



Welcome to 1st Grade!

We are looking forward to teaching your child next year! Along with the lazy, unstructured days of summer break, we encourage your child to review kindergarten reading, writing and math skills. We have compiled a list of tasks below with resources.

- Ways to practice addition and subtraction math facts/skills include: flashcards, dice, deck of cards, dominoes or computer apps/programs like Math Fact Cafe, Hooda Math, Fun Brain, Khan Academy Kids (ages 2-8), Prodigy, etc.
- Read 3-5 times a week for 10-15 minutes at a time. Students and parents should take turns reading aloud.
- Practice proper letter formation on ice cream paper (download provided). Use the attached “Superkids Letter Formation Guide” to practice each capital and lowercase letter a minimum of once a week. More practice is better!
- Read and use ice cream paper to practice writing the attached “Dolch Words Taught in the Superkids Program” from the kindergarten list. We have also provided the 1st grade list to look ahead for the upcoming school year.

We will see you on Tuesday, August 20 at 6:30 pm for parent night!

Ms. Ray & Mrs. Wallwork

Dolch Words Taught in Superkids

In Superkids, children should be able to read 66 Dolch words by the end of kindergarten. They should be able to read and spell all 220 Dolch words by the end of first grade. Some Dolch words, such as *the*, *said*, and *of*, are phonetically irregular. These words are taught as Memory Words that children must memorize how to read

and spell. Other Dolch words, such as *fast*, *tell*, and *cut*, are phonetically regular, and children can decode and encode these words once they learn the letter-sounds the words contain. This list identifies when each Dolch word is taught in the Superkids instruction.

Kindergarten

Unit 8

is
did
a

Unit 9

at
got
it
its
sit

Unit 10

fast
if
off
I

Unit 11

get
let
tell

Unit 12

had
has
his
hot
the

Unit 13

cut
full
us

Unit 14

best
big
but
of

Unit 15

red

Unit 16

an
and
can
in
not
on
ran
run
ten
no

Unit 17

am
him
must
for

Unit 18

help
pull
stop
up
upon
put

Unit 19

seven

Unit 20

into
well
went
will
to

Unit 21

ask
black
drink
pick
like

Unit 22

jump
just
said

Unit 23

six
yes
you

Unit 24

was

First Grade

Unit 1

much
myself
shall
wish
I*
my
she
her
he
his

Unit 2

thank
that
them
then
think
this
with
where
what
why
when
which
who

Unit 3

bring
little
long
sing
do
have
show
how
me
a*

Unit 4

after
better
never
together
under
look
your
the*
was*
are
for*

Unit 5

there
from
be
to*
we
or

Unit 6

go
going
so
ate
came
five
gave
made
make
ride
take
these
those
use
white
said*
only
you*
out
of*
here

Unit 7

any
good
very
want

Unit 8

blue
clean
eat
goes
green
keep
read
see
sleep
three
would
could
some
one
new
were

Unit 9

don't
two
about
over
before
four

Unit 10

away
by
carry
every
fly
funny
may
play
pretty
say
today
try
down
too
work
many
first

Unit 11

open
their
now
always
because
been

Unit 12

all
call
draw
fall
saw
small
come
they
our
put*

Unit 13

far
hurt
start
cold
know
does
laugh
both
again

Unit 14

kind
buy
find
right
wash
light

Unit 15

around
brown
found
grow
own
round
yellow
warm
walk
give
once
done

Unit 16

soon
please
live /liv/
eight
old
hold
write

Memory Words are listed in red.

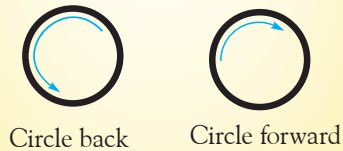
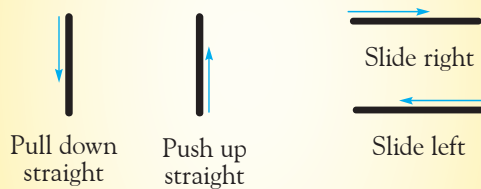
* These Memory Words from kindergarten are retaught and tested as spelling words in first grade.

SUPERKIDS® LETTER FORMATION GUIDE

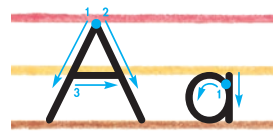
Ice Cream Lines in Skills Books and on Ice Cream Paper provide a fun way to help children distinguish between top, middle, and bottom during handwriting instruction and practice. The top line is the strawberry line, the middle is the vanilla line, and the bottom is the chocolate line.

Handwriting Basic Strokes

All manuscript letters are composed of combinations of four basic lines, or strokes—vertical, horizontal, circle, and diagonal. Familiarize yourself with the stroke names and descriptions so you can provide children with clear, consistent language when teaching them to write the letters of the alphabet.

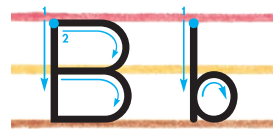


Uppercase and Lowercase Letters



Uppercase A—Touch the strawberry line; **slant left** to the chocolate line. **Lift.** Touch the strawberry line; **slant right** to the chocolate line. **Lift.** Touch the vanilla line; **slide right**.

Lowercase a—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the vanilla line. **Pull down straight** to the chocolate line.



Uppercase B—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left**. **Slide right**; **curve forward** to the chocolate line. **Slide left.**

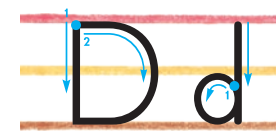
Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left**. **Slide right**; **curve forward** to the chocolate line. **Slide left.**

Lowercase b—Touch the strawberry line; **pull down straight** to the chocolate line. **Push up**; **circle forward** all the way around.



Uppercase C—Touch below the strawberry line; **circle back**, ending above the chocolate line.

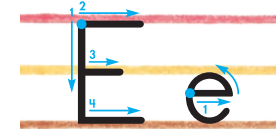
Lowercase c—Touch below the vanilla line; **circle back**, ending above the chocolate line.



Uppercase D—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**; **curve forward** to the chocolate line; **slide left.**

Touch the strawberry line; **slide right**; **curve forward** to the chocolate line; **slide left.**

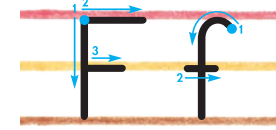
Lowercase d—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the strawberry line. **Pull down straight** to the chocolate line.



Uppercase E—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**. **Lift.** Touch the vanilla line; **slide right**. Stop short. **Lift.** Touch the chocolate line; **slide right.**

Touch the strawberry line; **slide right**. **Lift.** Touch the vanilla line; **slide right**. Stop short. **Lift.** Touch the chocolate line; **slide right.**

Lowercase e—Touch halfway between the vanilla line and chocolate line; **slide right**; **circle back**, ending above the chocolate line.



Uppercase F—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the strawberry line; **slide right**. **Lift.** Touch the vanilla line; **slide right**. Stop short.

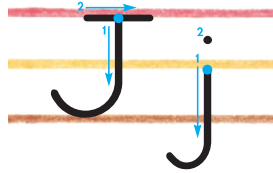
Touch the strawberry line; **slide right**. **Lift.** Touch the vanilla line; **slide right**. Stop short.

Lowercase f—Touch below the strawberry line; **curve back**; **pull down straight** to the chocolate line. **Lift.** Touch the vanilla line; **slide right.**



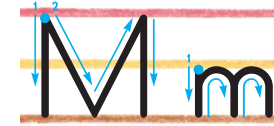
Uppercase G—Touch below the strawberry line; circle back, ending at the vanilla line. Slide left.

Lowercase g—Touch below the vanilla line; circle back all the way around. Push up straight to the vanilla line. Pull down straight past the chocolate line; curve back.



Uppercase J—Touch the strawberry line; pull down straight; curve back. Lift. Touch the strawberry line; slide right.

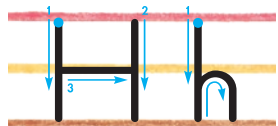
Lowercase j—Touch the vanilla line; pull down straight past the chocolate line; curve back. Lift. Dot.



Uppercase M—Touch the strawberry line; pull down straight to the chocolate line. Lift.

Touch the strawberry line; slant right to the chocolate line. Slant up to the strawberry line. Pull down straight to the chocolate line.

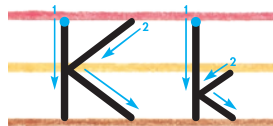
Lowercase m—Touch the vanilla line; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line.



Uppercase H—Touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the right and touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the left and touch the vanilla line; slide right.

Move to the right and touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the left and touch the vanilla line; slide right.

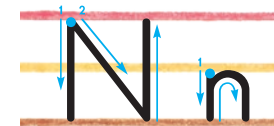
Lowercase h—Touch the strawberry line; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line.



Uppercase K—Touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the right and touch the strawberry line; slant left to the vanilla line. Slant right to the chocolate line. Lift.

Move to the right and touch the strawberry line; slant left to the vanilla line. Slant right to the chocolate line. Lift.

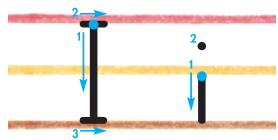
Lowercase k—Touch the strawberry line; pull down straight to the chocolate line. Lift. Move to the right and touch the vanilla line; slant left. Slant right to the chocolate line.



Uppercase N—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slant right to the chocolate line. Push up straight to the strawberry line. Pull down straight to the chocolate line.

Touch the strawberry line; slant right to the chocolate line. Push up straight to the strawberry line. Pull down straight to the chocolate line.

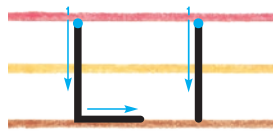
Lowercase n—Touch the vanilla line; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line. Push up; curve forward; pull down straight to the chocolate line.



Uppercase I—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slide right. Lift. Touch the chocolate line; slide right.

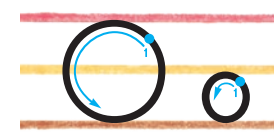
Touch the strawberry line; slide right. Lift. Touch the chocolate line; slide right.

Lowercase i—Touch the vanilla line; pull down straight to the chocolate line. Lift. Dot.



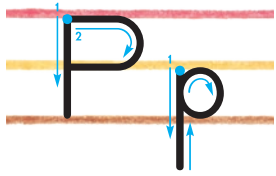
Uppercase L—Touch the strawberry line; pull down straight to the chocolate line. Lift. Touch the strawberry line; slide right. Lift. Touch the chocolate line; slide right.

Lowercase l—Touch the strawberry line; pull down straight to the chocolate line.



Uppercase O—Touch below the strawberry line; circle back all the way around.

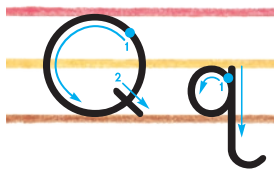
Lowercase o—Touch below the vanilla line; circle back all the way around.



Uppercase P—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.**

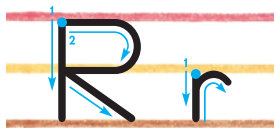
Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left.**

Lowercase p—Touch the vanilla line; **pull down straight** past the chocolate line. **Push up**; **circle forward** all the way around.



Uppercase Q—Touch below the strawberry line; **circle back** all the way around. **Lift.** **Slant right** to the chocolate line.

Lowercase q—Touch below the vanilla line; **circle back** all the way around. **Push up straight** to the vanilla line. **Pull down straight** through the chocolate line; **curve forward.**



Uppercase R—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.**

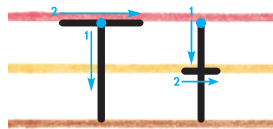
Touch the strawberry line; **slide right**; **curve forward** to the vanilla line; **slide left.** **Slant right** to the chocolate line.

Lowercase r—Touch the vanilla line; **pull down straight** to the chocolate line. **Push up**; **curve forward.**



Uppercase S—Touch below the strawberry line; **curve back**; **curve forward**, ending above the chocolate line.

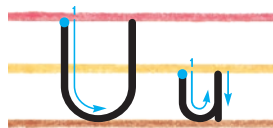
Lowercase s—Touch below the vanilla line; **curve back**; **curve forward**, ending above the chocolate line.



Uppercase T—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.**

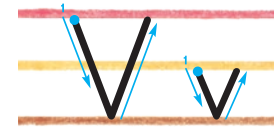
Touch the strawberry line; **slide right.**

Lowercase t—Touch the strawberry line; **pull down straight** to the chocolate line. **Lift.** Touch the vanilla line; **slide right.**



Uppercase U—Touch the strawberry line; **pull down straight**; **curve forward**; **push up** to the strawberry line.

Lowercase u—Touch the vanilla line; **pull down straight**; **curve forward**; **push up** to the vanilla line. **Pull down straight** to the chocolate line.



Uppercase V—Touch the strawberry line; **slant right** to the chocolate line. **Slant up** to the strawberry line.

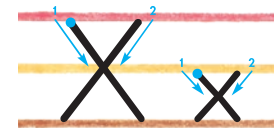
Lowercase v—Touch the vanilla line; **slant right** to the chocolate line. **Slant up** to the vanilla line.



Uppercase W—Touch the strawberry line; **slant right** to the chocolate line. **Slant up** to the strawberry line. **Slant right** to the chocolate line. **Slant up** to the strawberry line.

Touch the strawberry line; **slide right.**

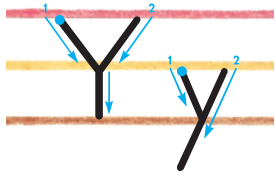
Lowercase w—Touch the vanilla line; **slant right** to the chocolate line. **Slant up** to the vanilla line. **Slant right** to the chocolate line. **Slant up** to the vanilla line.



Uppercase X—Touch the strawberry line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the strawberry line; **slant left** to the chocolate line.

Touch the vanilla line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the vanilla line; **slant left** to the chocolate line.

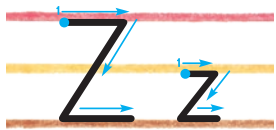
Lowercase x—Touch the vanilla line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the vanilla line; **slant left** to the chocolate line.



Uppercase Y—Touch the strawberry line; **slant right** to the vanilla line. **Lift.** Move to the right and touch the strawberry

line; **slant left** to the vanilla line. **Pull down straight** to the chocolate line.

Lowercase y—Touch the vanilla line; **slant right** to the chocolate line. **Lift.** Move to the right and touch the vanilla line; **slant left** past the chocolate line.

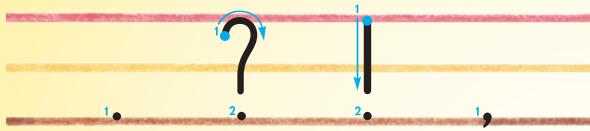


Uppercase Z—Touch the strawberry line; **slide right.** **Slant left** to the chocolate line. **Slide right.**

Lowercase z—Touch the vanilla line; **slide right.** **Slant left** to the chocolate line. **Slide right.**

Punctuation Marks

You can use the following descriptions to support children who might benefit from explicit instruction in forming punctuation marks.

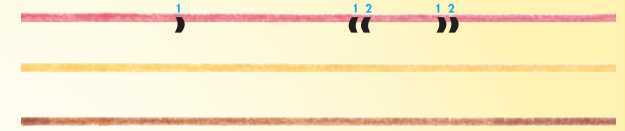


Period—Dot on the chocolate line.

Question Mark—Touch below the strawberry line; **curve forward** to the vanilla line; **pull down straight**, ending above the chocolate line. **Lift.** Dot on the chocolate line.

Exclamation Mark—Touch the strawberry line; **pull down straight**, ending above the chocolate line. **Lift.** Dot on the chocolate line.

Comma—Dot on the chocolate line; **curve forward.**



Apostrophe—Dot on the strawberry line; **curve forward.**

Quotation Marks

Opening—Dot on the strawberry line; **curve back.** **Lift.** Dot on the strawberry line; **curve back.**

Closing—Dot on the strawberry line; **curve forward.** **Lift.** Dot on the strawberry line; **curve forward.**

ZB Zaner-Bloser

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Handwriting practice lines consisting of four sets of three horizontal lines (top red, middle yellow, bottom brown) for writing practice.

Mrs. Dellibovi and
Mrs. Peak want you
to join...

THE 2ND GRADE CLUE CREW



Everyone's a suspect

Can you figure out who did it?

Your mission: Solve a summer
reading mystery with Cam Jansen
or Nate the Great

How – Choose any book from either the
Cam Jansen or Nate the Great series to
read over the summer

Together we can
solve the mystery!



welcome
to

THIRD GRADE

Hello! We are so excited to be your third grade teachers. Third grade is an exciting time full of new adventures and learning experiences. We can't wait to see all of you!

Read below to get to know your future teachers!

MS. HEDRICK

- I love to read - mystery and romcoms
- I have a kitty named Rolo
- My favorite meal of the day is breakfast
- My favorite color is green

MS. LAMBERT

- I love being active and going on hikes
- I love to read - especially historical fiction
- I have two younger sisters
- My favorite color is purple

ALL ABOUT THIRD

Dear Future Gaston Day Third Grade Families,

Welcome to third grade! We are looking forward to getting to know your child and you in August. Third grade is a year filled with learning, laughter, and most importantly love!

Our teaching and learning revolves around thematic units in language arts, math, science, and social studies. We read classroom novels that cover the genres of historical fiction, humorous fiction, animal fiction, fantasy, mythology, fairy tales, and non-fiction. We spend the entire year working on developing and growing strong writers as well through the creation of personal narratives, non-fiction writing, letter writing (friendly and business), and persuasive writing. Our monthly required reading is celebrated with fun reading reward times.

Our math curriculum will cover a broad base with a strong emphasis on mastery of multiplication and division skills. We alternate between social studies and science in third grade. Some of our social studies units include government/US presidents, world geography, a month-long focus on western European countries, and our fifty, nifty United States. Science will take us on a quest to discover a range of environments and living things, weather and climate, and animal classification. Our approach is very hands-on and multi-sensory. We work independently, with partners, and in cooperative groups. This will foster both individual academic confidence as well as prepare our learners to sharpen their collaborative and communication skills as they learn.

Sprinkled in with our academic work, we enjoy going to a variety of special classes including P.E., music, drama, BBB (Books, Brains, and Beyond), Spark Lab (our version of a STEM lab), Spanish, keyboarding, and art.

SUMMER READING

This summer your child will be expected to read *The One and Only Ivan*. We will be using this book as we start our year and have many activities planned around it.

Your child will also need to choose a book from *The Who Was/Who Is* series to read this summer. These can be read independently, with an adult, or via audiobook.

All About *The One and Only Ivan*

Based on a true story, but told in Ivan's own voice using simple language and short chapters, this is a story about friendship, compassion for animals, the promises we make, and the things we will do to help someone in need.

Gaston Day School 4th Grade Summer Reading



Incoming 2024-2025 4th Grade Summer Reading Requirement

Please select **one** of the following Kate DiCamillo novels: **Please do not read Because of Winn Dixie or Flora and Ulysses.** We will use Because of Winn Dixie as the platform to kick off the Kate DiCamillo author study in August and we will read Flora and Ulysses to wrap up our novel studies.

Novel Options

The Magician's Elephant

The Tiger Rising

The Tale of Despereaux

The Beatryce Prophecy

Early Chapter Choices

Leroy Ninker Saddles Up

Francine Poulet Meets the Ghost Raccoon

Here is the [link](#) to Kate DiCamillo's website. You can find a quick synopsis of each book.

Please read at least one additional chapter book of your choosing. Enjoy a trip to the bookstore or library. In total summer reading for rising fourth grade is **two** chapter books.

We hope you have a great summer!

Any questions or concerns, please contact Mrs. Sanders ksanders@gastonday.org or Ms. Morgan amorgan@gastonday.org.