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A parent's handbook of summer activities for the primary student

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**A PARENT'S HANDBOOK OF SUMMER ACTIVITIES
FOR THE PRIMARY STUDENT**

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Cheryl Greene

Jane Cameron

The School of Education

UNIVERSITY OF DAYTON

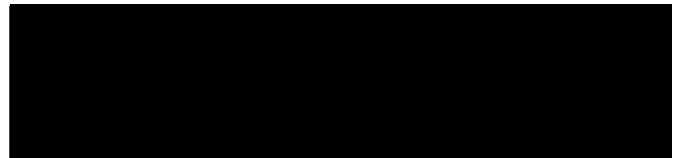
Dayton, Ohio

June, 1989

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Approved by:



Official Advisor

Handwritten initials/signature

ACKNOWLEDGEMENTS

Dedicated to Christopher Brandon
and Allyson Jane Marie

CHAPTER I

INTRODUCTION TO THE PROBLEM

Justification of the Problem

The writers have become aware of a need for an organized collection of enriched material and ideas for the parents to use at home with their primary students during the summer months.

Teachers often despair over the losses suffered by children in the summer, particularly by those who can least afford setbacks in their learning (Casanova, 1987). Summer vacation often means the digression of a child's academic and thinking skills. Hard-earned gains in oral language and reading itself become eroded. While it is important for families to have this time for summer activities, it is important for parents, especially those with elementary age children, to encourage them to read during the summer and to provide opportunities for them to read (Futrell, 1985).

Parents want to help their children be successful in school. Often although willing, parents do not know exactly what kind of activities or materials to use. According to Shanker (1986 p.132), "We should expect all parents to help their children, but not all parents do help and not all parents know how to help." Parents need a reference guide for helping their children reinforce and practice the basic skills. "The single best way to improve elementary education is to strengthen parents' role in it." (Bennett, 1986)

It is the opinion of the researchers that a handbook containing ideas and activities for parents to use for summer home learning would be

extremely useful. With daily activities planned, the parent would likely become more involved in directing their child toward higher productive activities.

Problem Statement

The purpose of this study was to develop a handbook of summer activities and projects for parents to use at home with their primary age children to reinforce the basic skills over the summer vacation.

Procedures

Review of Journal Literature

The writers reviewed various educational journals in reference to parents and the school working together, as well as enrichment. Articles found that would be useful were filed for future reference. Criscuolo (1984, p.184) felt that parents and teachers should be "Partners in Education."

Review of Textbook Literature

The writers selected texts using the card catalog. The following texts were used: Handbook for the Volunteer Tutor by Sidney J. Rauch and Joseph Sanacore, Reading Games and Activities by Mary E. Dorsey, The Read-Aloud Handbook by Jim Trelease.

Computer Search

After developing a problem statement, the writers conducted a computer search in the area of Elementary Reading Materials - Parent. Substantial documents were presented, which were previewed by reading the abstracts of each one. This list was then reduced to the documents which would be

most helpful to this study. These were filed for future reference.

Review of Curriculum Guides and Pamphlets

Using the writers' personal collection, various books and periodicals were reviewed for samples of materials that will be part of the handbook. This information contributed to a collection of activities and projects needed in the handbook.

Definition of Terms

Handbook. A specific collection of activities and projects used for reinforcement and enrichment in the basic skills of language.

Basic Skills. For this study, the basic skills in language are reading, writing, listening skills, and communication.

Methodology

The writers have developed a handbook divided into calendars (June, July, August) with a different activity suggested for each day. These activities were designed for implementation by parents of primary age children (Grade 1-3). The goal of the activities was to retain as many skills as possible for a successful transition into the following school year. These activities were designed to be simple, fun, rewarding and to fit into the family schedule.

CHAPTER II

REVIEW OF RELATED LITERATURE

As the end of the school year approaches, many educators and parents alike become concerned about the erosion of students' academic skills during the summer break. While statisticians debate the magnitude of the problem, teachers nearly unanimously consider this an important issue.

Does it make any difference how children use their time during the long summer months? The answer is a resounding YES. Eyes, ears, and minds of children don't turn off at the sound of the school bell that signals summer vacation. They continue to learn.

The hours spent out of school have a powerful influence on children's present and future lives. Whether that influence is positive or negative will depend on the quality of experiences. (Bergstrom, 1984)

Responsibility and self-discipline are necessary values to impart to children if they are to achieve any measure of success. Children need to be aware that they bear the responsibility for their accomplishments.

The development of independence, as well as resourcefulness, responsibility, and reliability need to begin in children as young as six or seven. Families need to devise strategies for helping their children to become more resourceful and reliable. These are very important "real" life skills. During these early years, gradual development of responsibility for their own choices should be assumed. Children should be taught how to do things on their own, to accept appropriate responsibility, and how to use their free time creatively.

Every child needs unstructured time. Time for the opportunity to play. Planning activities does not mean that the child is deprived of this time of imaginative play. Developing a sense of responsibility and

independence will add to this unstructured play time. (Bergstrom, 1984)

Research has shown that a key factor in a child's academic success is the involvement of a parent or parents that care and assume responsibility for their child's education. In fact, the curriculum of the home is said to be twice as effective as socioeconomic level in predicting academic learning. (Walberg, 1984) There are enormous pressures on families in America today, and it is not easy to cope with them. The early years to middle childhood are such a vitally important time in life, that adults must take responsibility for helping children make the most of them.

Parents, having the most profound influence on how children's time is spent, can monitor the experiences they want for their children. Knowing how quickly time passes, parents can make the decision that their child's childhood time not be wasted.

Too much unstructured and unproductive use of time can result in too much television, sibling fights, overeating, fear, and loneliness. Children with little to do create problems for themselves, their families, and their community.

Parents are aware of their child's problems in school. They want to help but often feel incompetent in dealing with them. In addition to feeling unqualified to help, most parents don't have the time because of their busy schedules. Often, it is hard for parents to imagine how they can work in a complex schedule for helping each of their children. As children learn all the time and parents are their teachers most of the time, parents must be enlisted to take an active role to promote learning at home.

Time must be made; therefore, it is necessary to make "family time" during the week. "Family time" is the time set aside in every week when

families do things together. These times may be at home or in the community. It can be time to introduce new experiences or interests, or to further expand on previous activities. The job of the parents is to capitalize on the fact that a child has almost boundless curiosity. They want to find out all there is to know about anything and everything. Activities that are mundane to adults who have performed them countless times, are soul-satisfying experiences to children who are performing them for the first time. (Gilbert, 1984)

The magic or success in these family times is for parents and their children to do things that they really enjoy. Simple projects such as planting seeds, visiting a neighbor, making a picture, or just taking a walk can be enjoyed by parent and child. It is important to distinguish between not having the time and not wanting to do an activity.

Educators often rely on summer school programs to help at-risk students maintain or improve academic growth. Educators have long questioned a system that permits a three-month disruption of the formal learning process. (Ballinger, Kirschenbaum, and Poimbeauf, 1987)

Teachers and their professional organization argue that teaching is a physical and emotional strain, and that some time is needed to recoup for the next school year. Administrators state that it takes three months for them to refurbish the schools and prepare for the next group of students. Parents wish to have their children free to take vacations, perform needed tasks in the family, work in the family business, etc. Most students agree with the teachers that they also need a rest. Thus, the three-month summer vacation from school. (Dougherty, 1981)

By effectively using students' vacation periods, it is possible to provide effective remediation, as well as provide enrichment for students. (Ballinger, Kirschenbaum, and Poimbeauf, 1987)

To help parents deal with activities for their children during these summer months, it is sometimes necessary and advantageous to encourage and educate the parents. This does not mean to imply that parents are uneducated or ignorant. Instead, "educated parents" are those who are sensitive to their children as growing, changing persons. These parents are willing to be actively involved in supporting their children through meaningful growth experiences.

A common interest of the home and school, teachers and parents, is the total development of the child. Parents and teachers alike have the enormous task of helping and responding to the needs of children within a very complex setting.

Although the home and school by their very existence represent a natural team, in too many instances they function in isolation. In many cases, educators underestimate parents. Educators often seem to underestimate the expectations that low income, single, and minority parents have for their children, these parents' willingness to help, and the impact such help is on a student's achievement. Parent involvement can make an impact throughout the year, and might be especially useful in arresting the summer drop-off in achievement. (Berliner and Casanova, 1987)

Studies have found that a student's attitude can be changed as a result of parent involvement. When parents become involved, students tend to develop a more positive attitude toward school. These same students see greater similarities between home and school. This involvement seems to help the parent as well as the student. As the parent becomes more involved, he/she usually understands more about the school programs and goals, and feels a greater obligation to help the child at home. (Berliner and Casanova, 1987) As the parent and teacher relate to each other more, they become a team that is involved in the process of the human-development

of the student. (Swick and Duff, 1979)

Parents are more likely to become involved if they see how their contribution helps. Parents need to know their help is not just incidental but vital to the success of their child. (Berliner and Casanova, 1987)

What can educators do to increase the parents' involvement? The aim is to help parents feel comfortable with school activities and to enlist their support. Letters can be sent home suggesting specific activities and various ideas for implementing them. Parents may benefit from attending a workshop to give an overview of the curriculum. Parents can also examine textbook and classroom materials. A calendar of daily activities can provide daily incentive for parent-child interaction. The activities should be kept short and simple, thus increasing the likelihood of their use. (Frederick and Taylor, 1981)

In addition to the calendar, parents should make use of various community resources available to them. The public library provides an abundance of opportunities for parents to help their children. Books can be checked out for the child or parent to read.

A child's desire to learn to read and to keep reading is fostered by the parent's example. A child that lives in a home where parents read newspapers, magazines, and books and talk about what they have read or read it aloud to family members, have the most potent of all possible encouragements to read themselves. (Bergstrom, 1984)

Parents should not be too concerned about the material selected by their children on their own. Children usually love magazines - especially those magazines with lots of colorful photographs - comic books, catalogues, and newspaper cartoons. A child's interest in reading is a precious thing and their choices must be respected, even though the parents are not always pleased with the choice of reading material. From them, children go on to

develop taste. (Bergstromn, 1984)

Reading materials of all kinds - magazines, catalogues, Atlases, photograph books, picture and story books, should be available to children in their home.

A child's reading habits are developed early in life. The kind of reader a child is going to become throughout life is usually established by the sixth grade. (Morrow, 1985) Since almost 80% of a child's waking time in an average year is "out-of-school" time (Bergstrom, 1984), it seems essential to the success of a child that voluntary reading be an important part of their day. Children identified as voluntary readers in elementary and middle grades were found to demonstrate high levels of reading achievement (Greaney, 1980; Whitehead, Copey, and Maddren, 1975; Morrow, 1983) found that kindergartners who demonstrated significantly higher on standardized reading-readiness tests were also rated higher on work habits, general school performance, and social and emotional development than children who had low interest in books. (Morrow, 1985)

Reading instructions should not be an attempt to teach a child to love reading. Reading should be viewed as another avenue to help children do and enjoy the things they want to do.

A child can be taught to love making things, finding out about things, and enjoying the discovery of new experiences, but the love of reading cannot be taught.

It would seem appropriate to promote voluntary reading from the time children are very young. This might ensure that the benefits of such efforts persist in their later lives. (Morrow, 1985)

What can parents do to get their child to be a voluntary reader? Is it taught and encouraged or is it inborn in the child? One of the best ways to encourage voluntary reading is for the parent to be or become a

voluntary reader themself.

Parents are the most influential persons in their child's life. They have a profound influence on how the child's time is spent. Parental behavior teaches the child about life and provides the child with a role model. (Swick and Duff, 1979)

It is not necessary for parents to be with their children physically every hour of the day to ensure that their children have meaningful experiences. Busy parents need ideals and information to help them think about out-of-school time in a conscious and explicit manner and to make appropriate plans and preparations. (Bergstrom, 1984)

This handbook of summer activities has been devised to assist the parents in strengthening their child's thinking skills in the natural setting of home. Summer vacation provides a break from the more formal routine of school, but children can still be provided with activities that reinforce their academic skills, provide opportunities for fun and creativity, and challenge their thinking. In doing an activity each day during their summer vacation, the child should retain more of his/her thinking skills and should have increased his/her sense of responsibility by insuring that an activity was at least attempted each day. Parents should be available to assist their child and to answer questions that arise. The child should be given the opportunity to be responsible for the activity.

These activities have been designed to be fun and different from regular school activities. They should not be viewed as a task that has to be done, but hopefully, will be eagerly anticipated and fun to do. The activities should serve to enhance the child's self-confidence and give a feeling of satisfaction as the activities are accomplished. Parents need to remember to reward their child. A child has an enormous desire to please and just telling your child how proud you are of him/her often

serves as reward enough. Everyone needs a pat on the back and praise for a job well done, whether it's a child or a parent. Parents often forget that a child needs to be thanked for the help they provide and told what a good job he/she has done.

What children do with their time makes them different from one another. A child who is helped to make productive and creative use of his time has received one of the greatest advantages a parent can provide.

CHAPTER III

**A PARENT'S HANDBOOK OF SUMMER ACTIVITIES
FOR THE PRIMARY STUDENT**

JUNE

- June 1 Record your weight and height on a piece of paper. Keep this until the end of vacation and then record your weight and height again. See how much you have grown.
- June 2 Touch your toes ten times and do ten jumping jacks.
- June 3 See how many words you can write that rhyme with CAT.
- June 4 Ask your mom if you can help with dinner.
- June 5 Take your mom and dad to the public library. Ask if you can get a library card. While you're there, find a book you like and check it out.
- June 6 Write down three things that make you happy. Read them to someone.
- June 7 Plant some seeds in a small flower pot. Keep a daily record on the growth of the plant and how you care for it.
- June 8 Count the trees in your yard.
- June 9 Use a sheet of paper to figure the answer of these story problems:
1. Sam had 10 frogs. He gave 2 away. How many were left?
 2. Joe had 4 fish. He caught 8 more. How many did he have in all?
 3. Paula had 5 marbles. Kay gave her 5 more. How many does Paula have now?
 4. Nick has 3 trucks. He found 4 more. How many trucks does Nick have?
 5. Sara has 9 dolls. She gave 3 dolls to Alice. How many does Sara have now?

- June 10 Read your book you got at the library to your mom and dad or your grandma and grandpa.
- June 11 Go outside and enjoy the sunshine.
- June 12 Using a magazine or newspaper, cut out 5 large printed words. Put them in ABC order.
- June 13 Do a good deed for someone today. Don't tell them it was you!
- June 14 Count how many times you can bounce a ball.
- June 15 Write and mail a letter to your grandparents.
- June 16 Make a Father's Day card for your dad or your grandpa. Keep the card and give it to them on Father's Day.
- June 17 Go outside. Walk completely around your house. Count how many steps it takes.
- June 18 Cut out a colorful picture from a magazine. Write a title for the picture and tape it underneath the picture. Hang it on the refrigerator.
- June 19 Draw a picture of your house. Write your full name, address, telephone number, and birthday on your drawing. Hang it up.
- June 20 Do ten subtraction problems.
- June 21 Keep a weather chart for the next 7 days. Write down the high and low temperatures and what the weather is like for each day.
- June 22 List three things that you like best about summer. Draw a picture of one of them. Read your list to mom and dad.
- June 23 Write down 10 words that begin with the same letter as your name. Example: Sara - sat, swing
- June 24 Go over the attached Dolch Word List. Circle the words you don't know. Work on those words. Erase the circles as you learn the words.
- June 25 Work 10 addition problems.

June 26 Write sentences telling what you had to eat yesterday.

June 27 Play a card game to practice math. Have fun!

War (two players)

Remove the face cards from an ordinary deck of cards. Each player gets one-half of the deck. Players turn up their top card. Highest card wins both cards. The player with the most cards at the end of 10 minutes is the winner.

Make Ten (two players)

Each player starts with four cards. Place the rest of the deck face down. (no face cards) The first player tries to make tens with any combination of cards in his hand.

Example: $3 + 7 = 10$, $4 + 6$, $3 + 2 + 5$. He lays his "tens" down and draws enough cards to give him four again. He can discard one card each time and draw if he cannot make ten. When the bottom of the deck is reached, the player with the most combinations of "tens" is the winner.

June 28 Write the 7 days of the week on cards. Practice putting them in the proper order.

June 29 Go outside. Look at the clouds. Can you find a cloud that looks like something else? An animal? A thing such as a doughnut or a car? Use your imagination.

June 30 Try a new food you have never tried.

JULY



- July 1 Using a magazine find two things that have a long "a" sound, two things that have a long "e" sound, two things with long "i", two things with long "o", and two things with long "u". See if you can write silly sentences with these words.
- July 2 Make your mom and dad's bed.
- July 3 Color or paint a picture of the American flag. Display your picture in your room. (50 stars on a blue background. 13 stripes - 7 red and 6 white)
- July 4 Happy Fourth of July!
George Washington was our first president. If you could travel back in time in a time machine to 1776, what would you give George Washington from our time, if you could take one thing with you? Why?
- July 5 Take a walk around your neighborhood with your family. Count the number of houses you pass.
- July 6 Write the name, day, time, and channel of your favorite television program. Watch this program and write two sentences about it.
- July 7 Write your numbers to 100.
Write your numbers by 10 to 100.
Write your numbers by 5 to 100.
- July 8 You're doing great! Take the day off and go outside and blow some bubbles! (Fill paper cup with half water and a generous squirt of liquid detergent. Get a straw and blow.)
- July 9 Read the book Carrot Seed by Ruth Krauss.
Place the top of a carrot in a small shallow dish of water.

- Keep watch as the top sprouts.
- July 10 Cut circles, triangles, squares, and rectangles of different sizes. Glue them onto paper to make a design.
- July 11 Practice these Tongue Twisters:
The anteater ate ants all afternoon and all night.
Rubber baby buggy bumper
- July 12 Make a list of things in your room that are red or blue.
Do you have more reds or blue?
- July 13 Make lunch for mom and yourself. How about peanut butter and jelly sandwiches, carrot sticks, milk, and maybe some cookies?
- July 14 Play your favorite game today.
- July 15 Using a newspaper, find a word that is new to you. Write the word and look it up in the dictionary. Try to write a sentence with the word.
- July 16 Go outside and spend 1 minute listening with your eyes closed. Write down three things you heard but didn't see. (Try this at night also)
- July 17 Hug three people.
- July 18 Put on two different socks. See if anyone notices.
- July 19 Draw a picture of yourself as you look today. Using a magazine, find words that tell about you. Cut them out and glue to your picture. Example: cool, healthy, super, blue eyes.
- July 20 Put a pencil between your toes and try to write your name on a piece of paper. Try this more than once and choose the best.
- July 21 Tell someone this joke:
Knock, knock
Who's there?

Olive

Olive who?

Olive you, sweetie!

- July 22 Write down 5 things you like to do, then do one.
- July 23 Look up your last name in the phone book. Count how many times you find it.
- July 24 Say the alphabet backward.
- July 25 Play a game with someone in your family. At the end of the game, shake the person's hand and say, "I really appreciate your spending time with me."
- July 26 Use letters of the alphabet as a base for silly pictures.
- Examples:  
- July 27 Use a piece of paper and pencil to figure the answers to these story problems.
1. 32 worms wiggled in a can. 12 got away. How many are left?
 2. Kelly is 8 years old. Her little sister is 5 years old. How much older is Kelly?
 3. Dan has 9 tropical fish. He bought 6 more at the pet store. How many does he have now?
 4. Jane saw 15 frogs. 8 swam away. How many were left?
 5. Mary has 5 apples in her basket. She picks 8 more apples. How many apples does she have now?
- July 28 Make cards with the 12 months of the year (use a calendar to help you). Mix them up and practice putting them in correct order.
- July 29 With some help from an adult, make some Crazy Goop (not to be

eaten)

Mix together 1 cup liquid glue

1/2 cup liquid starch

Add more starch, if necessary, until it forms a non-sticky mass. You can stretch it, break it, snap it, and just enjoy it. (It cannot be colored)

July 30

Do the following questionnaire.

How many windows does your house have?

How many doors does your home have?

How many people live in your home?

How many pets do you have?

How many closets does your home have?

How many steps does your home have?

How many floors does your home have?

July 31

Check your Dolch Word list. Erase the circles on the words you now know. You're doing great!

AUGUST

- August 1 Get a piece of plain paper. Write your full name (first, middle, and last) at the top of the paper. See how many words you can make from your name.
Example: John Joseph Jones - son, phone, hose, nose, hen
Try your parents name or anyone you want.
- August 2 Make a list of your favorite story characters. Circle your favorite one.
- August 3 Draw a picture of someone in your family doing something. Write 2 sentences under the picture telling what he/she is doing. Give it to that person.
- August 4 Play Tic-Tac-Toe with someone.
- August 5 Try a food today that you've never tasted.
- August 6 Using a magazine, find 10 words that have double letters in the middle. Glue them to a piece of paper. Then, find ten words that have double letters at the end. Glue them to a piece of paper. Practice saying the words.
Example: happy, guess
- August 7 Write a letter to a good friend and tell them what you have been doing this summer. Mail your letter.
- August 8 Make your own jigsaw puzzle. Take a piece of heavy paper or cardboard. Draw a picture on the paper, being sure to completely cover the paper with the picture. When you're finished with the picture, cut the picture into 10 - 12 pieces. Practice putting your picture back together. Share your puzzle with someone.
- August 9 Using a piece of paper and pencil, figure the answer for these

word problems:

Sara runs a fruit stand. She sells fruit at the prices listed.

Apple - 7¢ Pear - 4¢ Grapes - 8¢

Orange - 9¢ Banana - 5¢ Peach - 10¢

Add up a bill for each child.

- Nick bought a pear and an apple. How much did it cost?
- John bought an orange and grapes. How much did they cost?
- Sue bought an apple, a pear, and a banana. How much did she spend?
- Mary bought 2 bananas and a pear. How much did they cost?
- Rob bought grapes and a peach. How much did he spend?
- Sheri bought a peach, a pear, and a banana. How much did she spend?
- Jason bought 2 peaches and an orange. What was the cost?

Make up your own problem.

August 10 Find 5 pebbles or stones and put them in order from smallest to largest.

August 11 Read a story to someone today.

August 12 Ask someone these riddles:

Why is the ocean friendly?

(It waves)

What does a pipe cleaner look like?

(A toothpick with long underwear)

August 13 Pull 10 weeds in the garden (check with mom first). Count the leaves on each stem.

August 14 Make yourself and mom a sandwich today. Cut them into fourths.

August 15 Answer these questions about Mother Goose Rhymes. Say the whole rhyme if you can.

Who went up the hill?

Who sat on a wall?

Who jumped over the moon?

Who lived in a shoe?

Who was under the haystack fast asleep?

Who was frightened by a spider?

August 16 Make a nature collage. Using a bag, walk around your yard and look for interesting or different colors and shapes found in small rocks, twigs, and leaves. Put these in your bag. On a piece of heavy paper or cardboard, glue your collected objects to make a nature picture.

August 17 On a piece of paper, list what you have to eat today. Put the foods in the four food groups.

August 18 Trace your hand on a piece of paper. Look at your hand and add details, such as nails. Try this with your foot also.

August 19 Make a list of school supplies you may need for school.

August 20 Read over your Dolch Word List.

August 21 Write down the letters of the alphabet. See if you can write a word beginning with each letter of the alphabet.

August 22 Make flash cards for your number words to ten. Mix them up, choose a card, say the word, and put your cards in order.

Example: one, two, three

August 23 Keep a schedule of your activities today.

I got up at _____.

I ate breakfast at _____.

I played at _____.

I watched TV at _____.

I ate lunch at _____.

I read a story at _____.

I went for a walk at _____.

I saw some friends at _____.

I ate supper at _____.

I helped mom at _____.

I brushed my teeth at _____.

I will go to bed at _____.

August 24 Using a magazine, find a picture that goes with each of the five senses.

Example: smell - perfume; taste - food

August 25 Copy and complete this sentence:

I felt so happy when _____.

August 26 Help mom with the dishes tonight.

August 27 Make a sign for the door of your room.

August 28 Play this game:

What's a Word Worth?

Each letter of the alphabet is worth money (A = 1¢, B = 2¢, C = 3¢). Now have fun finding out what different words are worth.

How much is your name worth?

Who has the most expensive name in your family?

What about your pet's name?

Can you think of a word that costs a \$1.00?

August 29 Write a letter to your teacher telling her some of the things you have done this summer.

August 30 Check your height and weight chart. How much did you change over the summer?

August 31 Pat yourself on the back for completing your projects (or as

many as you could). You did a great job! Have a great school year!

Dolch Word List

and	I	before	a
as	it	far	all
because	its	fast	an
but	me	first	any
if	my	here	best
or	myself	how	better
about	our	just	big
after	she	much	black
at	that	never	blue
by	their	no	both
down	them	not	brown
for	these	now	clean
from	they	off	cold
in	this	once	eight
into	those	only	every
of	us	out	five
on	we	so	four
over	what	soon	full
to	which	then	funny
under	who	there	good
upon	you	today	green
with	your	together	hot
he	again	too	kind
her	always	up	light
him	around	very	little
his	away	well	long
when	where	why	yes

many	new	old	one
own	yellow	do	goes
pretty	am	does	going
red	are	done	got
right	be	don't	grow
round	been	draw	had
seven	bring	drink	has
six	buy	eat	have
small	call	fall	help
some	came	find	hold
ten	can	fly	hurt
the	carry	found	is
three	come	gave	jump
two	could	get	keep
warm	cut	give	know
white	did	go	laugh
let	pick	sing	went
like	play	sit	sleep
look	pull	start	stop
made	put	take	tell
make	ran	thank	think
may	read	try	use
must	ride	walk	want
were	run	was	wash
will	said	wish	saw
work	say	would	see
write	shall	open	show

CHAPTER IV

SUMMARY

The result of this study is a handbook divided into summer months (June, July, and August) with a different activity suggested for each day. These activities were designed for implementation by parents with primary age children. The goal of these activities was to retain as many skills as possible for the child's success in the coming school year. These activities were selected to fit into a family's schedule and to use common objects and materials found in the home. The activities were designed to be simple, fun, rewarding, and to consume a minimum amount of time.

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