

St. Thomas's Day School believes that summer is a wonderful time for children to engage in fun-filled math activities and real-world math experiences. Math is inherent in almost all summer experiences—trips, ball games, sports, board games, trading cards, puzzles, camps and cooking. It is everywhere! The enclosed list includes family-oriented activities that aim to maintain math facility in a fun and interesting way while reinforcing the intrinsic value that your family places upon mathematical development. The activities are recommended, but not required. The goal is for you to have fun with your child.

# St. Thomas's Day School



**Summers are wonderful. Never forget your summers. Stuart Little**

**Summer Math  
Entering 1st Grade**

## Summer Math Goals

- Develop an understanding about how math pertains to the real world
- Promote life-long learning habits
- Foster math as a shared experience between parent and child
- Broaden children's interests and stimulate their imaginations
- Engage in meaningful conversations about math
- Prepare children for the future
- Promote critical thinking and problem solving abilities
- Have fun

## Math Matters!

- Children who practice math frequently, understand the world around them better.
- Math is a language that describes the ideas that make up our world.
- Math activities can promote critical thinking and problem solving skills.
- Math is the foundation for many sciences and for music.
- Math is interesting and can stimulate your mind.
- Mathematics is woven throughout almost everything we do.
- The process of learning math boosts your brain power.

## Recommendations

- Ask your child to count the number of street signs he/she sees while traveling.
- Ask your child to look for shapes around your home and make a card identifying each kind of shape he/she finds.
- Pull out a pocketful of change and ask your child to sort and identify the coins.
- Ask your child to help you measure out ingredients while you are cooking.
- Help your child set up a pretend store or restaurant.
- See who can find the number with the highest value in the grocery store.
- Practice identifying what number comes before and after a given number (1-100).

**MATHEMATICS Is Fun!**

## **Suggested Summer Math Activities**

### **St. Thomas's Day School - Entering First Grade**

The following is a list of activities that you may want to do over the summer with your child to have fun with math. The activities span a variety of levels and some of them may be difficult for your child. The activities are meant to be completed with an adult.

#### **What Can I Buy?**

Before you head out to the store with your child, give your child some coins that you have in your pocket or purse (enough to buy at least one item). Help your child add up the value of the coins. Find an item on your shopping list that costs less than how much your child has. Give your child the responsibility of finding that item as you walk through the aisles. After your child finds the item, help him/her find out how much it costs, and figure out if s/he has enough. Help him/her count out the change to buy the item when you get to the cash register.

#### **What Time Is It?**

Purchase an analog clock. Give your child a demonstration on how the hour and minute hands move on a clock. Put the clock in a location that is easy for your child to see. When your child asks the time, look together to try and work it out. Start by asking him/her, "What time is the hour hand closest to?" Slowly increase the difficulty of the questions.

#### **An Organized Snack**

The next time your child has a snack (like animal crackers, cereal etc.) allow him/her to "play" with their snack. Ask your child to put the snack in a straight line, designating one side as the beginning and the other side as the end. Tell your child the order in which to eat the pieces. (Ex: "Eat the pretzel that is third from the front.") Your child then has to find the correct piece. Confirm that he/she is correct before allowing him/her to eat. Repeat until your child's snack is finished, or after a couple of rounds.

#### **Organizing Numbers**

Write out the numbers from 1-20 on separate pieces of paper. Mix them all up in a small bowl and have your child pick one number. Ask your child to say the next four numbers that come after that number.

#### **Personal Calendar**

Create a calendar for the present month with your child. Tell your child that it is his/her responsibility to fill up this calendar with pictures or words that mark special events that s/he has planned with family/friends, playdates, extracurricular activities, etc. Start your child off by filling out any birthdays for that month with him/her. As things come up during the weeks (ex: picnic, party, trip to grandma's house etc.), tell your child and remind him/her to fill it in the calendar. As a morning routine, ask your child to check the calendar and tell you what activities s/he has on that day.

#### **Dreambox**

Have your child spend time reviewing the skills that were taught in Kindergarten using Dreambox. Dreambox can be accessed from any computer, 24 hours a day using the link:

<https://play.dreambox.com/login/aaft/sttds>

To access Dreambox from an iPad, go to <http://www.dreambox.com/ipad> or search for "Dreambox Math" in the App Store. When prompted in the app, use this School Code: aaft/sttds. Your child's name can be found in the class STTS-K.

**Sticks and Stones**

With your child, go outside and collect some twigs and pebbles (or straws and pennies). Collect at least 10 of each. Give the twigs and pebbles to your child. Ask him/her to use some of them to make a picture, or to write out his/her initials. When s/he has finished, count how many units s/he used. Explain that each twig is 10 units and each pebble is one unit. Count the twigs by tens and then add the pebbles by ones. How many units did your child use? Take turns. Now, you make some sort of design or picture using the twigs and pebbles. Have your child count how many units you used. If your child correctly counts, then let him/her have another turn. If s/he has difficulty, review how many units each object represents. Collect more than 10 twigs and pebbles. Encourage your child to create pictures using more than 10 of either item. Since there will be more than ten, each will carry over - the tens to hundreds and the singles to tens. See if your child understands the concept of carrying over. Offer him/her paper and pencil if necessary.

**What's Next?**

Pick and choose a variety of small objects that you can use to create patterns (ex: pieces of cereal, grapes, pencils, erasers, building blocks, etc.). Start with a two-piece pattern. Put down the first piece. Ask your child to pick the next piece (from all the options near you). Repeat the pattern by putting another piece like the first piece down. Ask your child to complete the pattern by adding the next three pieces. Repeat the process with different objects, adding on more objects when your child seems comfortable with the present number. Use objects that come in multiple colors to create patterns that have your child pay attention to color as well as shape.

**Who Is the Tallest?**

Have each person in your family lie down on the floor. Choose a non-standard unit (i.e. a set of playing cards, dominoes, spoons, or anything else you have that you can lay out end to end) and measure how tall each person is. Measure each person from head to toe. Show what you used as your measuring unit and how many you used to measure each person. Draw a picture of your family from shortest to tallest. Use math vocabulary to write about what you learned (shortest, tallest, taller than, shorter than).

**Counting to 100**

Collect 100 objects (e.g. 100 buttons, 100 paper clips, 100 pieces of pasta etc.). Find different ways to group and count your objects (e.g. by tens). Label how many in each group and how many different groups altogether. How many different ways can you find to put your objects into equal groups so that there are none leftover?

**Going on a Shape Walk**

Go on a walk in your local community with an adult to look for shapes. You may choose one specific shape to look for or you may decide to look for as many different shapes as you can. Name each shape you see and talk about its properties (e.g. how many sides does it have?). Keep a record of the shapes you see on your walk. You can draw pictures, take photographs, or write about the shapes you see.

**Going on a Nature Hunt**

Go on a nature hunt in your local community with an adult to look for items from nature that you will use to create number stories. Collect between 10-20 small items from nature (leaves, feathers, pebbles, acorns, flowers, etc.) and store them in a Ziploc bag. Write and solve at least three addition and subtraction number stories using the items collected. Record each number story using pictures, numbers, and words.

# Summer Reading Entering 1st Grade

## St. Thomas's Day School



Dear Parents,  
Summer is nearly here – a time for relaxation and spending time with family. It offers excellent opportunities to read widely and to encourage the habit of reading. Reading is a process of continual discovery, fostering imagination and expanding one's knowledge of the world. It also reinforces a bond between you and your child, and builds a partnership between home and school. We wish your family a summer full of memory making moments.

We look forward to seeing you in September!  
Craig Bottiger and Cathy Jones

The more you know, the smarter you grow. The smarter you grow, the stronger your voice, when speaking your mind or making a choice. The more you read, the more you know.

Unknown

### Summer Reading Goals

- Promote life-long reading habits
- Foster reading as a shared experience that includes reading aloud to and with your child
- Broaden children's interests and stimulate their imaginations
- Engage in meaningful discussions about books
- Discover different viewpoints and literacy genres
- Build vocabulary, enhance fluency, and deepen understanding

### Reading Matters!

- Children who read often, read better.
- Reading exercises our brains and improves concentration.
- Reading teaches children about the world around them.
- Reading improves vocabulary and develops a child's imagination.
- Reading helps kids develop empathy.
- Children who engage in the reading process perform better academically.
- Reading is entertaining and stretches the mind.

### Recommendations

- Read to your child each day for 20 minutes.
- Plan time for your child to entertain him/herself with only reading material each day.
- Let your child observe you reading.
- Talk about the reading you and your child are doing.
- Take your child to the public library. Make sure your child has a library card.
- Attend library or book readings with your child.
- Ask your child to draw a picture of a favorite part of a book.
- Listen to an audio book.  
[www.audiobooks.com](http://www.audiobooks.com)

**Be Sure to READ! READ! READ!**

# St. Thomas's Day School

## Beginning Readers

- *Are You My Mother?* by P.D. Eastman
- *Biscuit* by Alyssa Satin Capucilli
- *Cat the Cat, Who Is That?* By Mo Willems
- *Dear Zoo* by Rod Campbell
- *The Fat Cat Sat on the Mat* by Nurit Karlin
- *The Fire Cat* by Ester Averill
- *Frog and Fly* by Jeff Mack
- *Frog and Toad series* by Arnold Lobel
- *Grizzwold* by Syd Hoff
- *Henry and Mudge series* by Cynthia Rylant
- *I Like Bugs* by Margaret Wise Brown
- *Insectlopedia* by Douglass Florian
- *Little Bear* by Maurice Sendak
- *Mitten series* by Lola M. Schaefer
- *Morris the Moose* by B. Wiseman
- *Orange Pear Apple Bear* by Emily Gravett
- *Owl at Home* by Arnold Lobel
- *Put Me in the Zoo* by Robert Lopshire
- *Rhyming Dust Bunnies* by Jan Thomas
- *See Me Run* by Paul Miesel
- *Up, Tall and High* by Ethan Long
- *We Are In a Book!* By Mo Willems
- *What Will Fat Cat Sit On?* by Jan Thomas
- *You Are Not Small* by Anna Kang

# Entering 1<sup>st</sup> Grade

## Picture Books

- *The Adventures of Beekle: The Unimaginary Friend* by Dan Santat
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *A Bad Case of Stripes* by David Shannon
- *Big Red Lollipop* by Rukhsana Khan
- *The Book With No Pictures* by B.J. Novak
- *Cat Heaven* by Cynthia Rylant
- *A Chair For My Mother* by Vera B. Williams
- *David Goes to School* by David Shannon
- *The Day the Crayons Came Home* by Drew Daywalt
- *Dragons Love Tacos* by Adam Rubin
- *Leonardo, the Terrible Monster* by Mo Willems
- *Little Melba and Her Big Trombone* by Katheryn Russell-Brown
- *The Night Before First Grade* by Natasha Wing
- *Shortcut* by Donald Crews
- *This is Not My Hat* by Jon Klassen
- *Waiting* by Kevin Henkes

# Summer Reading List

## Books to Read to Your Child

- *The 20<sup>th</sup>-Century Children's Book Treasury: Picture Books and Stories to Read Aloud* by Janet Schulman
- *Anna Hibiscus* by Atinuke
- *The Borrowers* by Mary Norton
- *The Complete Tales of Winnie the Pooh* by A.A. Milne
- *Fantastic Mr. Fox* by Roald Dahl
- *Ginger Pie* by Eleanor Estes
- *Gooney Bird Green series* by Lois Lowry
- *Hey! Listen to This: Stories to Read Aloud* by Jim Trelease
- *James and the Giant Peach* by Roald Dahl
- *The Littles* by John Peterson
- *The Mouse and the Motorcycle* by Beverly Cleary
- *My Father's Dragon* by Ruth Stiles Gannett
- *The Neighborhood Mother Goose* by Nina Crews
- *Stuart Little* by E.B. White
- *The Wind in the Willows* by Kenneth Grahame
- *The Wonderful Wizard of Oz* by L. Frank Baum