PRESCHOOL
SUMMER
WEEK FOUR
Tuesday
Short line down. Touch the bottom line. Straight line down.

Straight line. Short angle down. Touch the bottom line.

Name: ___________________________

Short angle down. Touch the bottom line. Short angle up.

Straight line. Up and around. Touch the bottom line.


Short line down. Touch the bottom line. Come up and make a hump.

Short angle down. Touch the bottom line. Lift your pencil. Come up and make a hook.

Short angle down. Touch the bottom line. Lift your pencil. Short angle down. Touch the bottom line.

Short line down. Touch the bottom line. Come up and make a hook.

Short angle down. Touch the bottom line. Lift your pencil. Short angle down. Past the bottom line.

Short line down. Touch the bottom line. Lift your pencil. Come up and make a dot.

Short line down. Touch the bottom line. Short angle down. Touch the bottom line.
Zoo Animals

Where is the big alligator?

Where is the little monkey?

Where is the big lion?

Where is the little iguana?

Where is the big elephant?

Where is the big giraffe?

Where is the big hippo?

Objective 17: Demonstrates knowledge of print and its uses b. Uses print concepts
Zoo Animals

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
8. ______________________________________
9. ______________________________________
10. ______________________________________
Color the beginning letter.
Look at the objects and trace the beginning sound.
Cut out the sight words and glue them inside the shape that is the same color.
Addition Stories

Cut out the manipulatives and the teacher script at the bottom of this activity. Read an addition problem to your child and then see if they can recreate it below.

Teacher Script

1. If you have 2 pieces of corn in one bag and 3 carrots in the other bag, how many vegetables do you have in all?
2. If you have 4 tomatoes in the first bag and 1 potato in the second bag, how many vegetables do you have in all?

** Continue to create word problems using the verbiage above.

Objective 20a: Uses number concepts and operations - counts
Wednesday
Short line down. Touch the bottom line. Straight line down.

Short angle down. Touch the bottom line. Short angle up.


Short angle down. Touch the bottom line. Lift your pencil. Short angle down.


Short angle down. Touch the bottom line. Lift your pencil. Short angle down.

Short angle down. Touch the bottom line. Lift your pencil. Short angle down.

Short angle down. Touch the bottom line. Lift your pencil. Short angle down.

Start at 2 o'clock. Touch the bottom line. Straight line down.

Start at 2 o'clock. Touch the bottom line. Pull up to touch the top line.

Start at 2 o'clock. Touch the bottom line. Straight line down.

Start at 2 o'clock. Touch the bottom line. Make a little hook.
Beach

I want to go to the beach.

I want to bring my towel.

I want to bring my lotion.

I want to bring my hat.

I want to bring my sunglasses.

And I want to bring my umbrella.

Objective 17: Demonstrates knowledge of print and its uses b. Uses print concepts
Things for Beach Trip

1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________ 
6. _______________________________________________________________________
7. _______________________________________________________________________
8. _______________________________________________________________________
9. _______________________________________________________________________
10. ______________________________________________________________________
Cut out the word cards and objects. Say the sounds of a word, have your child say the word and then match it with the matching objects.

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<th>Pig</th>
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<td>Web</td>
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Cut out the objects on the bottom. Give them to your child to complete the listening activity. Say, "Put the object that begins with /b/ sound on square number 4." Continue until the listening mat is covered.

Objective 15: Demonstrates phonological awareness c. Notices and discriminates smaller and smaller units of sound.
Draw the Greater Gator to complete the math problems.

1. five  \<\  eight
1. seven  \>\  three
1. ten  \>\  two
1. five  \<\  one
1. three  \<\  ten
1. nine  \>\  four
Thursday
Name: ______________________

Short line down. Touch the bottom line. Straight line down. Straight line down.

Short angle down. Touch the bottom line. Short angle up.


Short angle down. Touch the bottom line. Up and around. Touch the bottom line.

Short angle down. Touch the bottom line. Lift your pencil. Short angle down. Touch the bottom line.

Short line down. Touch the bottom line. Come up and make a dash.

Short line down. Touch the bottom line. Come up and make a hump.

Short angle down. Touch the bottom line. Short angle down. Touch the bottom line. Lift your pencil. Short angle down. Touch the bottom line.

Short line down. Touch the bottom line. Come up and make a hump. Come up and make a hump.

Start at 2 o’clock. Down and around. Touch the bottom line.
Look at the objects and write the letters you hear to make the word.

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**LAFS.K.RF.2.2d**: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme words.
Cut out the object cards. Count the objects and glue them in the correct box.

Name: ____________________________________

4 3 2 5

1 7 8 6
Cut out the object cards. Read the directions. Match to the answer on the Number Grid.

What is one more? What is one less?

What is one more? What is one less?

What is one more? What is one less?

What is one more? What is one less?
Subtraction Stories

Cut out the manipulatives and the teacher script at the bottom of this activity.
Read a subtraction problem to your child and then see if they can recreate it in the picture below.

Teacher Script

1. There were 7 leaves on the tree. 3 blew away. How many leaves are left?
2. There were 6 leaves on the tree. 4 blew away. How many leaves are still there?
3. There were 8 leaves on the tree. 5 blew away. How many leaves are left?
4. There were 10 leaves on the tree. 9 blew away. How many leaves are still on the tree?

** Continue to create word problems using the verbiage above.