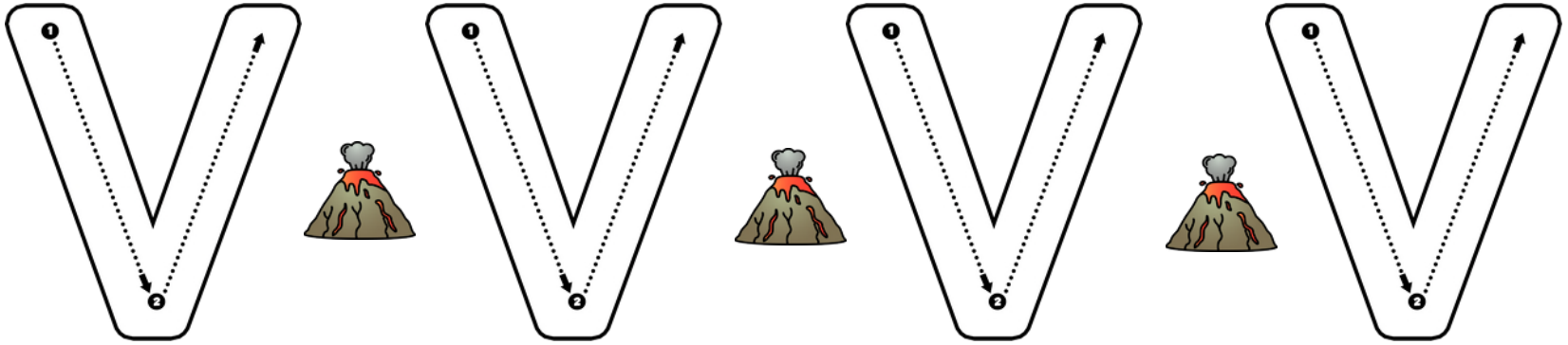


U U U U

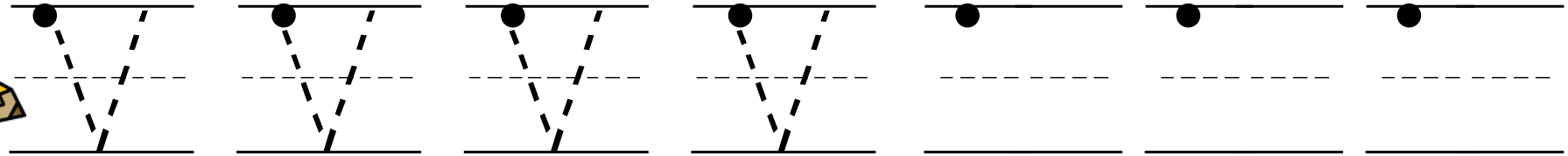


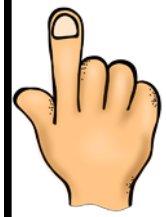


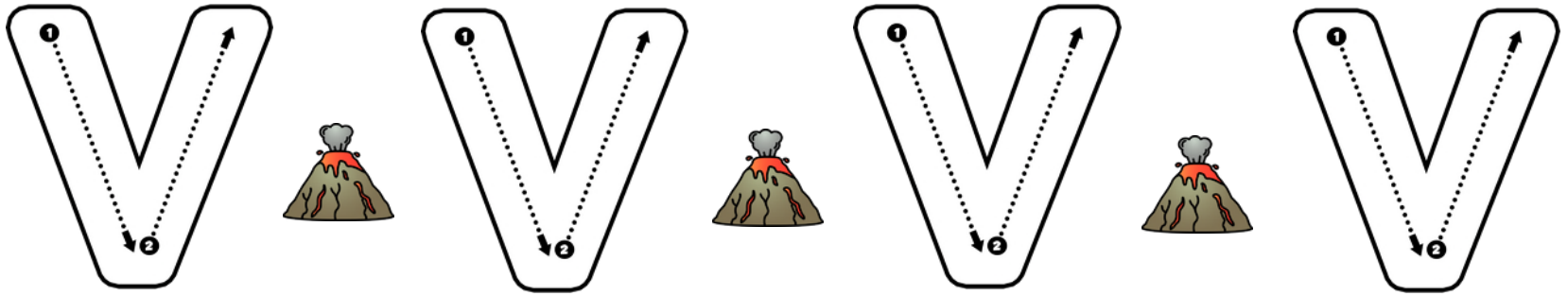




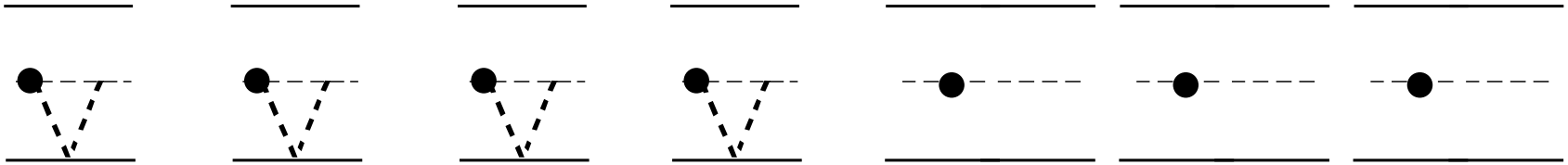














J J J J J





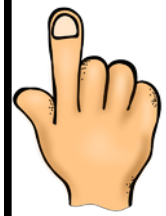
J J J J J J J





E E E E





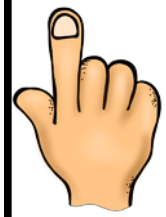
e e e e





Q Q Q Q





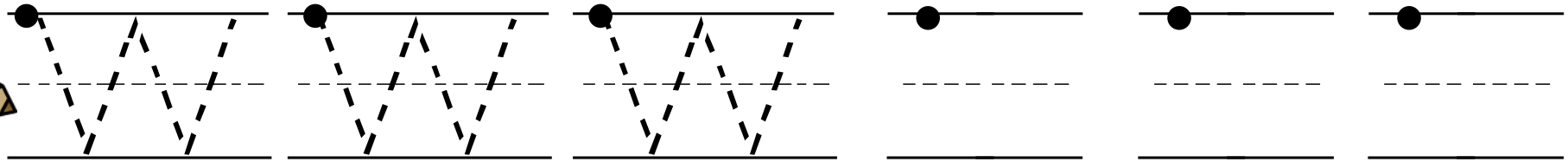
q q q q

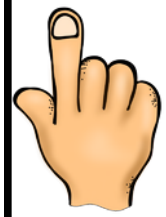




W W W W

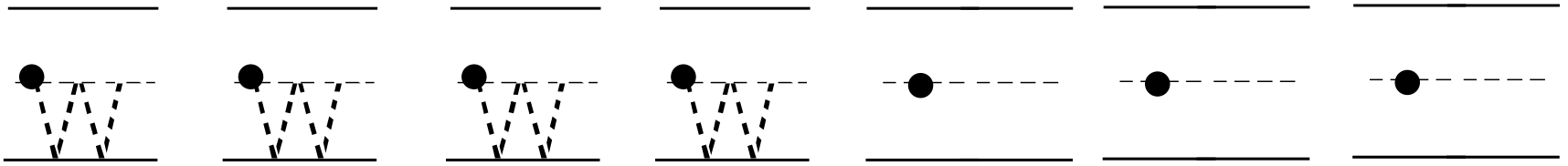




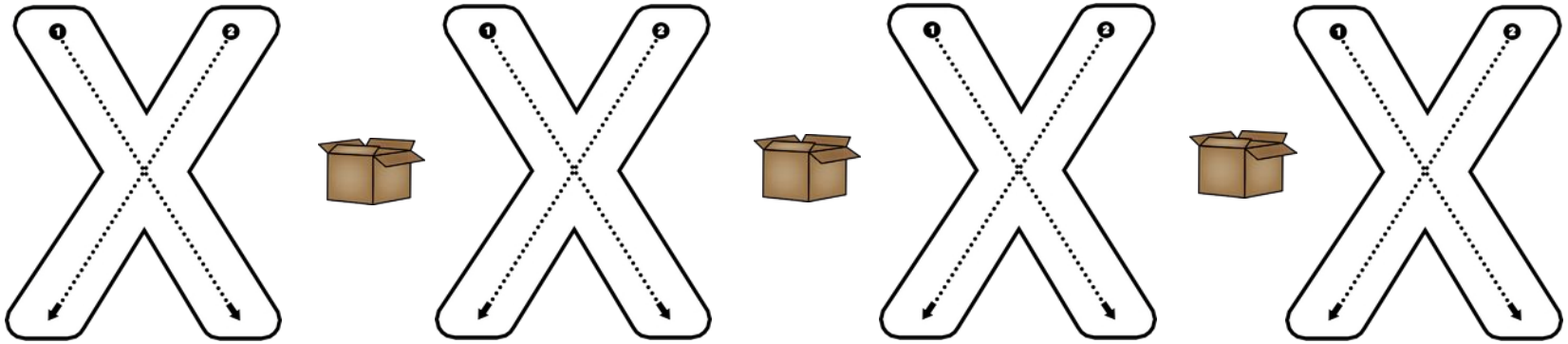


W W W W

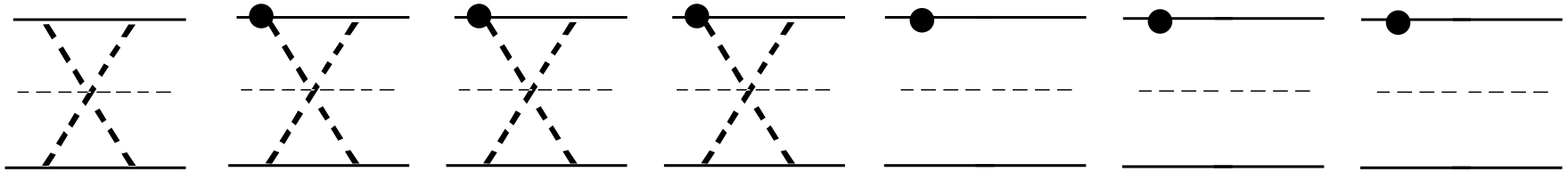




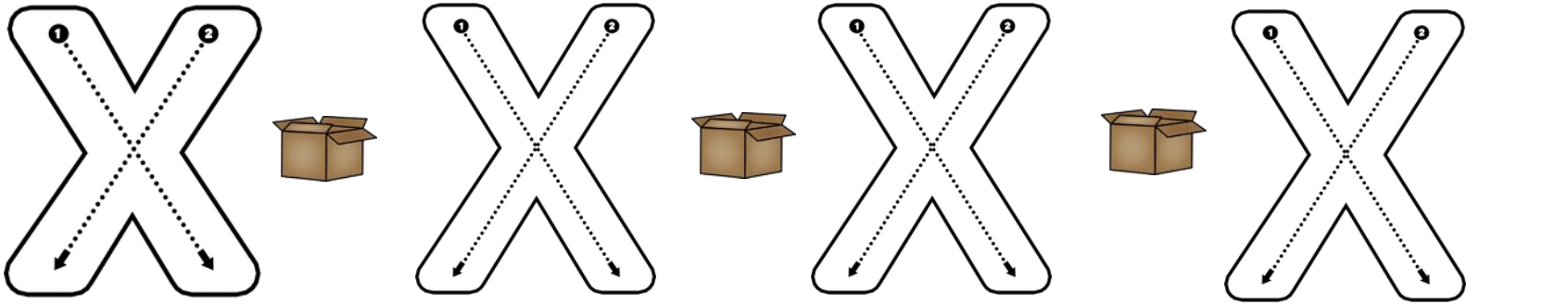




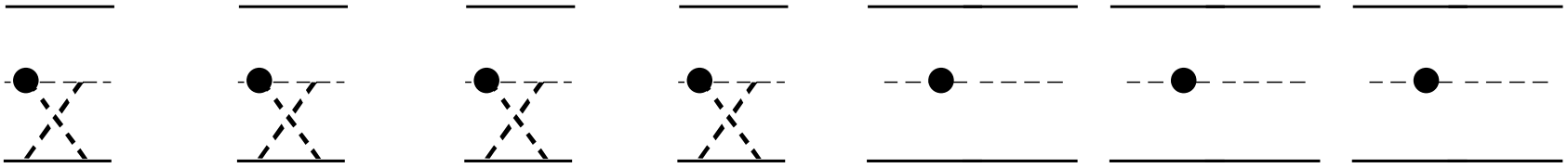




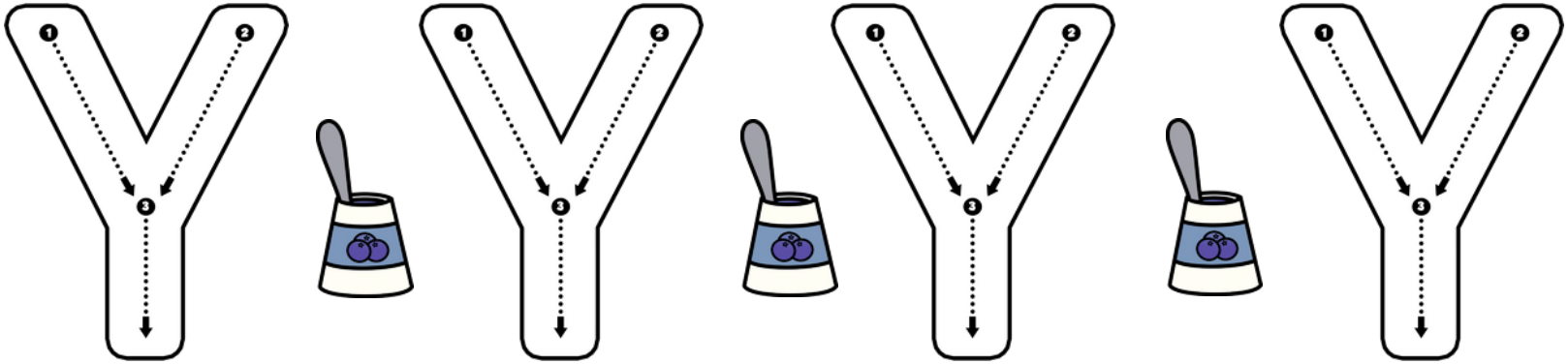




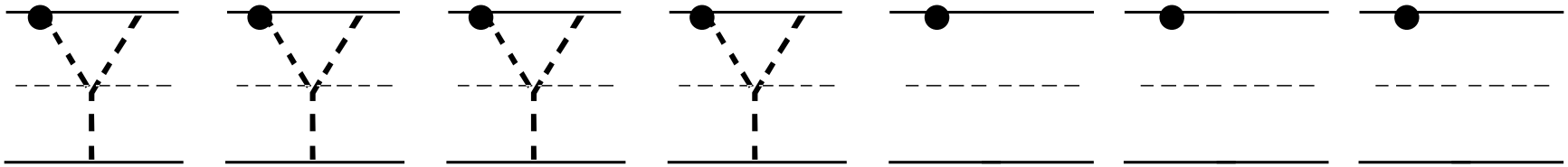




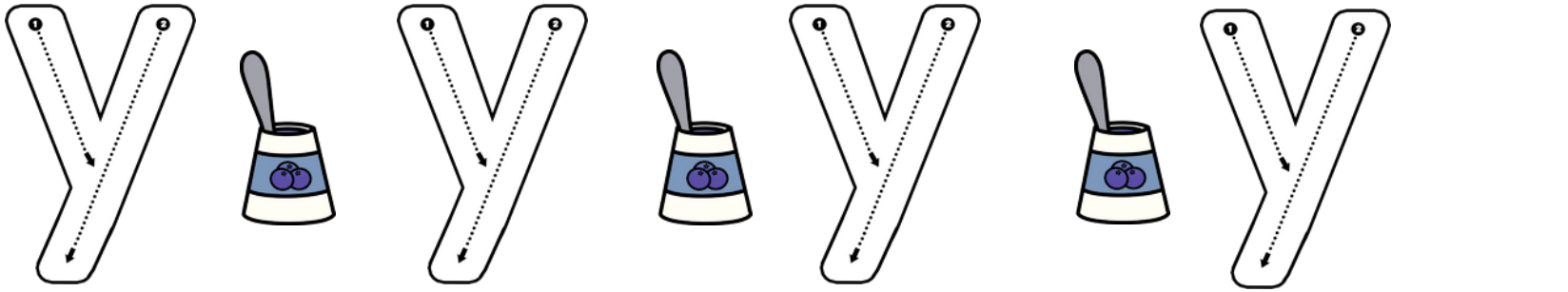




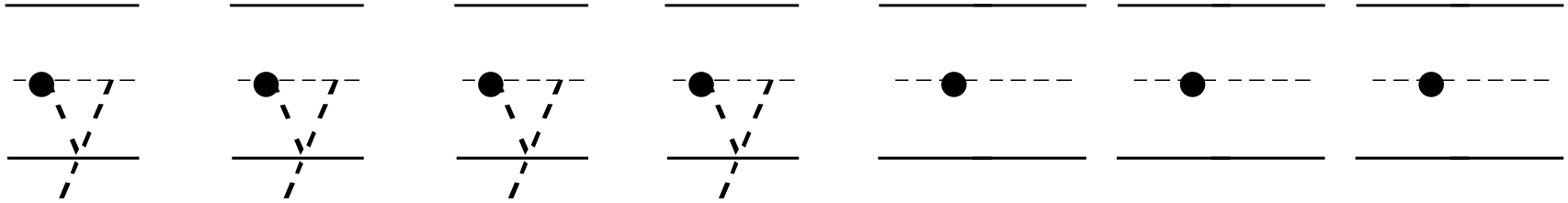








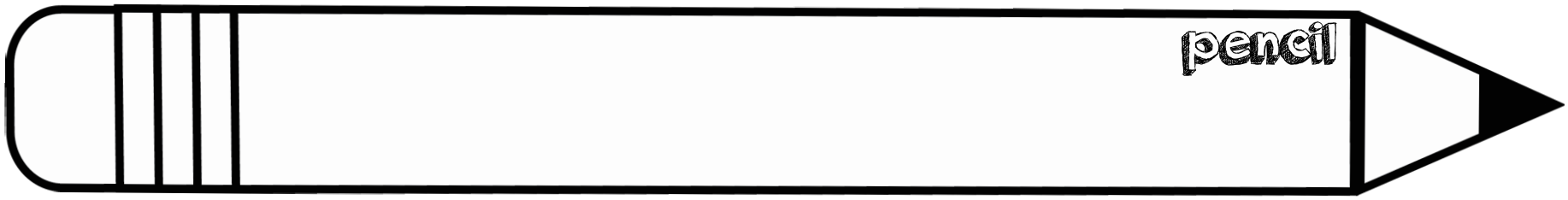




How a Book Works

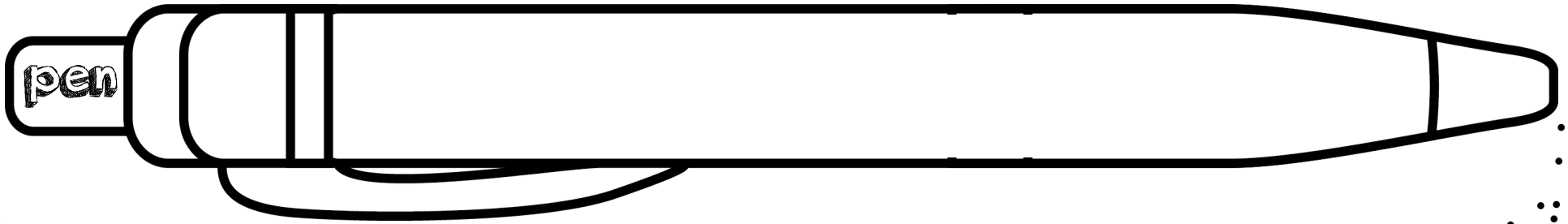
1) [Hand the book to the child with the cover facing down.] "Show me the front of the book."
2) "Show me the back of this book."
3) "Where is the title of this book?"
4) [Open the text to the first page of the book that has text and illustrations] "Show me with your finger where to begin reading the story."
5) "Show me with your finger which to go as you read this page."
6) "Where do I go at the end of the line?"
7) "You point to the words while I read the story."
8) "Use your finger to show me the first word on the page."
9) "Use your finger to show me the last word on the page."
10) "Point to one word. Now point to two words."
11) "Point to the first letter in a word."
12) "Point to the last letter in a word."
13) "Point to two letters."
14) "Show me three letters that you know on this page and say their names."
15) "Use your finger to show me a capital or uppercase letter."
16) "Use your finger to show me a lowercase letter."
17) Points to a (.) "What is this called?/ What is it for?"
18) Points to a (?) "What is this called?/ What is it for?"
19) Points to a (!) "What is this called?/ What is it for?"

I Can Write My Name in



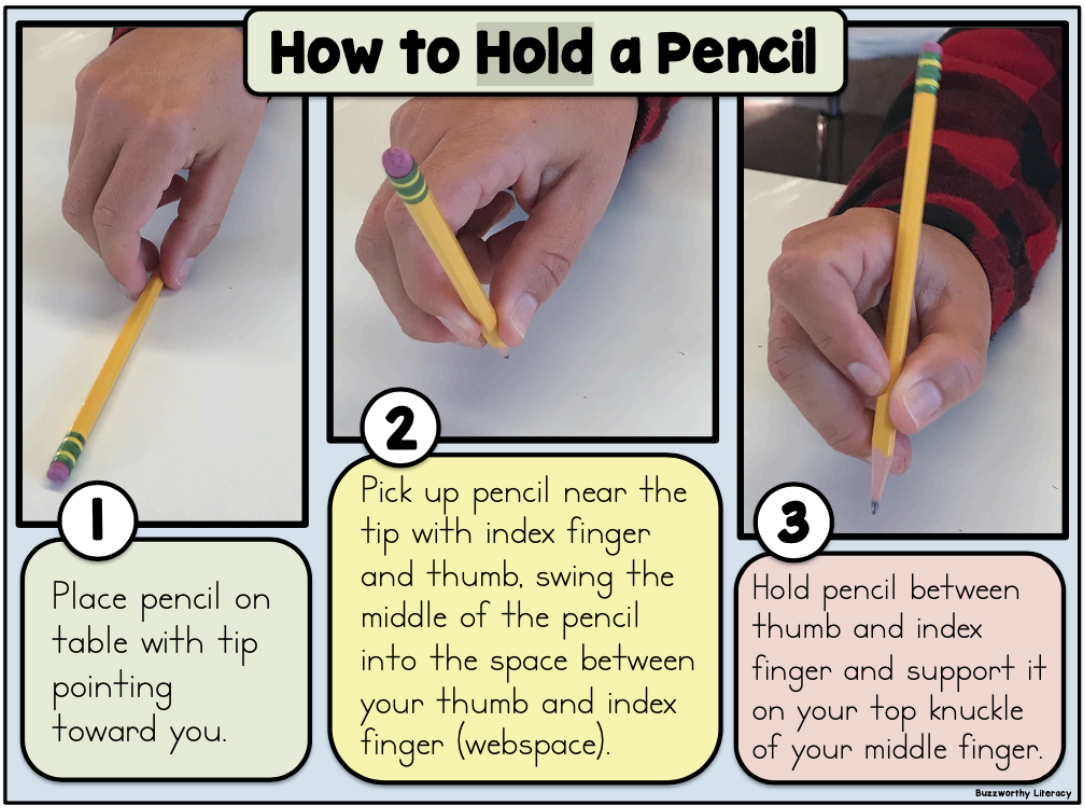






15 Ways to Develop The Fine-Motor Skills for Pencil Grip

1. Use a spray bottle to water plants
2. Grab and hold small items with tweezers or tongs
3. Use a hole punch to punch holes in paper
4. Thread beads pasta or cereal onto a length of string
5. Use scissors to cut shapes from thick paper
6. Use smaller writing tools such as short pencils
7. Use bubble wrap to squeeze the air bubbles between the thumb and first finger
8. Use pencil grips. A range of these are available on Amazon
9. Encourage children to practise writing on a vertical surface to build strength and stability in arms and shoulders. Easels, chalkboards, dry white boards or even paper taped to the wall slightly above shoulder height works well for this.
10. Place a small piece of tape around the pencil at the appropriate height on the pencil to encourage holding the pencil in the right place
11. Thread beads onto dry spaghetti stuck into play dough
12. Thread cereal onto string
13. Put washers onto screws
14. Push acorns or sticks into play dough
15. Drop dry beans into small containers



Summer Cutting Practice

