



July 9, 2015

SUMMER PACKET LETTER

Dear Incoming **First Grade** Students and Parents/Guardians,

Happy Summer!!! We trust by now that you are staying cool and enjoying your days off from School. Summer is a great time to relax but it is also a time to read and practice your skills in order to be prepared for the upcoming school year. We have prepared a standards-based Summer Packet with Language Arts and Math activities to support us in decreasing summer learning loss and increase critical thinking.

This Summer Packet is designed to provide students with practice for reading comprehension, Writing, and basic math problem solving. You will have to print the packet out to complete.

Parents/Guardians will need to offer assistance towards pacing your child for the remainder of July and the month of August with (do **NOT** wait to the last minute):

1. ■ Reading the required books
2. ■ Completing **TWO** Reading Response Journals
3. ■ Completing the reading log with the additional books that your child reads
4. ■ Completing the math calendar

Note: A list of educational websites have been included.

Summer Packets are due on **Monday, September 14, 2015** to your Homeroom Teacher. Your child will receive recognition and reward for completing the packet.

If you have any questions, please feel free to call the school at 908-754-9043.

Happy Reading, Writing and Problem Solving !!!!

Your Partner in Teaching and Learning,

Brian A. Albanese

Director of Instruction/Principal K-8

REMINDER: FIRST DAY OF SCHOOL IS THURSDAY, SEPTEMBER 3, 2015

Union County TEAMS Charter School

Summer Reading Packet

Incoming First Graders (Leaving Kindergarten)

Incoming First Graders will read **TWO** book of their choice from the following list of suggested authors to complete the provided assignment below. You may visit the local library or bookstore to find your books for summer reading. *Students are encouraged to read several books and complete the attached reading log to list all books that they read. Submit your Summer Reading Log to your teacher.*

Suggested Authors:

Tomie DePaola

Arnold Lobel

Pat Hutchins

Bill Martin

James Marshall

Gail Gibbons – great author of non-fiction books

Patricia Polacco

Eric Carle

Laura Joffe Numeroff – If You Give a Mouse a Cookie series

Jonathan London – The Froggy series

Peggy Parish – Amelia Bedelia series

Chapter Books:

Junie B. Jones series by Barbara Park

Flat Stanley series by Jeff Brown

Fly Guy series by Todd Arnold

Reading Assignment/Activity #1-

Complete the attached Reading Response Journal for one of your required books.

Creative Reading Assignment/Activity Presentation #2-

Select ONE assignment/activity to complete using your second required book. Students should practice reading/presenting his/her project to a family at home because they will present in class. Each assignment will count towards your child's 1st Marking Period Reading Grades (*see grading rubric*):

1. Design a poster (18 x 24 or larger) to advertise the book. Be sure to include the title, author, illustrator, characters, setting, brief plot summary, and description of your favorite part. Students can draw pictures to show the plot and favorite part. Remember you are trying to persuade others to read your selected book.
2. Design a new cover for your book using a piece of construction paper or card stock, crayons, markers, paint, etc. Be creative as possible. Your cover should include the title, author, illustrator, and a picture that you believe represents the book.
3. Create a diorama to recreate a scene from your book using a shoebox or other small box. You may use clay or other figurines and materials. Be creative.
4. Compose a song to describe your book. The song should include the title, characters, setting, plot, and other parts from the book of your choosing. Be prepared to sing you song for your class. Make certain you neatly write the lyrics to your song on a blank sheet of paper.

All assignments must have the student's first and last name and title of the book labeled somewhere on the project. Use the attached rubric as a guide for completing your assignment/activity. Happy Reading ☺.

Reading Response Journal



Student's Name: _____ Date: _____

Title: _____

Author: _____ Illustrator: _____

5. What did you read about today? Draw a picture and write a sentence about what you read today.

Today I read about _____

6. How did you feel about what you read today? Circle one then write a sentence to explain.



Happy



Nothing



Sad



Mad

I felt _____ because _____

7. What do you think will happen next? Draw a picture and write a sentence about what will happen next.

I think _____

Grading Rubric for Creative Reading Assignment/Activity Presentation #2

STUDENT NAME: _____

Parents/Guardian: Use this as a guide for practicing the Creative Reading Assignment/Activity Presentation with your child.

	Exceeds 4	Meets 3	Progressing 2	Improving 1
Eye Contact	<ul style="list-style-type: none"> • Speaker looks at the audience almost all of the time. • Speaker makes direct eye contact with most of the members of the audience at some point in the talk. 	<ul style="list-style-type: none"> • Speaker looks up for most of the talk. • Speaker sporadically direct eye contact with members of the audience. 	<ul style="list-style-type: none"> • Speaker looks at the audience part of the time. • Speaker makes little direct eye contact with members of the audience. 	<ul style="list-style-type: none"> • Most of the time, the speaker is not looking at the audience.
Voice	<ul style="list-style-type: none"> • Every spoken word can be heard and understood clearly with no difficulty by each person in the audience. • The speaker uses Standard English, using correct vocabulary for the subject area and language appropriate for the audience. 	<ul style="list-style-type: none"> • A very brief portion of the talk may be unclear or inaudible to some members of the audience, OR the audience has to make an effort to hear and understand. • The speaker uses Standard English, using correct vocabulary for the subject area. 	<ul style="list-style-type: none"> • Several parts of the talk are unclear or inaudible to some members of the audience, OR one portion is unclear or inaudible to most of the audience. • The speaker occasionally uses nonstandard English and uses some terms incorrectly. 	<ul style="list-style-type: none"> • Several portions of the talk are unclear or inaudible to most of the audience. • The speaker frequently uses nonstandard English and uses terms incorrectly.
Preparation	<ul style="list-style-type: none"> • Student is well prepared and has obviously rehearsed. • Student can present without reading from his/her notes. Student has memorized most of their presentation. • Speaker makes smooth transitions between parts of the talk. 	<ul style="list-style-type: none"> • Student seems pretty prepared but may need more rehearsals. • Student read his/her notes somewhat throughout the presentation. • Most transitions between parts of the talk are smooth. 	<ul style="list-style-type: none"> • Student is somewhat prepared, but it is clear that the student did not rehearse. • Student frequently reads his or her notes. • Unnecessary delays or pauses exist in the talk 	<ul style="list-style-type: none"> • It is obviously that the student does not prepare at all. • Student reads his or her notes through the entire presentation • Unnecessary pauses or awkward delays may occur
Knowledge of Subject	<ul style="list-style-type: none"> • Speaker demonstrates a thorough knowledge of subject matter • Speaker can answer questions with certainty. 	<ul style="list-style-type: none"> • Speaker demonstrates an adequate knowledge • Speaker answers the majority of questions. 	<ul style="list-style-type: none"> • Speaker demonstrates some knowledge • Speaker is able to answer some questions. 	<ul style="list-style-type: none"> • The speaker demonstrates little or no knowledge.
Visual Aid	<ul style="list-style-type: none"> • Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation. 	<ul style="list-style-type: none"> • Visual aids supported the presentation effectively. They clarified and reinforced the spoken message. 	<ul style="list-style-type: none"> • Visual aids were occasionally appropriate and related to the spoken message 	<ul style="list-style-type: none"> • No visual aids were used
Score				
Comments:				

Student Name: _____

First Grade Summer Reading Log



Complete this log along with your activities and return it to your classroom teacher
Make sure each book entry is signed by a parent/guardian. Print more copies if needed.
HAPPY READING!

Date	Book Title	Author	Parent Signature
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
	9.		
	10.		

Student Name: _____

Incoming Grade 1 Summer Math Calendar

~ July and August ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Welcome to the summer math calendar for Students entering First Grade. Reviewing the learned skills will maintain the foundation for math success at the next grade level.</p>	<p>Have your child mark off the days on a calendar for the month of July. Ask them about the calendar using terms like today, tomorrow, and yesterday. Also, ask what day comes after and what day comes before a given day.</p>	<p>Count to 100 by 1's and by 10's.</p>	<p>Verbally name a number. Ask your child to give you the number that is one more and one less.</p>	<p>FREE DAY</p>	<p>Write equations to show the different ways to make the number 10.</p>	<p>Ask your child six basic facts. (Three addition and three subtraction.)</p>
<p>Go into your yard. What shapes do you see? Draw a picture of the shapes. Label your picture.</p>	<p>3 boys are swinging on the swings. 6 girls are playing tag. How many children in all?</p>	<p>Complete the equations: $3+5=$ $9+1=$ $0+4=$ $2+6=$ $5+5=$</p>	<p>Count to 100 starting with the following numbers: 22 68 40 55</p>	<p>While driving, ask your child to look at a license plate and name the digits. Which one is larger? Which number is less than all the others? What two-digit numbers can they make?</p>	<p>Compare the numbers 12 and 19. Which number is the greatest? Explain your thinking.</p>	<p>When playing with toys, have your child sort them by sets of similar objects. How are the objects alike? What geometric shapes do you see in those objects? (cube, sphere, cylinder, etc.)?</p>
<p>Draw three different patterns using the following shapes.   </p>	<p>Find two objects that are different lengths (a pencil, crayon, marker, etc.) Compare the length of the two objects. Which one is longer? Which one is shorter? Explain your thinking.</p>	<p>Count by 2's, 5's, and 10's. Go as high as you can.</p>	<p>When you are out in the community, have your child identify geometric shapes (hexagons, triangles, rectangles, circles, squares) in their environment and give their characteristics.</p>	<p>Do the same activity as yesterday but look for solid shapes this time (rectangular prism, sphere, cone, cylinder, cube, pyramid).</p>	<p>There are 10 students on the school bus. 6 Students get off the bus. How many students are still on the bus?</p>	<p>Give your child a handful of coins and ask them to identify them.</p>
<p>Complete these equations. $8-3=$ $9-0=$ $3-2=$ $7-4=$ $10-6=$</p>	<p>Show three ways to make 17 cents. Draw your answers.</p>	<p>Find a toy car/truck or a picture of one. Ask your child how many wheels are on three cars/trucks? How many wheels are on your bike? What if you had two bikes and a tricycle?</p>	<p>6 children are playing outside on the playground. 4 children go inside. How many children are left playing outside?</p>	<p>Measure the lengths of toys or objects with non-standard measurements such as paper clips, pennies, or blocks. Use vocabulary such as length and width.</p>	<p>7 children are playing ball. 2 more come to play ball. How many in all?</p>	<p>Use tally marks to count objects (silverware, toy cars, dolls, etc.) Make a pictograph of the results.</p>
<p>Write equations to show the different ways to make the number 8.</p>	<p>9 ducks are swimming in a pond. 5 ducks fly away. How many ducks are left swimming in the pond?</p>	<p>Verbally name two numbers and have your child give you the number or numbers that come between those numbers.</p>	<p>Use chalk to write the numbers 1-50 in order. If you do not have chalk use paper and pencil.</p>	<p>The design of the activities on this calendar is meant to support instruction in the Standards in both its content and presentation. Therefore the activities are not to be done as independent problems, but to be worked on with a parent, guardian or older brother or sister. Talking about the problem is an important part of completing each activity. On the next page of this calendar are recommended math websites for more reinforcement of math concepts and computation. You may need to add additional pages.</p>		

<http://www.allmath.com/>

This site has flash cards and links to other sites for games, math humor, worksheets, math help and more.

<http://www.aplusmath.com>

This site has basic facts flash cards and a game room, worksheets, multiplication table practice and more.

<http://www.mathfactcafe.com>

This site has a pencil next to pre-made cards so kids can do the facts and have the computer check them. Kids can print them out and also put in their own numbers and make their own worksheets.

<http://www.funbrain.com>

This site has easier to harder addition and subtraction computation and problem solving. It also has language and grammar skills activities

<http://www.dositey.com/>

This site is a lot of fun and is good for 2 digit addition with and without regrouping

<http://www.24game.com>

This site has math games using basic operations

<http://www.coolmath4kids.com>

This site has a wide range of topics and will give you step-by-step instructions.

<http://www.abc.net.au/countusin/games>

Each game is designed to help kids understand basic concepts in math. This site has a variety of math games i.e. volume, length, halves, chance, numbers, time, sorting, subtraction, and addition. It is better for students of the primary grades.

<http://www.learningplanet.com>

This site has games by grade level but with advertisement and a subscription. There are some free games.

<http://www.gameaquarium.com>

This site has math activities for K-6.

<http://www.SETGame.com>

This is a card game to build students' visual thinking and pattern skills in math. Commercial, but does have some great free puzzles.

<http://www.math.com>

Good resource of how to do problems

<http://www.mathcats.com>

This is an interactive fun site

<http://www.spikesgamezone.com>

Lots of math games

<http://www.funschool.com>

This site has games, but also commercial advertising

<http://www.figurethis.org>

This site gives you ideas for fun hands-on math activities. Good for upper grades

<http://www.kidsites.com>

List of sites for math as well as other subjects.

<http://timezattack.com>

FREE home version for practicing multiplication facts (also new versions for division, addition, and subtraction!)

<http://abcvya.com>

Loads of math games for K-5 as well as games for reading and language arts