



**St. Gabriel Consolidated School
18 West Sharon Road
Cincinnati, Ohio 45246
771-5220**



Below is a list of things teachers find that the majority of students entering grade one are familiar with and are able to do. It is certainly not a requirement for entrance because the teacher will begin at the level of your child. Over the summer it would be advantageous to go over these concepts so that the ideas are kept fresh in your child's mind.

- Can print first and last name
- Can write numbers from 1-31
- Can count to 31
- Can identify numbers to 31
- Knows colors
- Knows shapes and is able to identify them
- Can identify patterns
- I can count by 2's to 20
- Can count by 5's and 10's to 100
- Can identify penny, nickel, dime and quarter
- Can identify the value of penny, nickel, dime and quarter
- Can tell time by the hour
- Can recognize both capital and lower case letters A-Z
- Can match upper case letter to corresponding lower case letter
- Can give the sounds for the letters
- Can identify rhyming words
- Can blend CVC words (Consonant, Vowel, Consonant) example cat, net, fix etc.

Coordination

- Be able to hop in place
- Be able to jump in place
- Be able to skip
- When printing, reading, etc., go from left to right
- Holds a pencil correctly

Reading is more than just being able to recognize words. It is very important that the child comprehend what is read. Reading aloud to your child is just as important as his/her reading aloud to you. By reading aloud a child hears words spoken with expression. He/She hears your voice drop at the end of a sentence. He/She hears smoothness of words being read in sentences.

When reading aloud to your child, stop and ask questions to gauge comprehension:

- Ask questions about what happened
- Ask him/her to predict an outcome
- Ask him/her to retell the story to you
- Ask what his/her favorite part was

Suggestions for daily activity that encourages growth in reading/writing skills:

- Read with your child
- Have your child read to you
- Have your child write
 - Use the attached hand writing Rubric Sheet; your child can practice writing the six target areas
 - Your child can use their own writing ideas or you can give them a topic
- Make learning fun – visit the following web pages
 - www.edu4kids.com
 - www.primarygrades.com
 - www.starfall.com
- At the library check out books labeled My First Reading or I Can Read Books

Suggestions for studying letters with your child:

- Show a letter and have your child say its name.
- Lay out all the letters; then say one and have your child point to it.
- Have your child match the lower case letter to its capital.
- Say the letter sound and have your child locate the letter with that sound.
- Point to the letter and have your child give its sound.
- Give the letter sound and ask the child for a word that begins with that sound and vice versa.
- Put the letters together to make simple words. For example: hat, cat, dog, fan etc.

Attached is a list of the sight words we studied this year. You and your child can use these lists to help review.

Whenever drilling with your child (numbers, number facts, letters, and vocabulary words) try to make it fun and do not make it too long. A child's attention span for this would be about 10-15 minutes. If for instance, you are practicing letters, go through the group first to see which letters they know. Then work primarily on those letters they don't know. Limit the number you drill. Out of ten unknowns, practice three, then add them to the group they remember. Add the others in the same way.

Number and sorting activities can be practiced with playing cards, game pieces, and blocks. Examples of helpful manipulative might be: dominos, checkers, or Lego's.

Here are literacy skills we learned this year and suggestions on how to practice reading the words:

Cvc words (consonant-vowel-consonant; cat, jog, hip)

- Give your child a word family such as -an
- Make a list of rhyming words
- Read the words

Digraphs – sh, ch, th, wh

- Remind your child that the digraph is one sound
- Blend each sound (sh – i – p)
- Highlight the digraph in each word
- Sort words based on their digraph

Blends – (st, sp, fl, cl, ss, ll)

- Remind your child that the blend is one sound
- Blend each sound (fl – a – g)
- Highlight the digraph in each word
- Sort words based on their digraph

Long vowels – (magic e – bike, cape, hope)

- Make a list of cvc words
 - Use a white crayon to add an e to the end of each word
 - Color of the “e” with marker and read the new cvce words
- Tape a large letter “e” to a popsicle stick and put the stick at the end of each cvc word

Kindergarten Sight Words

a	by	I	see	the	to
my	is	no	am	go	at
can	and	you	an	has	it
one	two	three	four	five	six
seven	eight	nine	ten	Mom	Dad
he	ran	she	did	in	put
big	good	his	very	got	here
of	on	lot	not	are	was
be	do	had	but	look	up
want	for	him	her	help	they
too	yes	have	some	we	get
hot	or	where	come	from	if
stop	as	our	red	that	cut
must	said	when	down	off	so
will	back	let	were	what	could
now	then	this	tell	well	who
your	out	same	take	many	right
home	like	keep	made	why	would
all	into	make	time		

Name: _____

I can begin my sentence with an uppercase letter.

We can play!

I can put finger spaces between words.



I can punctuate each sentence.



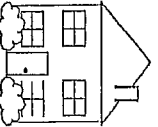
My sentence makes sense.



My handwriting is neat.

We can play! 😊

I can add picture details.



Name: _____

I can begin my sentence with an uppercase letter.

We can play!

I can put finger spaces between words.



I can punctuate each sentence.



My sentence makes sense.



My handwriting is neat.



We can play! 😊

I can add picture details.

