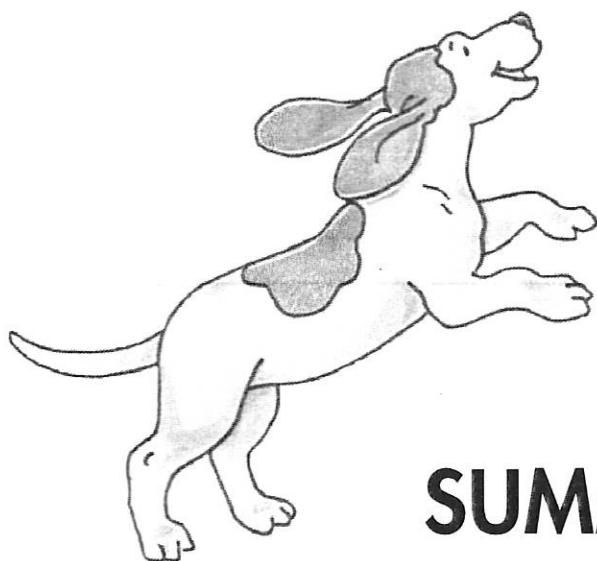




The [★]Superkids

Reading Program



SUMMER PACKET

For students who received *Superkids* kindergarten instruction in the most recent academic year

SUMMER PACKET

Kindergarten

Contents

SECTION 1: Alphabet Practice

My Super ABC Book

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About a Story Character

About an Informational Book

Book Talk Questions

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Fun for Superkids

The End of Superkids' Club



PRINTING HELP

To print this PDF in any browser, choose "Print" from the "File" menu and use the dialog box to print one or more pages at a time.

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SECTION 1: Alphabet Practice

☆ My Super ABC Book



Directions: Help your child make an alphabet book. Cut apart the ABC pages and staple them together with the cover (see guide marks for staples). To complete each page, have your child trace the upper- and lowercase letter at the top, draw a picture of one or more things that begin with that letter, and complete the sentence at the bottom. Here are two examples of how to complete the sentences:

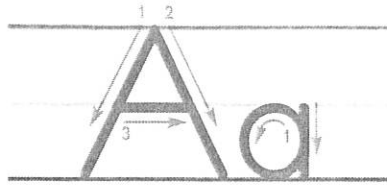
A is for ants.

B is for boat and bike.

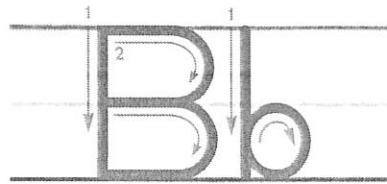
Help your child with beginning letter-sounds and proper letter formation, but don't insist on perfect spelling. When the book is finished, your child can read it aloud to you and everyone in the family.

My Super ABC Book

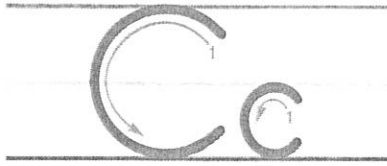
by _____



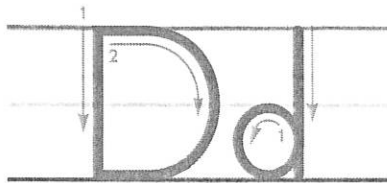
A is for



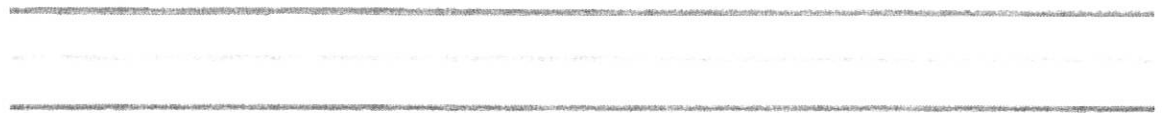
B is for

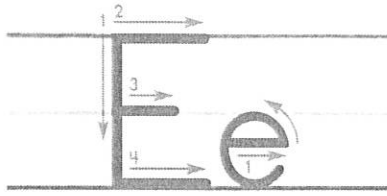


C is for

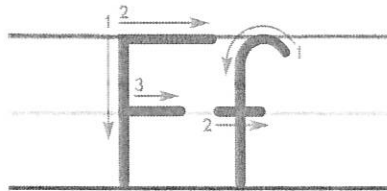


D is for





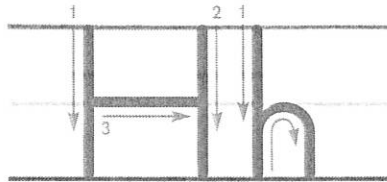
E is for



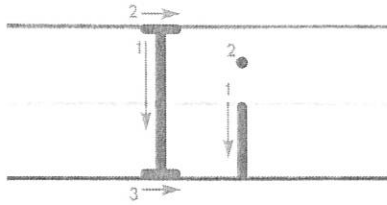
F is for



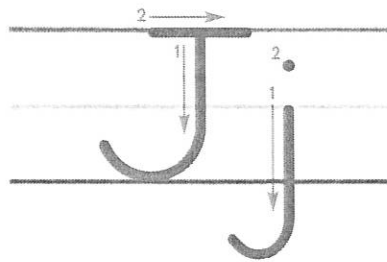
G is for _____



H is for _____

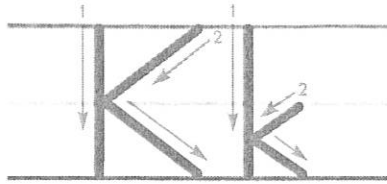


I is for

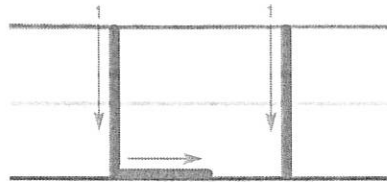


J is for





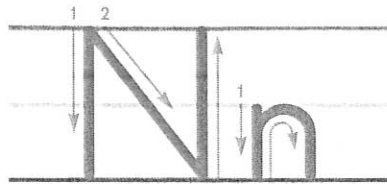
K is for



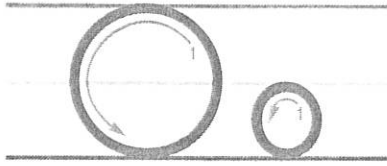
L is for



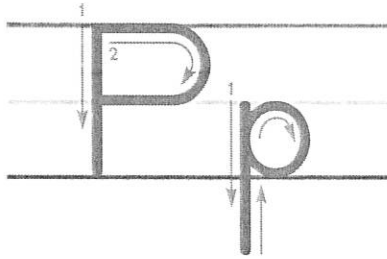
M is for _____



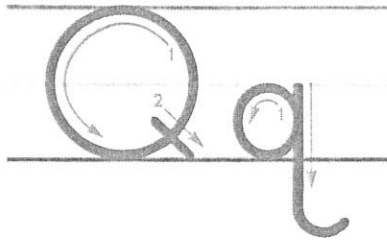
N is for _____



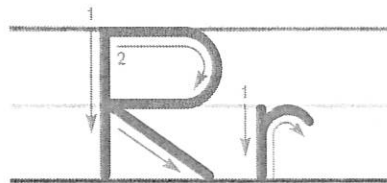
O is for _____



P is for _____



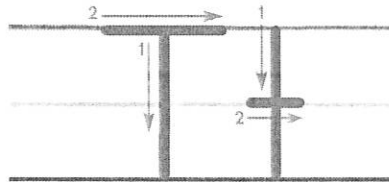
Q is for



R is for

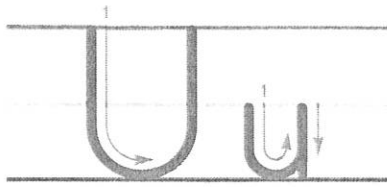


S is for

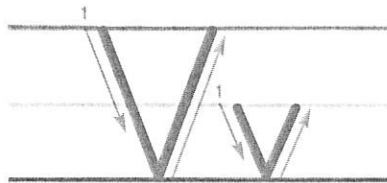


T is for

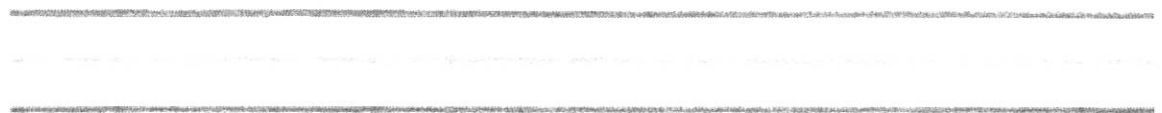


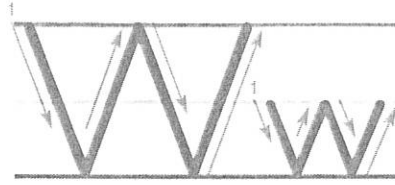


U is for

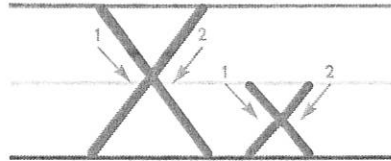


V is for

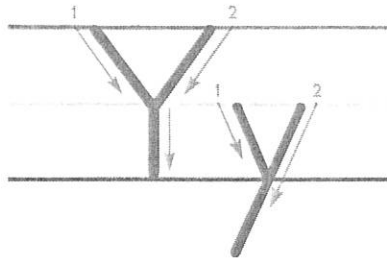




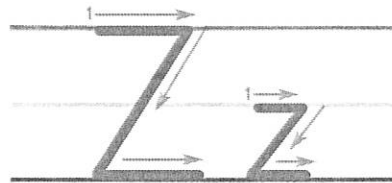
W is for _____



X is for _____



Y is for



Z is for

SECTION 2: Letter-Sound & Decoding Games

- ☆ Game Directions
- ☆ Word Cards
- ☆ Game Boards & Pieces
- ☆ Silly Sentences



Directions: Follow the directions to play these fun games with your child! See the next pages for the word cards and game boards needed for some of the games.

Letter-Sound Shopping Trip

To Play: Pretend you and your child are going shopping at a store where you can only buy things whose names begin or end with a specific letter and sound. For example, say, “We’re going shopping at the H store. We can buy anything there, but they only have things that begin with the letter *h* and the sound /h/. What should we put in our shopping cart?” Take turns naming things to buy—they can be reasonable or ridiculous such as a hat, a ham, a harmonica, a hippo, and a helicopter. Repeat with other letters and sounds.

Concentration

Materials: Two copies of at least one page of Word Cards

Preparation: Cut out the cards and mix them up. Spread out the cards with words facedown.

To Play: Two players take turns turning over two cards and reading aloud the words. If the words match, the player should use the word in a sentence and then keep the cards. If the words don’t match, the cards should be turned facedown again in their original places. Play continues until all the cards are matched. The player with the most cards at the end wins.

Slapjack

Materials: Two copies of at least two pages of Word Cards

Preparation: Cut out the cards to make two matching sets of cards, one for each player. Players place their cards in a stack in front of them.

To Play: Both players turn over a card from their own set at the same time. If the cards show different words, they turn over a new card. If the same word is shown on both cards, each player slaps a hand on top of the cards and says the word. The first player to do this uses the word in a sentence and keeps the pair of cards. (If you don’t want to slap cards, the first player to say the word keeps the cards.) Play continues until all cards are matched. The player with the most cards at the end wins.

(continued)

Roll and Rhyme

Materials: At least two pages of Word Cards, a die, paper, and a pencil

Preparation: Cut out the cards and place them facedown in a stack. Write each player's name at the top of separate columns on a sheet of paper.

To Play: One player turns over a card, reads the word, and rolls the die. Based on the number rolled on the die, the player must name or write 1–6 words that rhyme with and have the same ending letters as the word on the card. The player receives one point for each rhyming word. Then the next player takes a turn. Play continues until all the cards have been used. Player with the highest score wins.

Road Trip

Materials: At least two pages of Word Cards, a die, and a car cut out from the Game Pieces page or a small toy car for each player

Preparation: Cut out the Word Cards and line them faceup in a long winding path.

To Play: Players take turns rolling the die and driving their car past that number of cards while reading aloud each word. (If children have trouble counting and reading at the same time, have them count the cards first and then read the words while driving their car.) First player to reach the end of the road wins.

Variation: Make it a road race! One player reads aloud each word along the road while you time how long it takes to get to the end. Then players switch roles (or remain the timer if your child is the only player). Players can complete the race multiple times and try to improve on their fastest time each turn. Rearrange the words and path of the road every so often for more challenge.

Parking Lot

Materials: Two pages of Word Cards, a blank Parking Lot game board for each player, and eight cars cut out from the Game Pieces page or eight small toy cars for each player

Preparation: Cut out the Word Cards and spread them out faceup. Each player copies eight words from the Word Card set onto a Parking Lot, writing one word per parking space. Then stack the cards facedown.

To Play: Players take turns reading aloud a Word Card to the group. If any of the players have that word on their Parking Lots, they drive their car into the parking space. Play continues until one player has a car parked in every space.

(continued)

Bingo

Materials: Two or three pages of Word Cards, a blank Bingo board for each player, and pennies or paper squares to use as markers

Preparation: Cut out the cards and spread them out faceup. Players copy words from the Word Card set onto their Bingo boards, writing one word per square, until their boards are complete. (Each board should end up with some of the same words, but in a different order.) Then stack the cards facedown.

To Play: Players take turns reading aloud a Word Card to the group. If any of the players have that word on their boards, they place a marker over it. Play continues until one player gets four words covered in a row, in a column, or diagonally and shouts, "Bingo!"

spot

SECTION 2:
Letter-Sound & Decoding Games

Game Board

ask	stop	camp	pond
will	ran	van	not
full	hunt	six	black
quit	stand	skunk	best

stand

Directions: Use this template to create Bingo boards. See the Game Directions for how to prepare each board and play the game.

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SECTION 2:
Letter-Sound & Decoding Games

Word Cards

Directions: Use the word cards to play decoding games with your child as explained in the Game Directions.

ran

ask

camp

stand

black

van

not

stop

spot

SECTION 2:
Letter-Sound & Decoding Games

Word Cards

Directions: Use the word cards to play decoding games with your child as explained in the Game Directions.

pond

full

must

hunt

jump

skunk

will

six

quit

SECTION 2:
Letter-Sound & Decoding Games

Word Cards

Directions: Use the word cards to play decoding games with your child as explained in the Game Directions.

pick

best

help

went

spend

pretzel

mitten

happen

fantastic

SECTION 2:
Letter-Sound & Decoding Games

Word Cards

Directions: Use the word cards to play decoding games with your child as explained in the Game Directions.

and

off

has

got

is

yes

no

I

the

SECTION 2:
Letter-Sound & Decoding Games

Word Cards

Directions: Use the word cards to play decoding games with your child as explained in the Game Directions.

a

of

for

to

put

like

said

you

was

SECTION 2:
Letter-Sound & Decoding Games

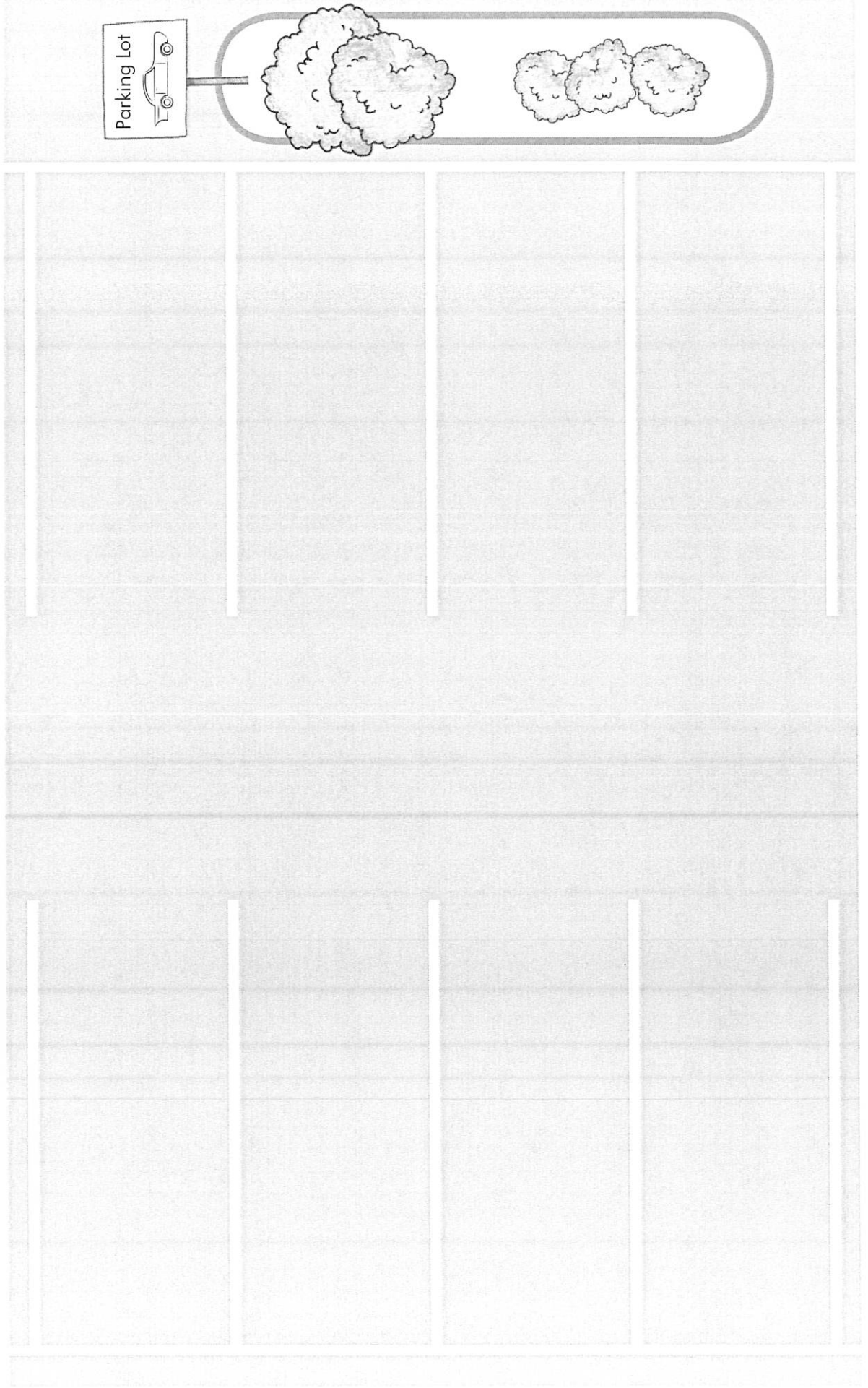
Word Cards

Directions: Use this page to create additional Word Cards. Write the chosen words on the cards and then cut them out.

SECTION 2:
Letter-Sound & Decoding Games

Game Board

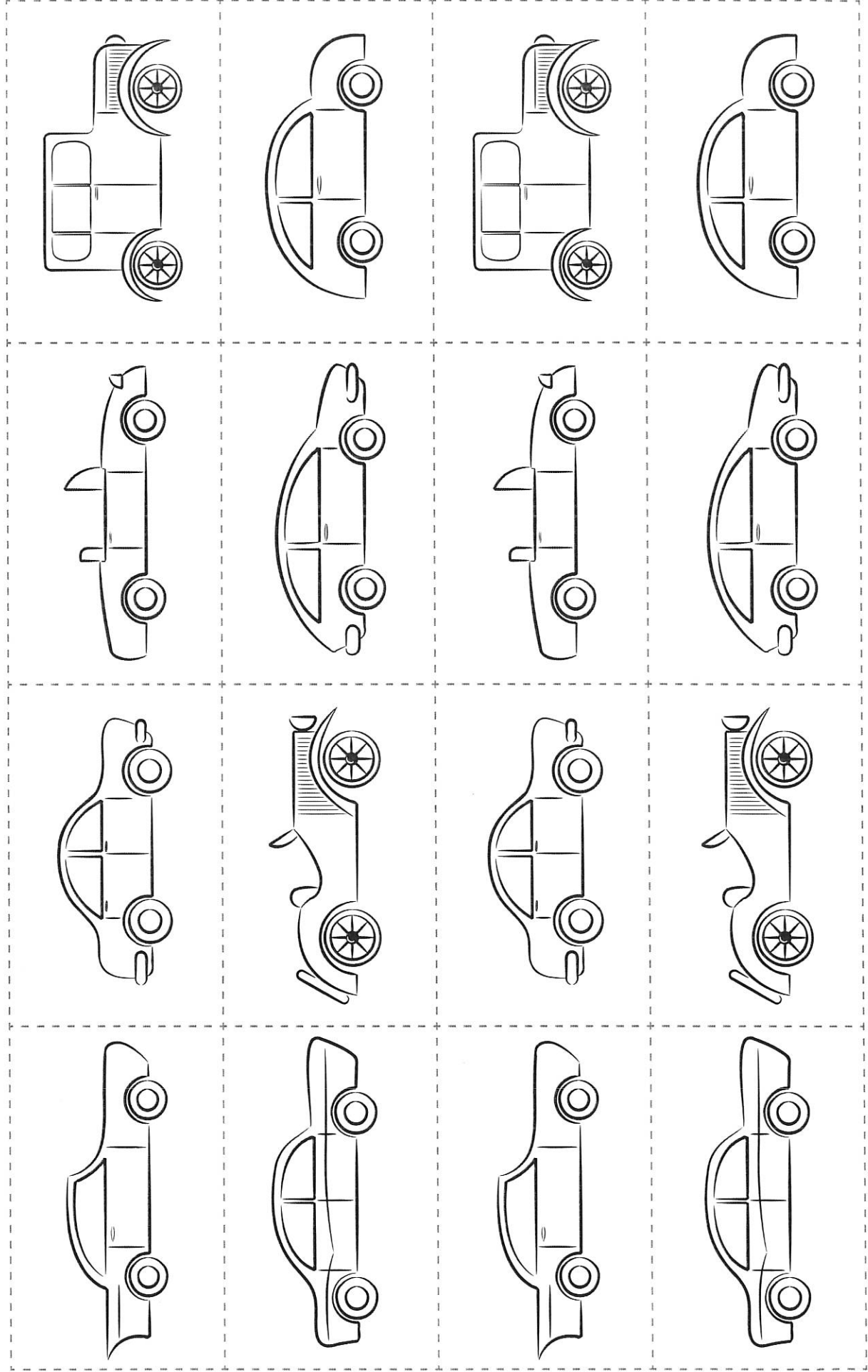
Directions: Use this template to create Parking Lot game boards. See the Game Directions for how to prepare each board and play the game.



SECTION 2:
Letter-Sound & Decoding Games

Game Pieces

Directions: Have your child color the cars and cut them out to use in the game Parking Lot (8 cars per player), Road Trip (1 car per player), or Road Race (1 car per player). See the Game Directions for how to play the games.



SECTION 2:
Letter-Sound & Decoding Games

Game Board

BINGO



Directions: Use this template to create Bingo boards. See the Game Directions for how to prepare each board and play the game.

SECTION 2:
Letter-Sound & Decoding Games

Silly Sentences

Directions: Have your child read aloud the realistic sentences on the two Silly Sentences pages. Then cut out the sentence parts and have your child form lots of silly sentences by mixing and matching beginning and ending parts. Ask your child to read each new sentence aloud. He or she can also draw pictures to illustrate favorite sentences.

The red crab

hid in the sand.

A soft rabbit

hops in the grass.

A fast rocket

blasts off!

The dentist

had the hiccups.

SECTION 2:
Letter-Sound & Decoding Games

Silly Sentences

Directions: Have your child read aloud the realistic sentences on the two Silly Sentences pages. Then cut out the sentence parts and have your child form lots of silly sentences by mixing and matching beginning and ending parts. Ask your child to read each new sentence aloud. He or she can also draw pictures to illustrate favorite sentences.

The boss

sat at the desk.

A duck

quacks in the pond.

Grandpop

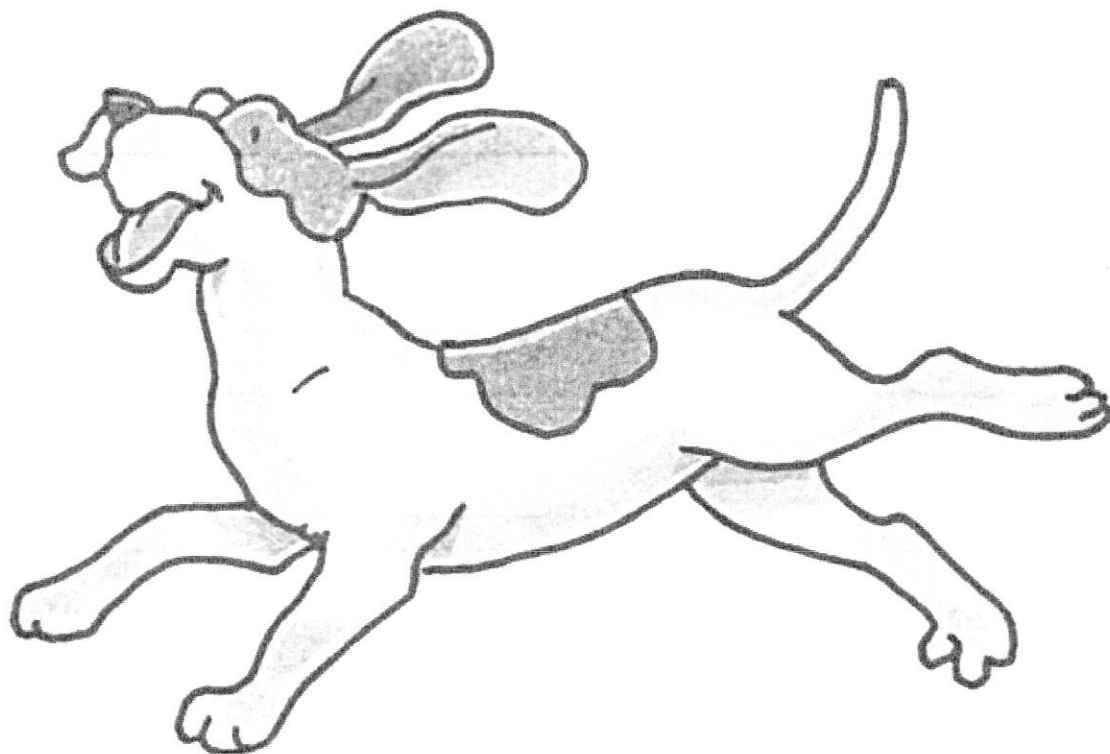
put on soft socks.

His pet pig

dug in the mud.

SECTION 3: Reader Response































- ☆ Summer Reading Log
- ☆ My Book Review
- ☆ About a Story Character
- ☆ About an Informational Book
- ☆ Book Talk Questions



SECTION 3:
Reader Response

Summer Reading Log

Directions: Help your child list the title of a book after reading it. Then have your child shade in the face that shows how he or she feels about the book.

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Book Title: _____

This book is about _____

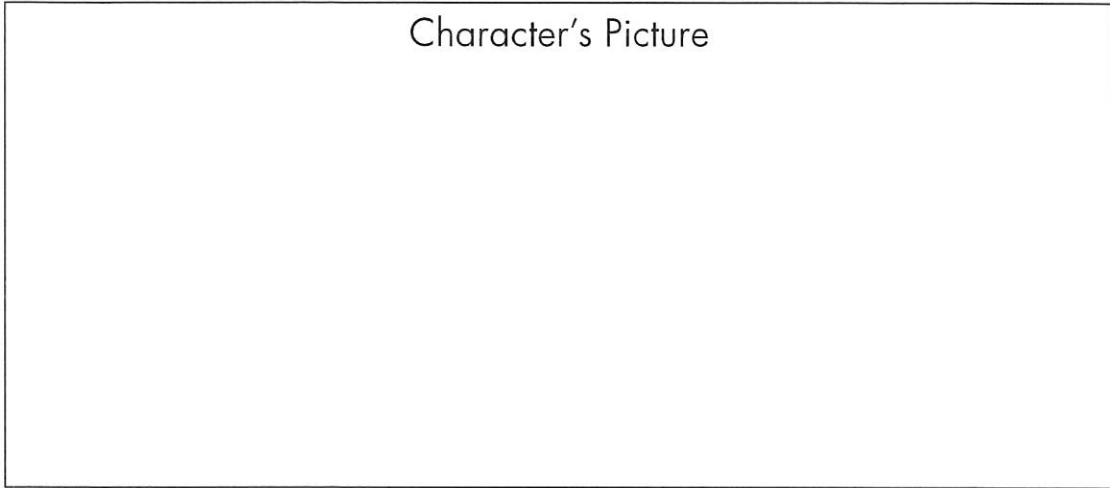
I think the book is _____

because _____

Picture of Best Part

Character's Name: _____

from the Story _____



What I Know about the Character:

1. _____

2. _____

3. _____

SECTION 3:
Reader Response

About an Informational Book

Title: _____

Fun Facts I Learned:

1. _____

2. _____

3. _____

Show It!

FOR FICTION

Directions: Have fun talking about books with your child! Tell each other the name and author of a fiction book you've read recently. (Note: You don't need to have read the same book.) Then take turns answering the questions below. You can roll a die or draw a number from a hat to determine which question to answer during your turn.

1. Tell about one of the main characters in the book. What is the person like?

4. Describe a setting where the story takes place. What happens there?

2. Who makes the most trouble for the main characters in the story? Tell what this character is like.

5. What picture do you like best in the book? Show and tell about it.

3. Describe a problem the main character has. How does the problem get solved?

6. Would you recommend the book to others? Why or why not?

FOR INFORMATIONAL TEXT

Directions: Have fun talking about books with your child! Tell each other the name and author of an informational book you've read recently. (Note: You don't need to have read the same book.) Then take turns answering the questions below. You can roll a die or draw a number from a hat to determine which question to answer during your turn.

1. What was the most interesting thing you read about in the book?

4. What is one question you'd like to ask the author of the book?

2. Share two or three interesting facts from the book.

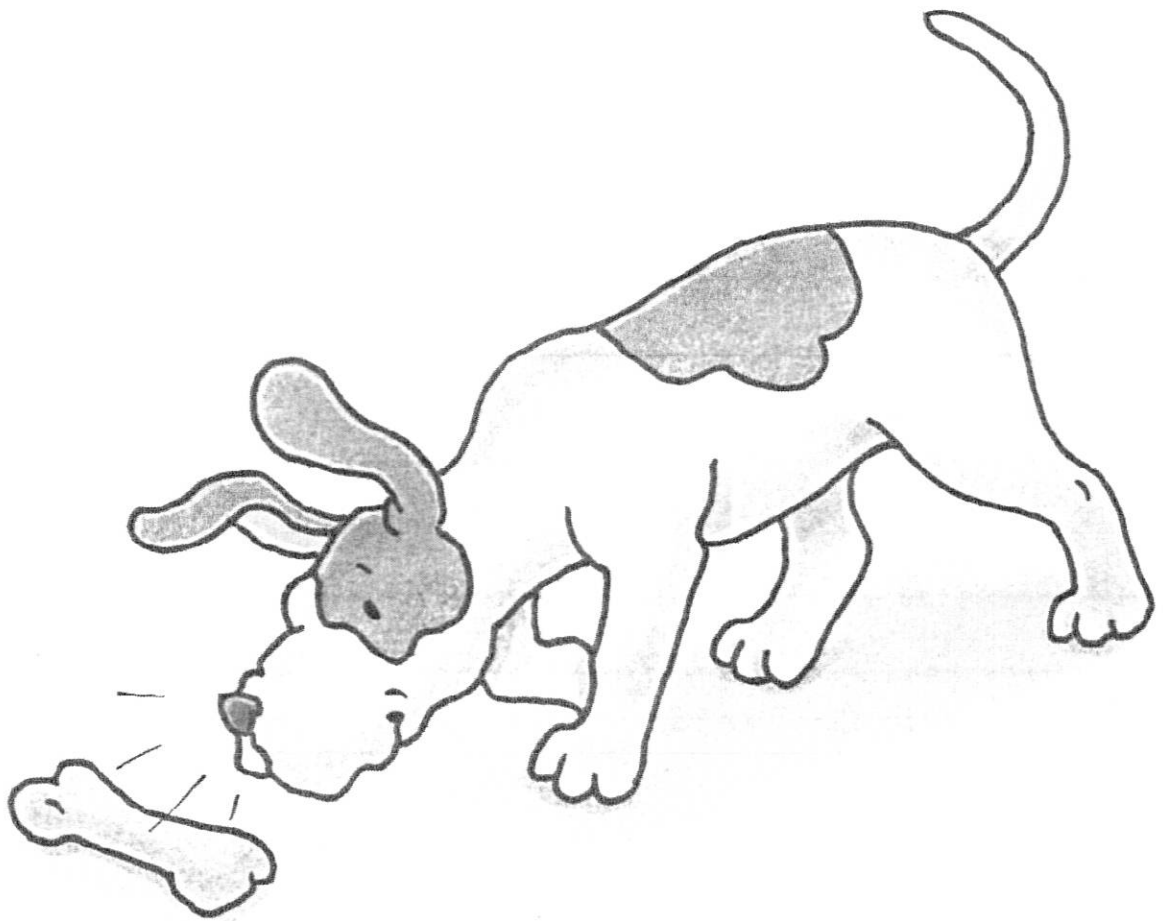
5. Would you recommend the book to others? Why or why not?

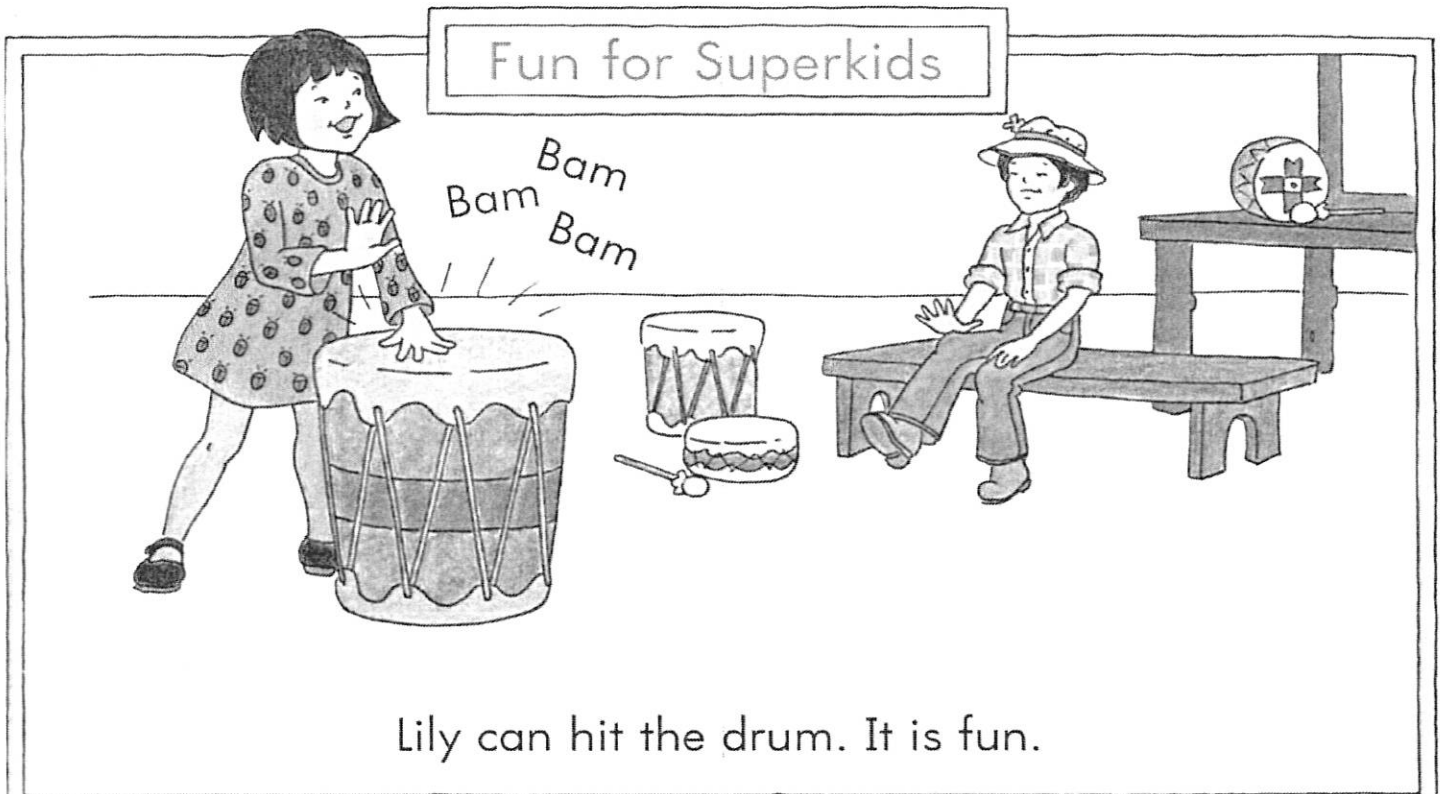
3. What picture do you like best in the book? Show and tell about it.

6. Would you like to read another book about the same topic? Why or why not?

SECTION 4: **Superkids Stories**

- ☆ Fun for Superkids
- ☆ The End of Superkids' Club



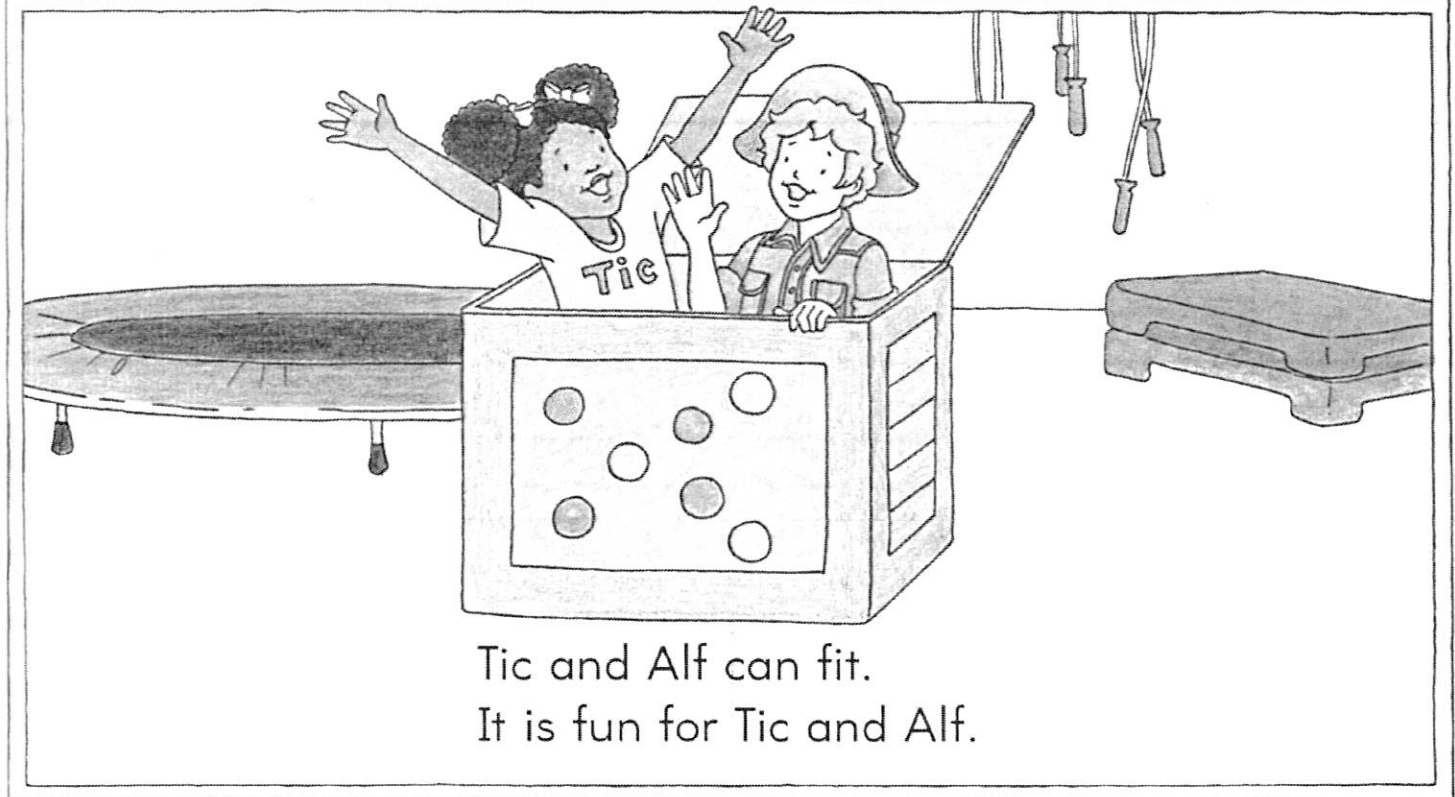
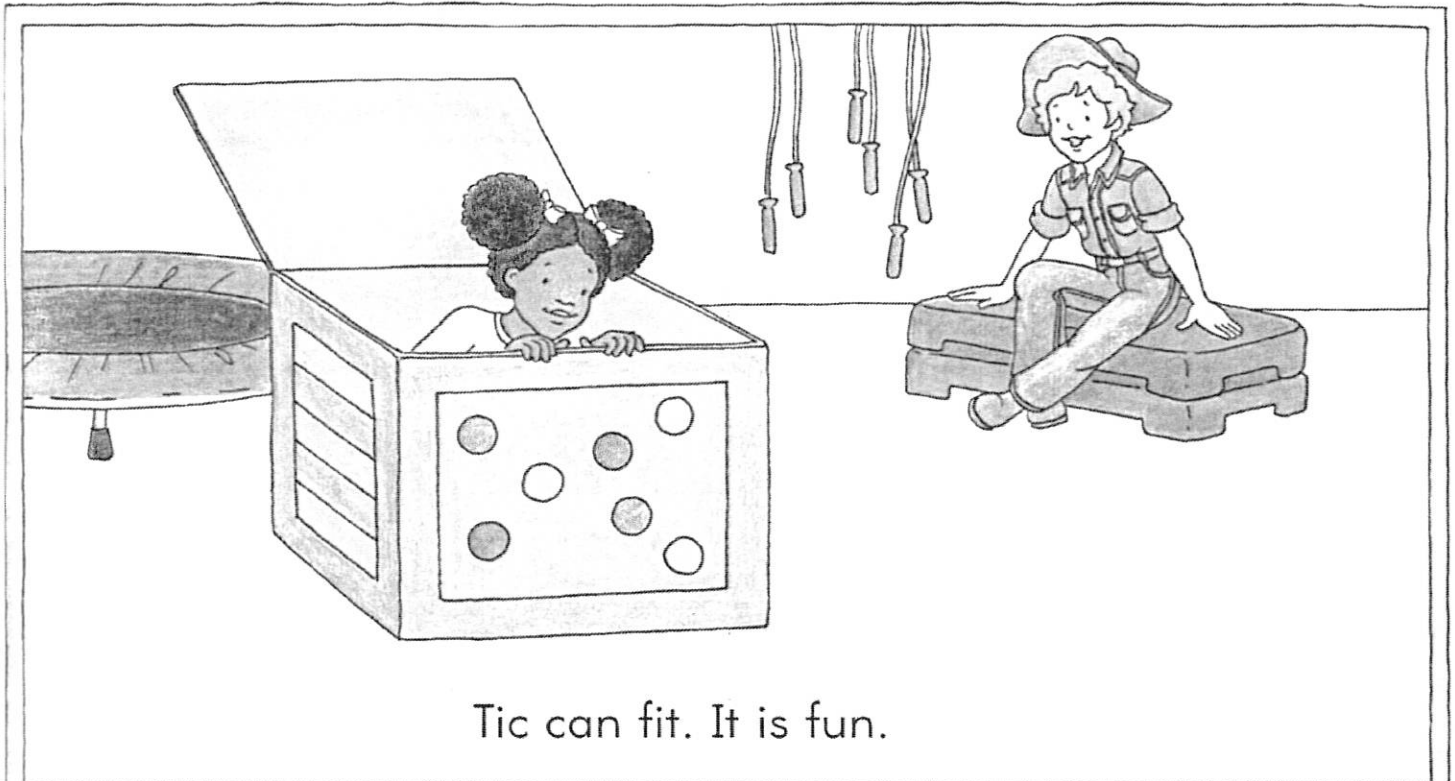


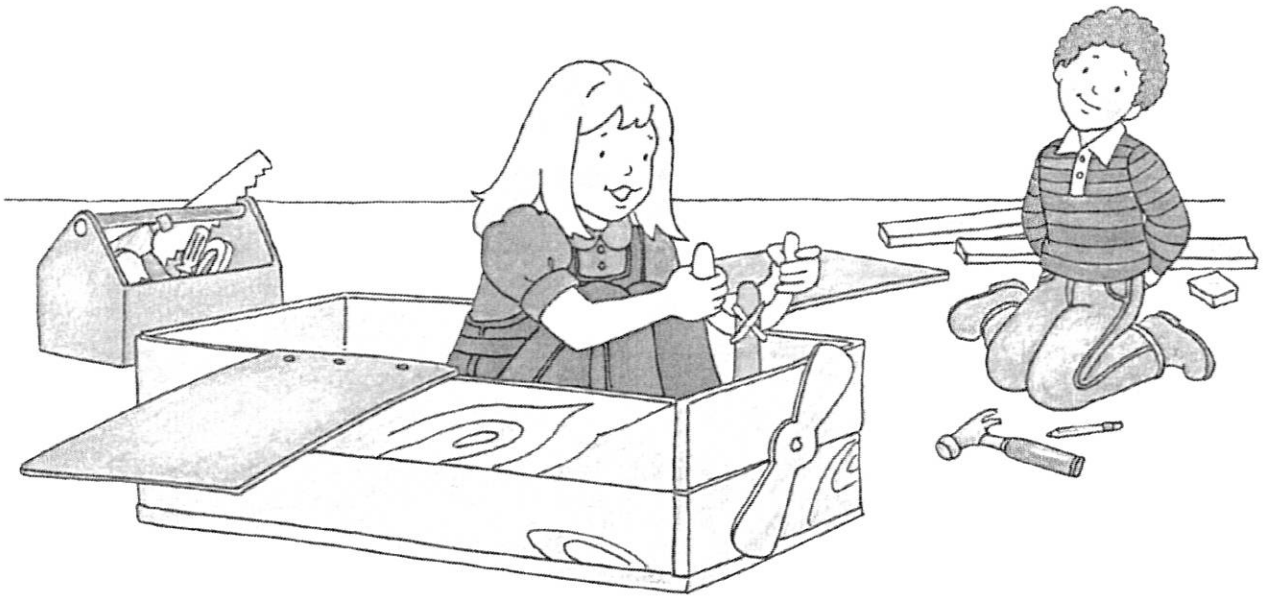


Cass can add lemons. It is fun.

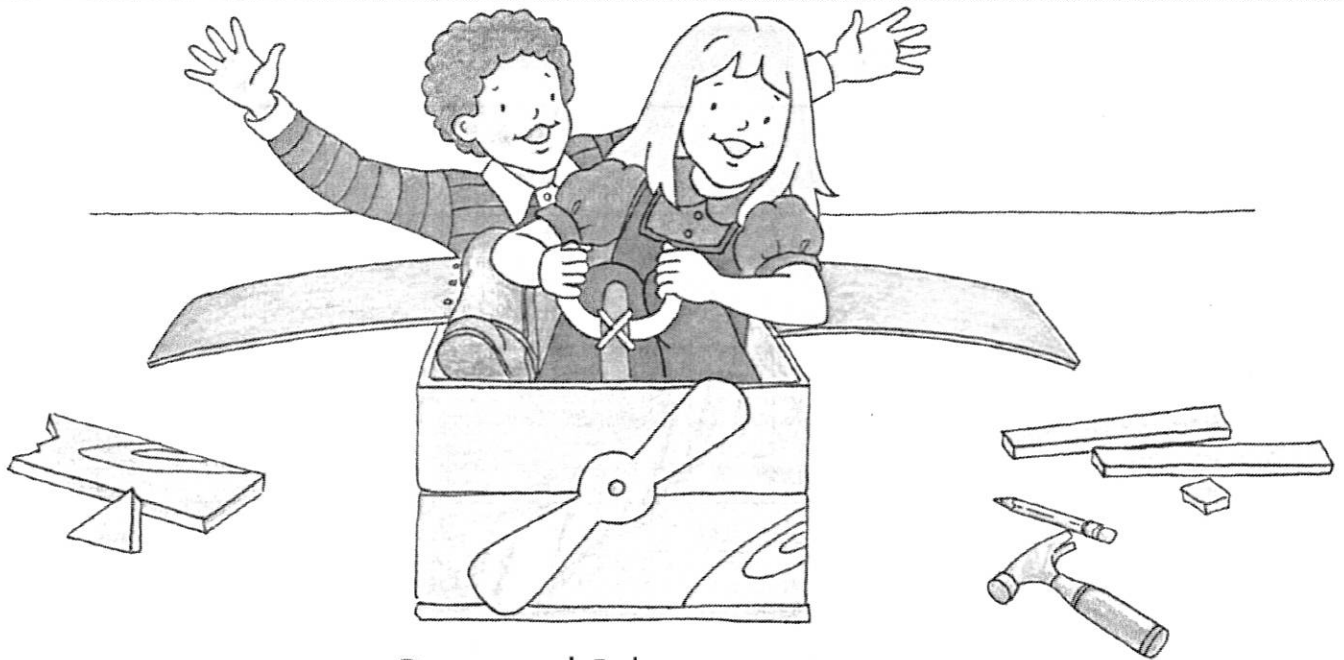


Cass and Oswald can add lemons.
It is fun for Cass and Oswald.





Doc can sit. It is fun.

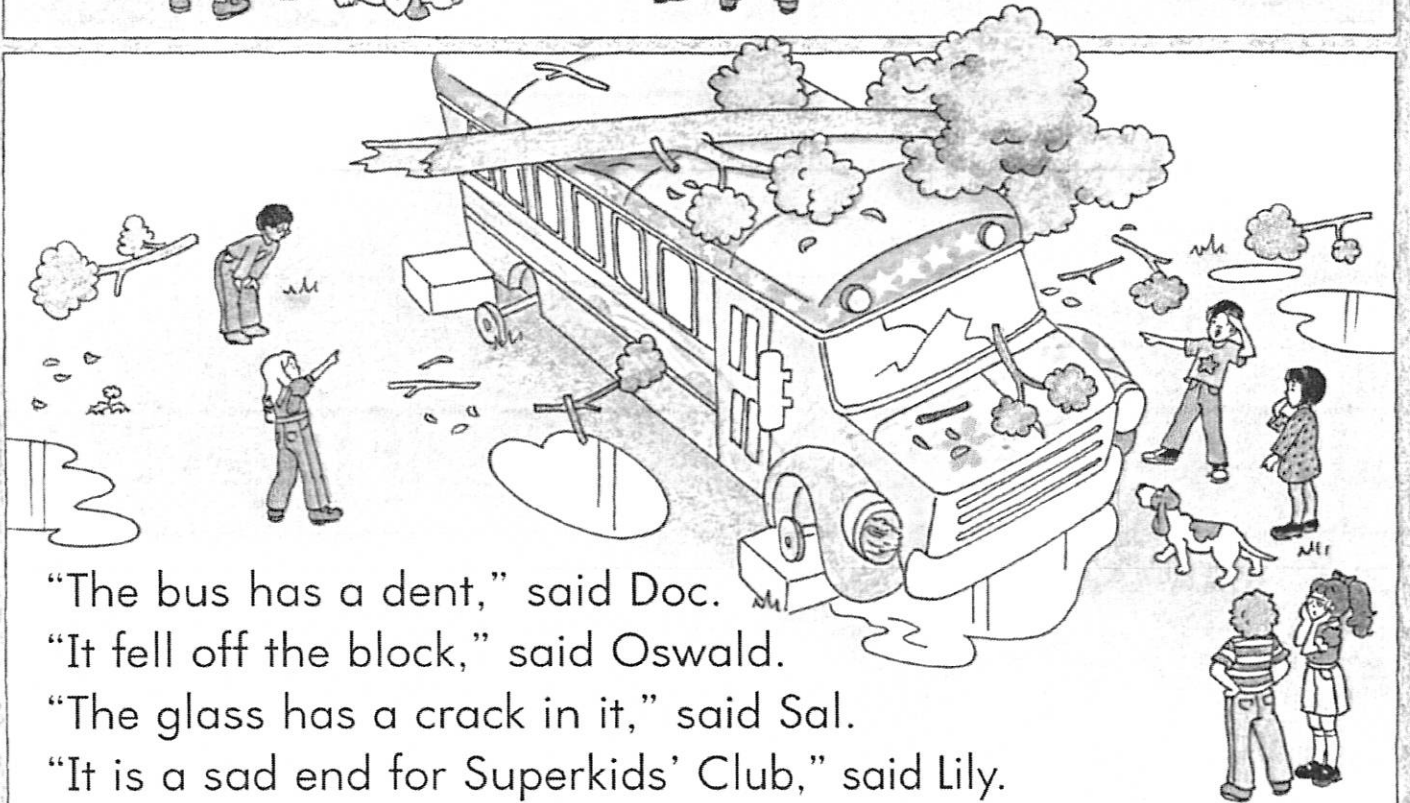
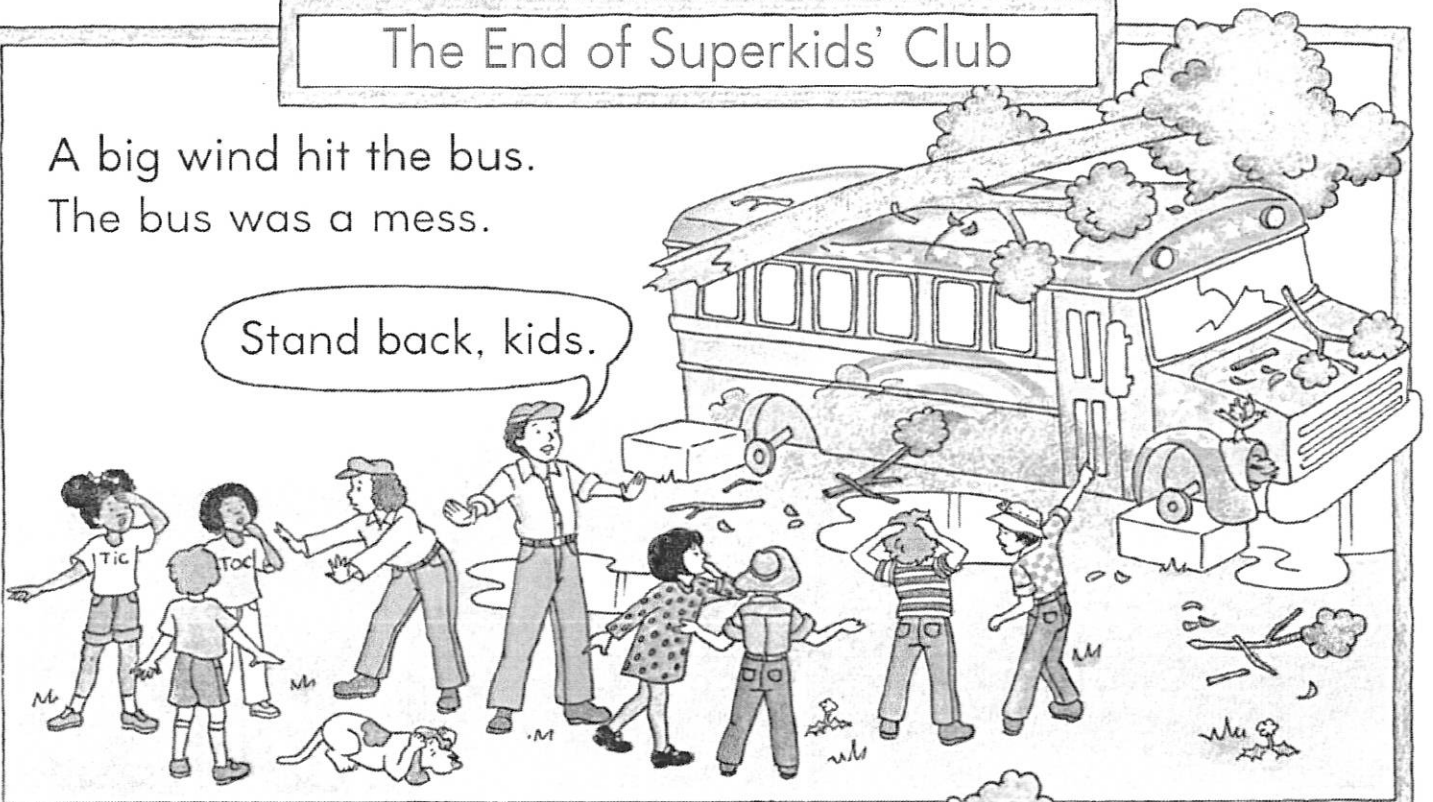


Doc and Icky can sit.
It is fun for Doc and Icky.

The End of Superkids' Club

A big wind hit the bus.
The bus was a mess.

Stand back, kids.

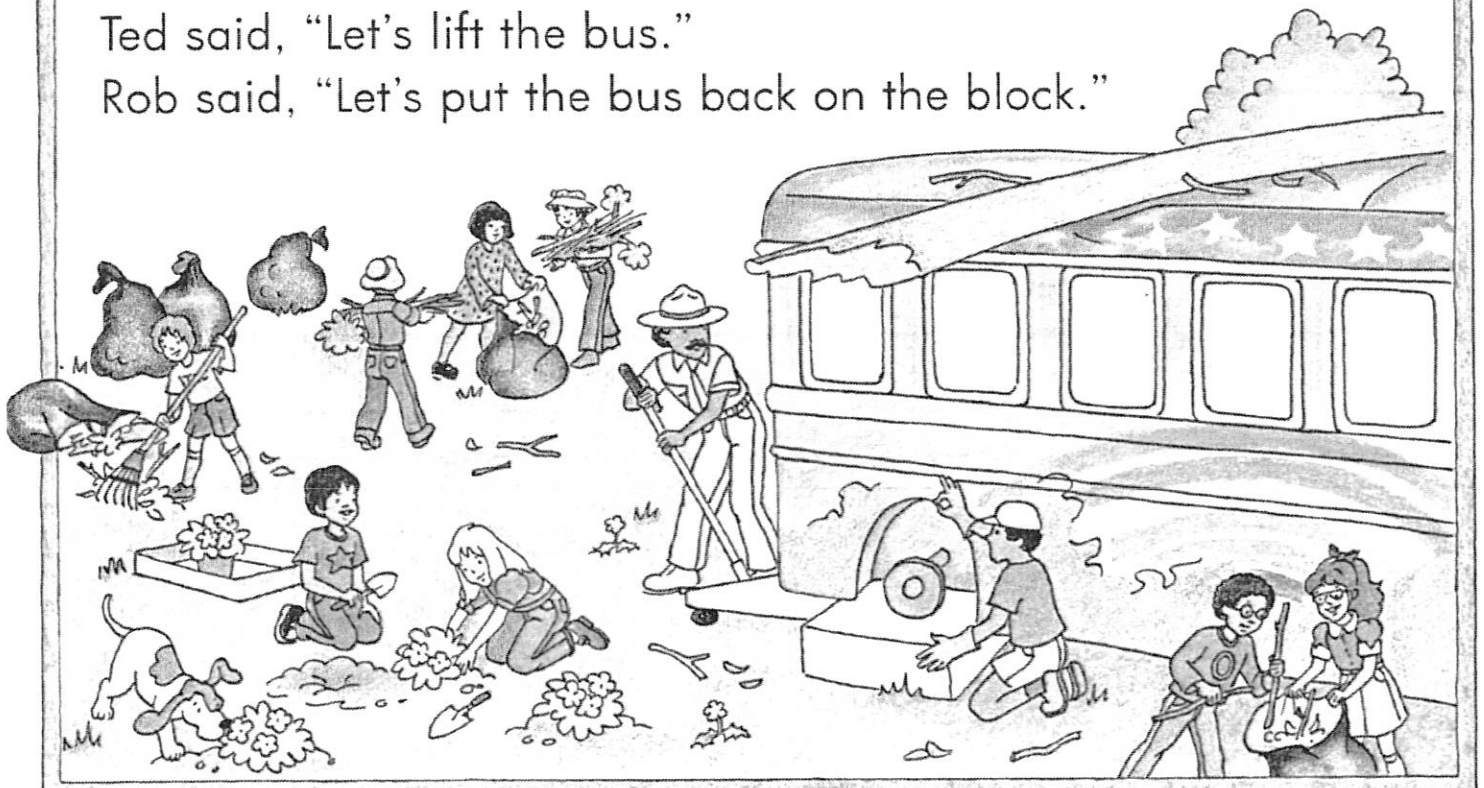


"The bus has a dent," said Doc.
"It fell off the block," said Oswald.
"The glass has a crack in it," said Sal.
"It is a sad end for Superkids' Club," said Lily.

The Superkids can not fix the bus.
But the Superkids' pals will help!



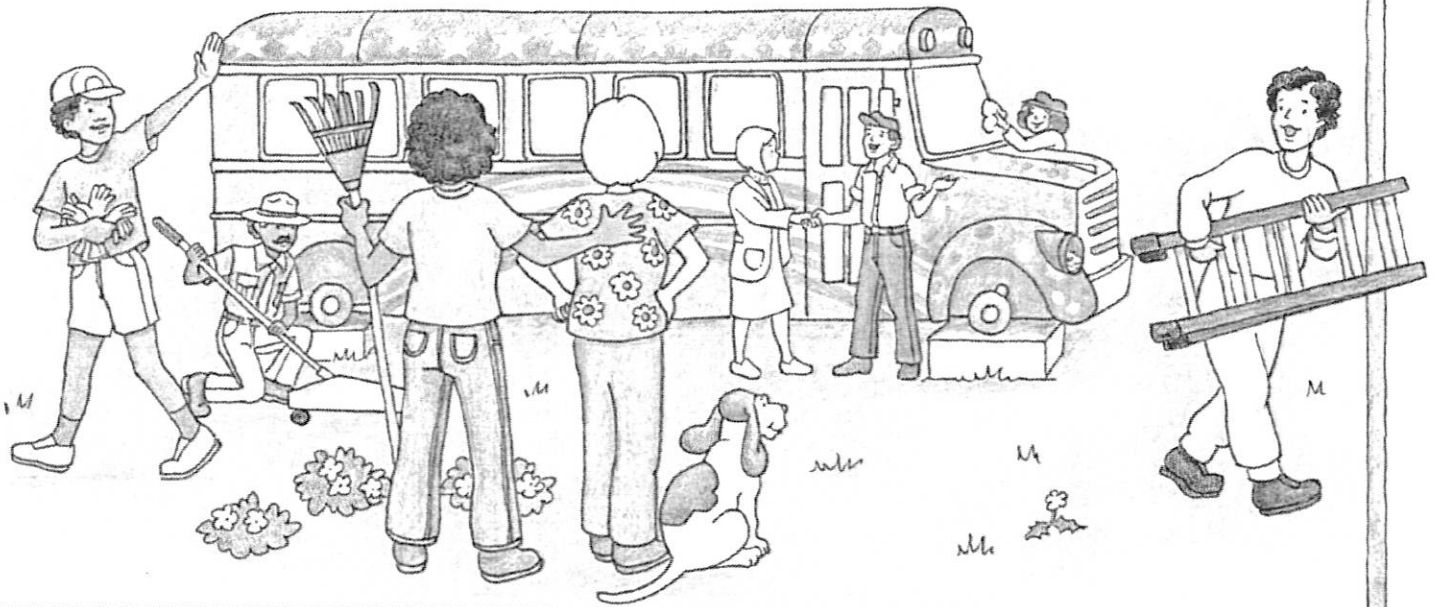
Ted said, "Let's lift the bus."
Rob said, "Let's put the bus back on the block."





At last the bus was set.

"It was fun to help," said the Superkids' pals.



The Superkids got on the bus.

It was not the end of Superkids' Club.

The club is still FANTASTIC!

