

# It's Summer Time!



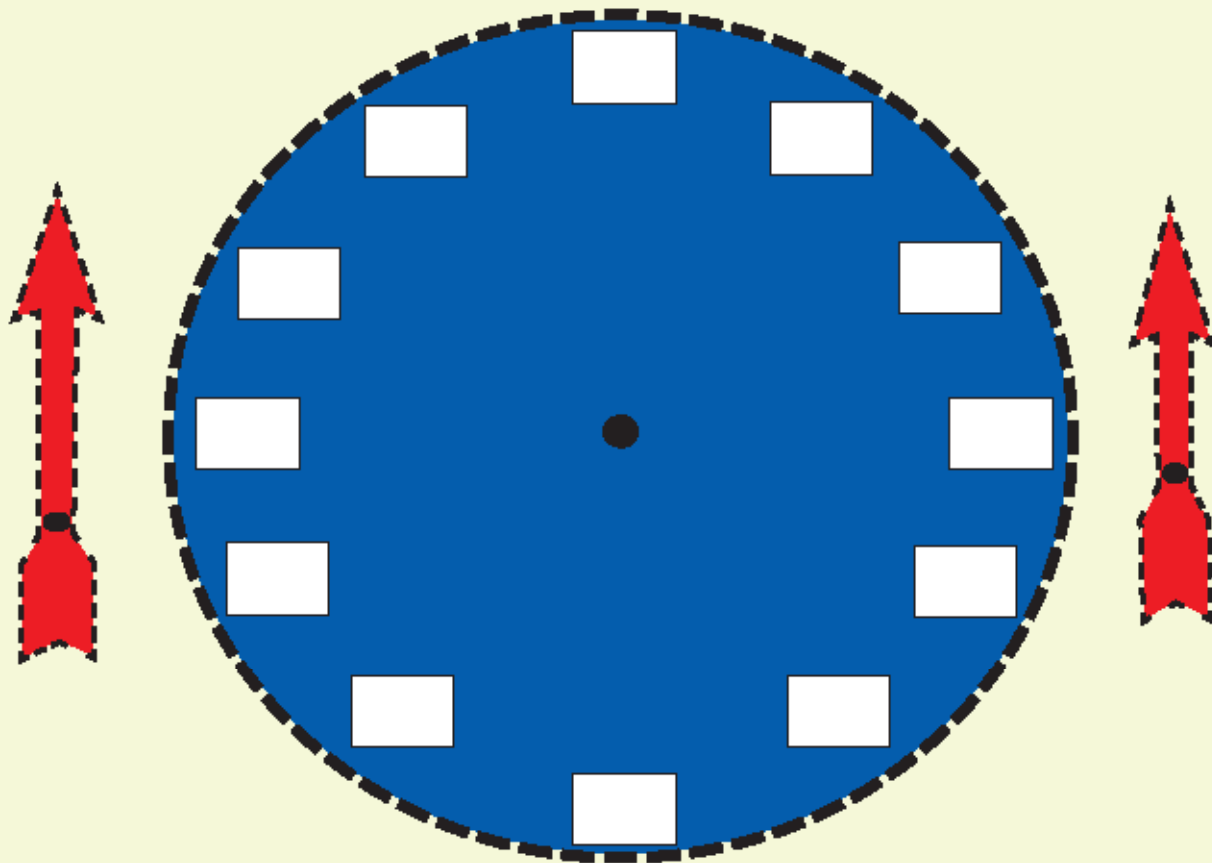
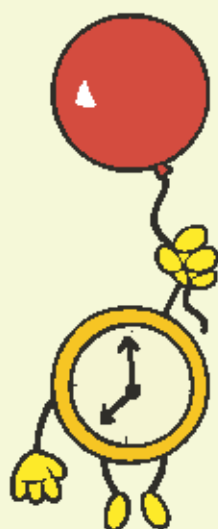
Make your own clock to help you learn to tell time.

## Materials Required:

Paper plate  
Scissors and glue  
Pencil and eraser  
Paper fastener

## Directions:

1. Print the numbers in squares on the clock. Begin with the number 12 at the top. Then print the number 1 in the next square.
2. Once you have all the numbers on your clock, you can cut it out.
3. Glue the clock to a paper plate.
4. Then cut out the hour and minute hands.
5. Press the fastener through the holes and open it at the back of the paper plate to keep the hands secure. The hands should turn.



*Read digital and analog clocks.*



PREP

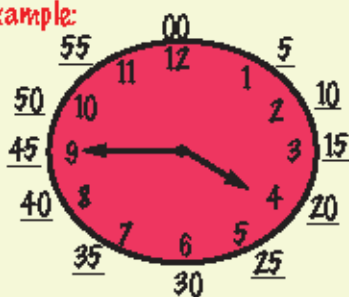
2

"Preparing for Success"

# Quarter To Fun

Look at the clocks and print the time on the space provided below each clock.

Example:



4:45

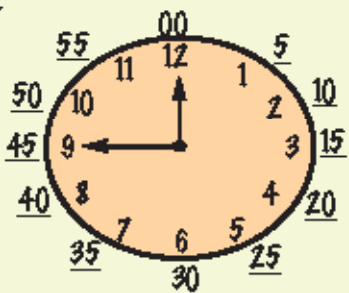
2.



3.



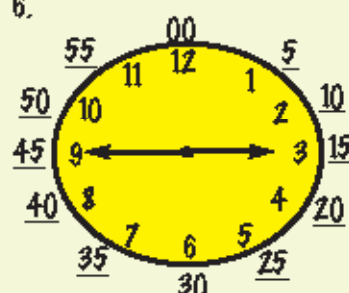
4.



5.



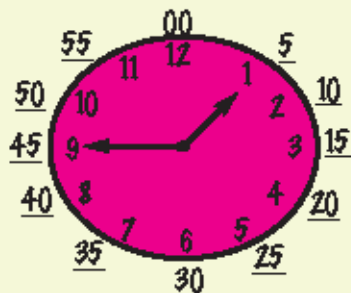
6.



7.



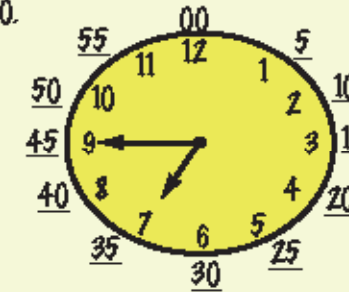
8.



9.



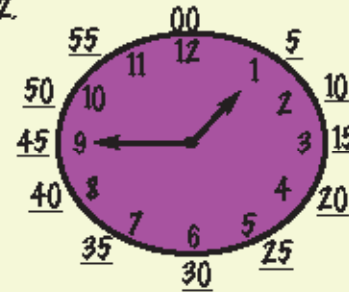
10.



11.



12.



Read digital and analog clocks, and tell and write time to the quarter hour.



PREP

8

"Preparing for Success"



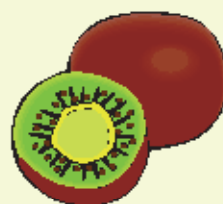
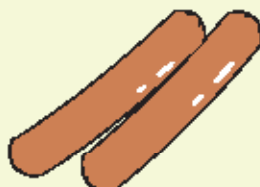
# Favourite Summer Foods



Use this chart to make a survey. Think of 4 other possible answers to this question and print them in the column below the title, Summer Foods. Ask your friends and family which of these foods is your favourite summer food. You can record the answers using tally marks, pictures or people's names.

Don't forget to count and print the totals after you complete your survey!

**Question:** *What is your favourite summer food?*



Summer Foods

Number of People

Totals

|       |  |       |
|-------|--|-------|
| _____ |  | _____ |
| _____ |  | _____ |
| _____ |  | _____ |
| _____ |  | _____ |

*Organize data using graphic organizers (e.g., diagrams, charts, graphs, webs) and various recording methods (e.g., placing stickers, drawing graphs).*



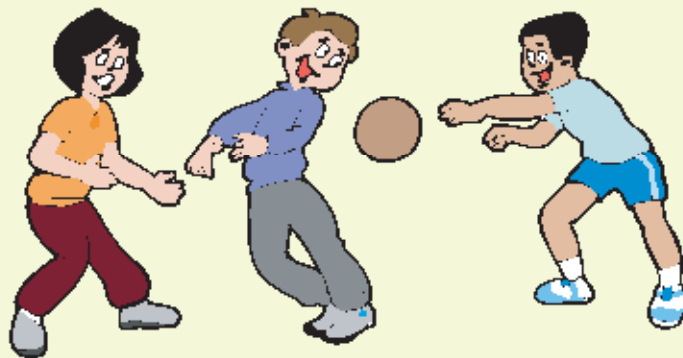
**PREP**

# Verbs



Action words change to tell us whether the action is happening now (the present), has already occurred (the past) or is going to happen (the future).

- |          |                |                       |                           |
|----------|----------------|-----------------------|---------------------------|
| 1. jump  | I <b>jump.</b> | I have <b>jumped.</b> | I will be <b>jumping.</b> |
| 2. skate | I _____        | I have _____          | I will be _____           |
| 3. look  | I _____        | I have _____          | I will be _____           |
| 3. talk  | I _____        | I have _____          | I will be _____           |
| 4. play  | I _____        | I have _____          | I will be _____           |
| 5. walk  | I _____        | I have _____          | I will be _____           |
| 6. hop   | I _____        | I have _____          | I will be _____           |
| 7. dance | I _____        | I have _____          | I will be _____           |
| 8. watch | I _____        | I have _____          | I will be _____           |
| 9. help  | I _____        | I have _____          | I will be _____           |



Use their knowledge of word endings to recognize the same word in different forms (e.g., jumps, jumped, jumping).



PREP