

Happy Summer!

Learning Sight Words

Sight word mastery is crucial for your child's success as a reader. Many sight words cannot be sounded out (decoded). Therefore, they must be memorized! Sight words also represent some of the most common words in written language. Students will encounter them over and over again on a daily basis, so mastery of them will aid students in fluent reading. This list will help your child maintain sight word knowledge over the summer.

How can you help your child maintain their sight words? Here are some fun and creative ways:

- Flashcards - write each word on a piece of paper or index card for easy practice
- Build words with playdoh
- Sidewalk chalk
- Bounce a ball while you read and spell each word
- Word Hunt - spread word cards around the house and have your child look for them and read each word as they find them
- Write the words using colorful markers or pencils
- Decorate a beach ball with the words and each time you "catch" the ball read a word
- Read the word lists in funny voices

Handwriting Practice

Automatic hand writing is crucial for your child's success as a writer. Students who have mastery are able to focus their attention on the sounds that each letter makes. The more automatic correct letter formation, the more efficiently they can focus on encoding words. The more automatically a person is able to put words on paper, the easier it is to focus on ideas.

How can you help your child practice their handwriting?

- Follow the handwriting guide that is provided on the first page of the handwriting packet for correct pencil grip and proper posture
- Have your student place their pencil on the dot and follow the direction of the arrows
- Have your child say the sound that the letter makes as they are writing it. For example, as the student is writing the letter c, they are saying the letter sound /c/. Do not have the student say the name of the letter.
- Once your child has practiced their handwriting on a packet, have them continue to practice in fun ways!
 - Write the letters with sidewalk chalk
 - Trace the letters in sand
 - Write the letters in colorful markers or pencils

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little

look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
into
like
must
new
no
now
on
our

out
please
pretty
ran
ride
saw
say
she
so
soon
that
there
they
this
too
under
want
was
well
went
what
white
who
will
with
yes

after
again
an
any
as
ask
by
could
every
fly
from
give
giving
had
has
her
him
his
how
just
know

let
live
may
of
old
once
open
over
put
round
some
stop
take
thank
them
then
think
walk
were
when

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off

or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

about

better

bring

carry

clean

cut

done

draw

drink

eight

fall

far

full

got

grow

hold

hot

hurt

if

keep

kind

laugh

light

long

much

myself

never

nine

only

own

pick

seven

shall

show

six

small

start

ten

today

together

try

warm

Dolch Sight Words

Nouns (95 words)

apple	day	home	school
baby	dog	horse	seed
back	doll	house	sheep
ball	door	kitty	shoe
bear	duck	leg	sister
bed	egg	letter	snow
bell	eye	man	song
bird	farm	men	squirrel
birthday	farmer	milk	stick
boat	father	money	street
box	feet	morning	sun
boy	fire	mother	table
bread	fish	name	thing
brother	floor	nest	time
cake	flower	night	top
car	game	paper	toy
cat	garden	party	tree
chair	girl	picture	watch
chicken	goodbye	pig	water
children	grass	rabbit	way
Christmas	ground	rain	wind
coat	hand	ring	window
corn	head	robin	wood
cow	hill	Santa Claus	

Story Map

Name _____

Date _____

Title _____

Author _____

Characters



Setting



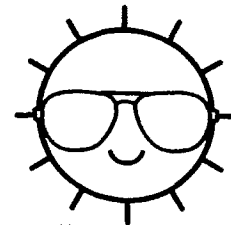
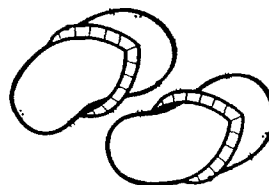
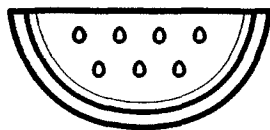
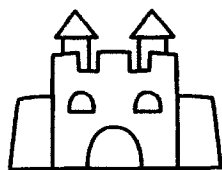
Problem



Solution



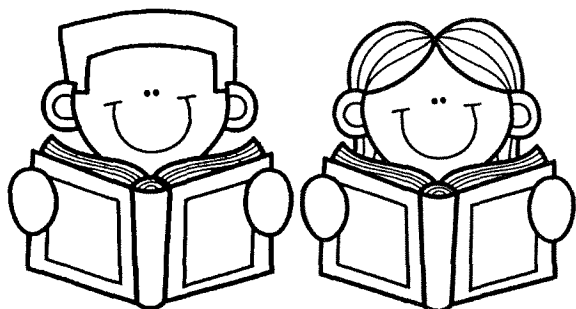
SUMMER READING BINGO



Color in each box as you complete the challenge. Can you finish them all?
Save this paper and turn into your librarian next school year

Read under the covers	Read before breakfast	Read under a tree	Read on a beach chair
Read to your pet (or stuffed animal)	Read in your pajamas	Read a scary book	Read with a flashlight
Read to someone else	Read while wearing a hat	Read under a tree	Read a nonfiction book
Have someone read to you	Read while wearing a Halloween costume	Read a book with 3 words in the title	Read a book with 2 different socks on

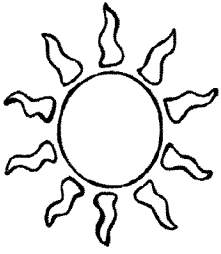
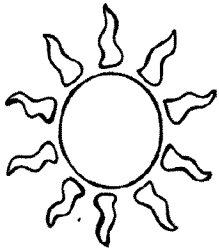
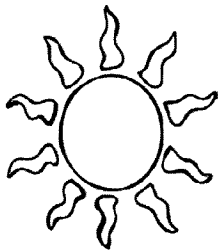
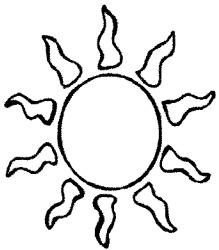
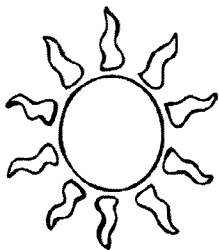
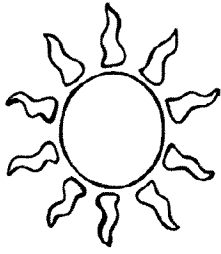
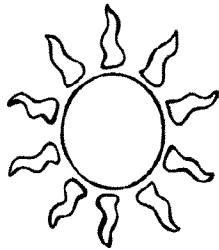
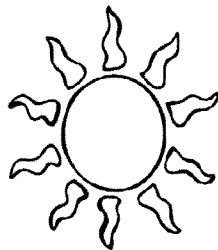
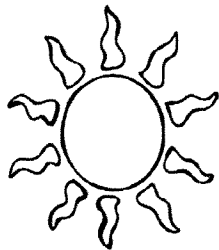
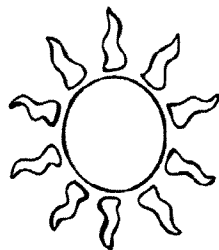
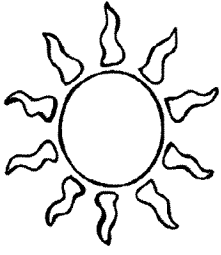
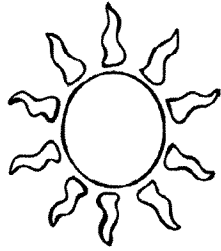
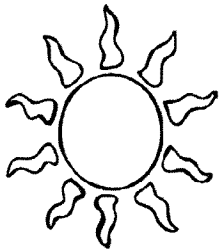
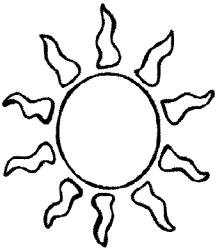
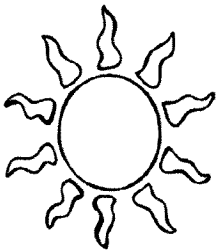
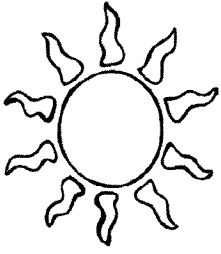
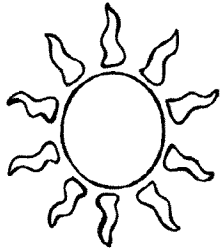
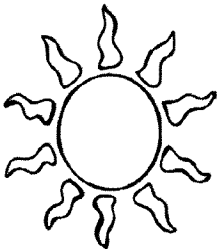
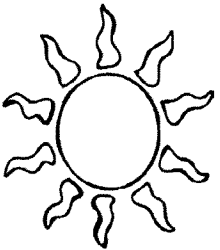
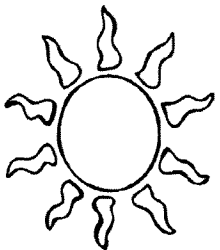
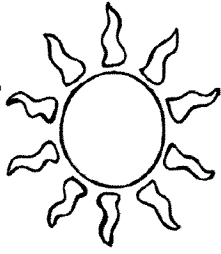
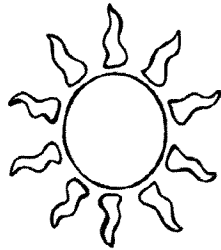
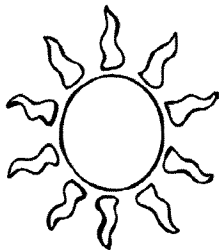
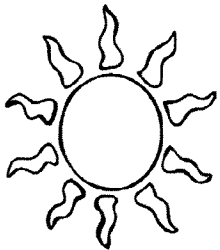
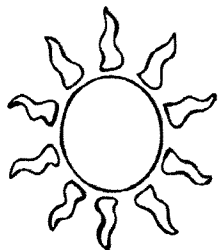
©Staying Cool in the Library



Parent/guardian signature

Summer Reading Log

Directions: Each time you read a book, color in one sun below

Parent Signature: _____

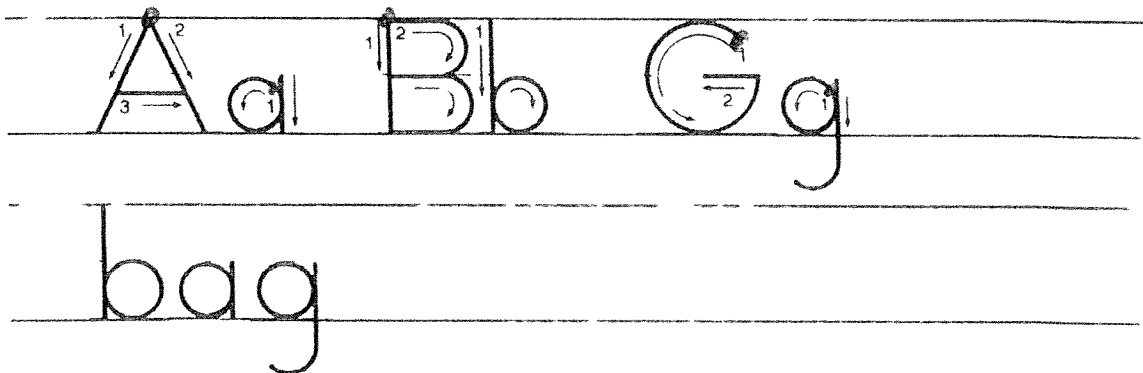
Handwriting Practice

Letter Formation and Spacing

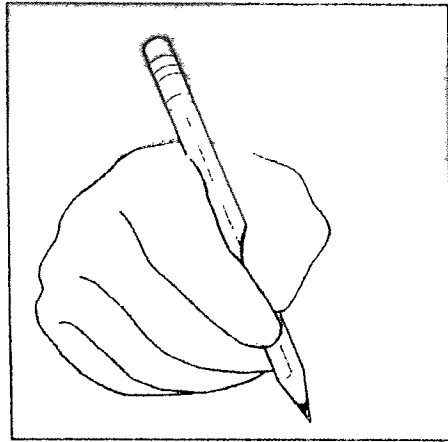
Writing is a fine handwork. It is a skill that can be learned and used to communicate. It is a part of the curriculum that is essential for the child's overall development. You can model the way you write to your child.

Letters are written following two rules. Letters that are written with a single stroke are called single letters. Letters that are written with two or more strokes are called double letters. Letters that are written with a single stroke are: a, c, e, m, n, o, r, s, u, v, w, x, z, l, t, f, v. Letters that are written with two or more strokes are: b, d, f, h, k, l, p, q, r, g, j, p, q, r, v, w, x, z. Letters that are the same as the letters that are written with a single stroke are: b, d, f, h, k, l, p, q, r, v, w, x, z.

The space between each letter in a word is called a letter space. The space between each word in a sentence should be consistent. You can use a ruler to measure the amount of spacing between words.

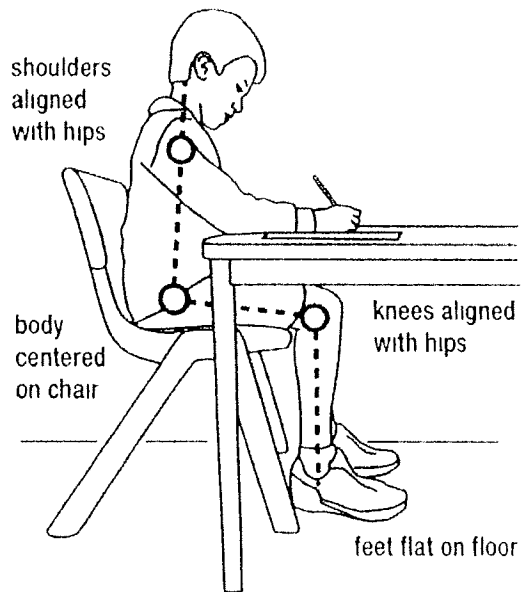


Proper Handwriting Grip and Body Posture



Tripod Grip

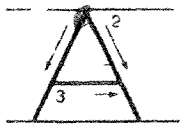
For the tripod grip hold your pencil with your thumb, index finger and middle finger



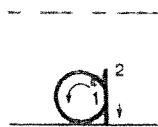
Proper Posture

For good posture while writing sit with your feet flat on the floor and your bottom in the center of your seat

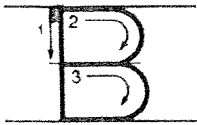
Forming Letters



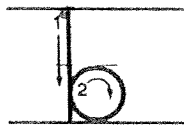
Uppercase **A**
 1 down left
 2 down right
 3 across middle



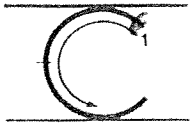
Lowercase **a**



Uppercase **B** pull down
 both curves
 left to right



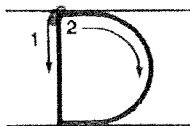
Lowercase **b** pull down
 circle left to right



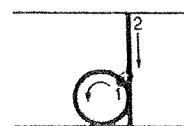
Uppercase **C** curve
 into C



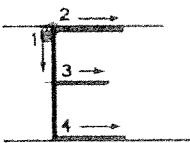
Lowercase **c** curve
 into c



Uppercase **D** pull down
 curve forward



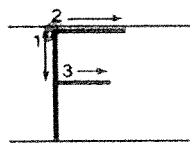
Lowercase **d** circle left
 up pull down



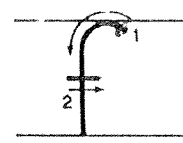
Uppercase **E** pull down
 side to side top
 middle bottom



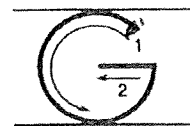
Lowercase **e** circle
 middle



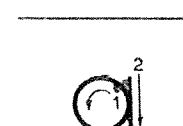
Uppercase **F** pull down
 side right middle
 middle



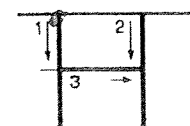
Lowercase **f** curve
 the top pull down
 middle



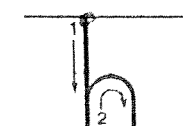
Uppercase **G** curve
 back left
 left middle



Lowercase **g** circle
 back push
 pull down curve

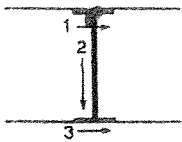


Uppercase **H** pull down
 down full
 across middle

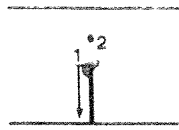


Lowercase **h** pull down
 curve bottom

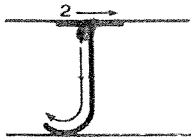
Forming Letters (continued)



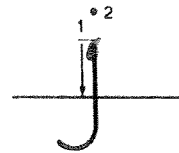
Uppercase **I** pull down
slide right



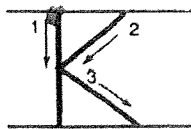
Lowercase **i** pull down
dot above



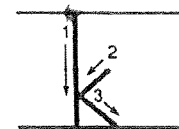
Uppercase **J** pull down
back lift cross the top



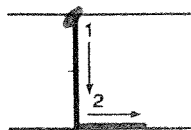
Lowercase **j** pull down curve
back dot above the top



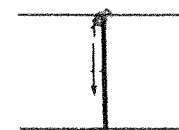
Uppercase **K** pull down lift
slant in slant out



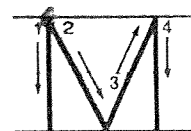
Lowercase **k** pull down lift
slant in slant out



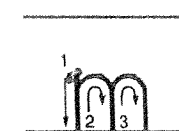
Uppercase **l** pull down
slide right



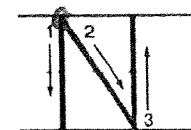
Lowercase **l** pull down



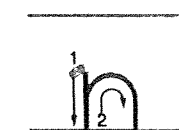
Uppercase **M** pull down lift
slant left down lift
slant right down pull down



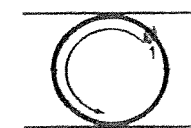
Lowercase **m** pull down push
up curve forward pull down
push up curve forward
pull down



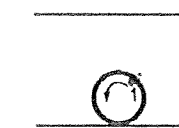
Uppercase **N** pull down lift
slant right down push up



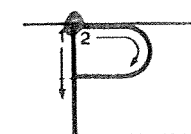
Lowercase **n** pull down push
up curve forward pull down



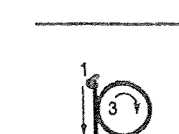
Uppercase **O** circle around



Lowercase **o** circle around

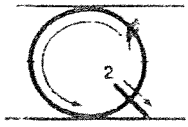


Uppercase **P** pull down lift
push up curve forward slant left

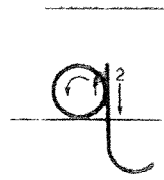


Lowercase **p** pull down push
up circle forward

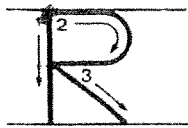
Forming Letters (continued)



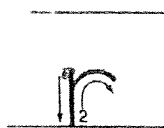
Uppercase Q



Lowercase q



Uppercase R
Start at top
stroke 1
stroke 2
stroke 3



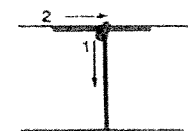
Lowercase r
Start at top
stroke 1
stroke 2



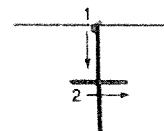
Uppercase S
Start at top
stroke 1



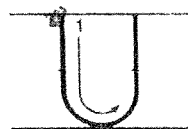
Lowercase s
Start at top
stroke 1



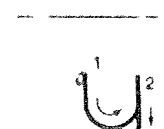
Uppercase T
Start at top
stroke 1
stroke 2



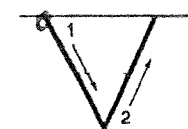
Lowercase t
Start at top
stroke 1
stroke 2



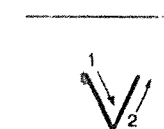
Uppercase U



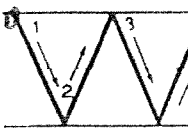
Lowercase u
Start at top
stroke 1
stroke 2



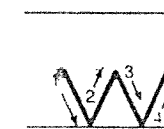
Uppercase V
Start at top
stroke 1
stroke 2



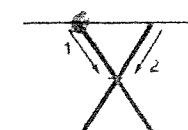
Lowercase v
Start at top
stroke 1
stroke 2



Uppercase W
Start at top
stroke 1
stroke 2
stroke 3
stroke 4



Lowercase w
Start at top
stroke 1
stroke 2
stroke 3
stroke 4

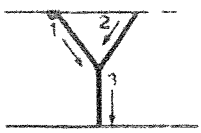


Uppercase X
Start at top
stroke 1
stroke 2

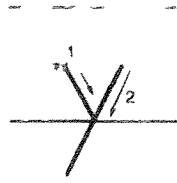


Lowercase x
Start at top
stroke 1
stroke 2

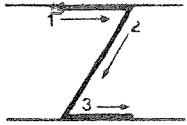
Forming Letters (continued)



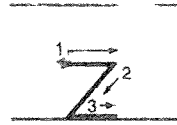
Y is written on
the middle line
as the first stroke
the top



y is written on
the middle line

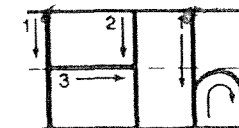
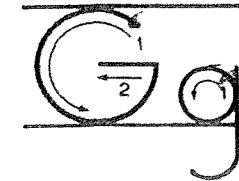
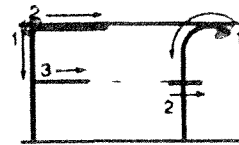
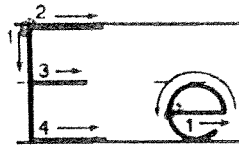
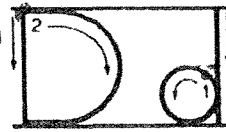
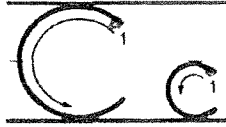
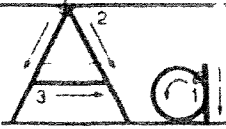


Z is written on
the top line
the bottom

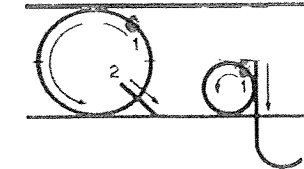
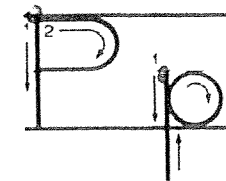
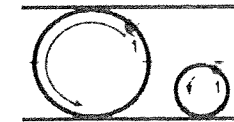
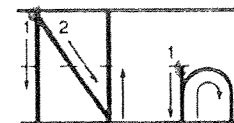
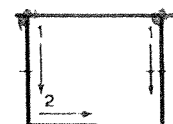
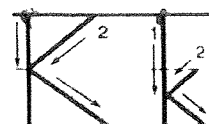
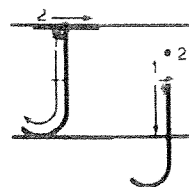
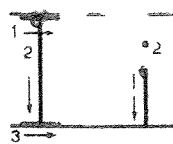


z is written on
the middle line
the bottom

Handwriting Practice: Alphabet



Handwriting Practice: Alphabet (continued)



Handwriting Practice Alphabet (continued)

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Handwriting Practice Numerals

0

1

2

3

4

5

6

7

8

9

Name _____ Date _____

Aa

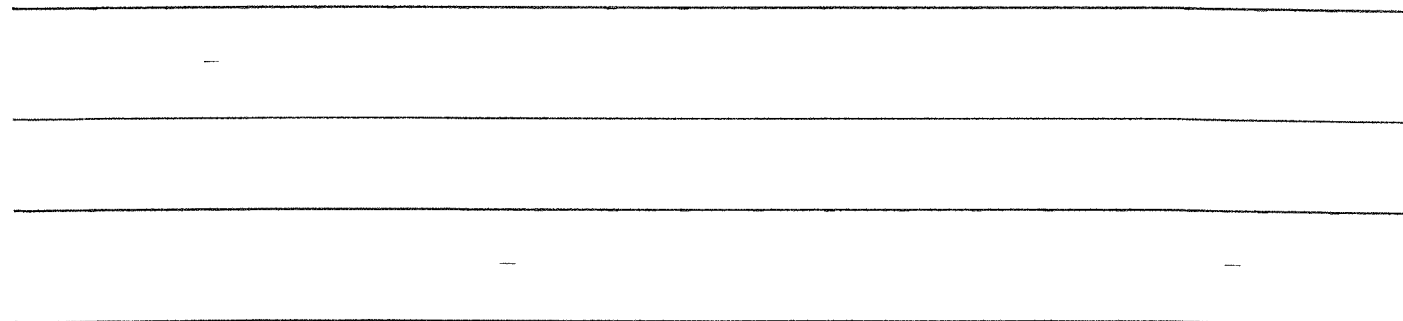
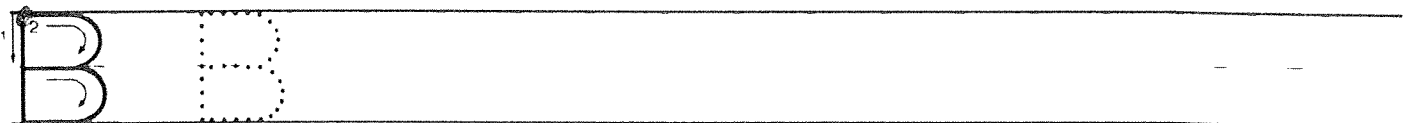
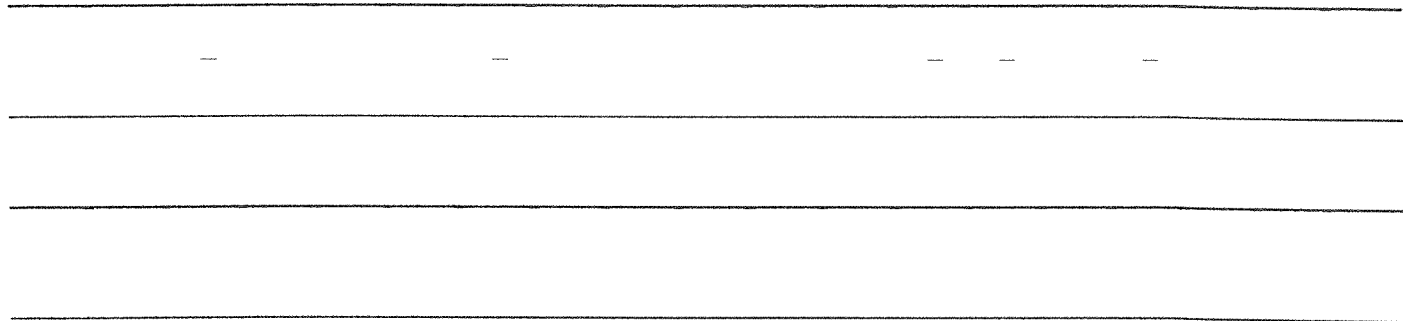


Teacher Modeling.

- Lowercase **a** **Say:** *A lowercase a is a circle back all the way around push up pull down* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times
- Uppercase **A** **Say:** *An uppercase A is a slant left and down lift slant right and down lift cross in the middle* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times

Name _____ Date _____

Bb



Teacher Modeling:

- Lowercase **b** **Say:** A lowercase **b** is pull down, push up to the middle and around Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase **B** **Say:** An uppercase **B** is pull down, lift, start at the top, around and around Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

Cc

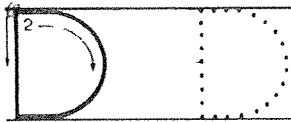
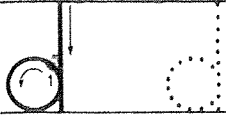


Teacher Modeling.

- Lowercase c **Say:** *A lowercase c is a circle back and open.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase C **Say:** *An uppercase C is a circle back and open.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Dd

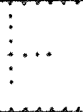
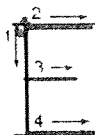


Teacher Modeling:

- Lowercase *d* **Say:** *A lowercase d is a circle back around push up to the top pull down* Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase *D* **Say:** *An uppercase D is a pull down, lift curve forward* Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

Ee

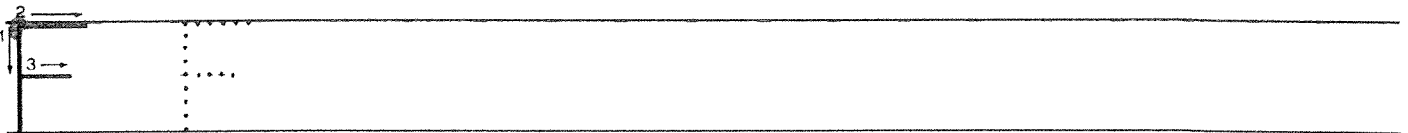


Teacher Modeling

- Lowercase **e** **Say:** *An lowercase e is a slide right / t / c / l / left.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **E** **Say:** *An uppercase E is a pull down / lift / on the top / slide right / lift / in the middle / slide right / lift / on the bottom / slide right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Ff

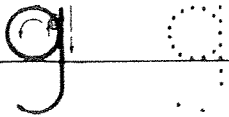


Teacher Modeling:

- Lowercase **f** **Say:** A lowercase **f** is curve back from the top, lift, cross in the middle. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **F** **Say:** An uppercase **F** is pull down, lift, on the top slide right, lift, in the middle slide right. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Gg



Teacher Modeling

- Lowercase **g** **Say:** A lowercase **g** is circle back around push up pull down curve **1**. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **G** **Say:** An uppercase **G** is circle back from the top lift, slide left in the middle. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Hh

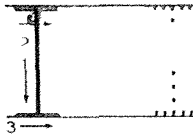
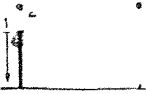


Teacher Modeling.

- Lowercase **h** **Say:** *A lowercase h is pull down, push up to the middle, curve forward pull down* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times
- Uppercase **H** **Say:** *An uppercase H is pull down lift pull down lift cross in the middle* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times

Name _____ Date _____

Ii



Teacher Modeling

- Lowercase **i** **Say:** *A lowercase i is pull down lift dot at the top.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **I** **Say:** *An uppercase I is across at the top lift pull down lift across at the bottom.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Jj

j j

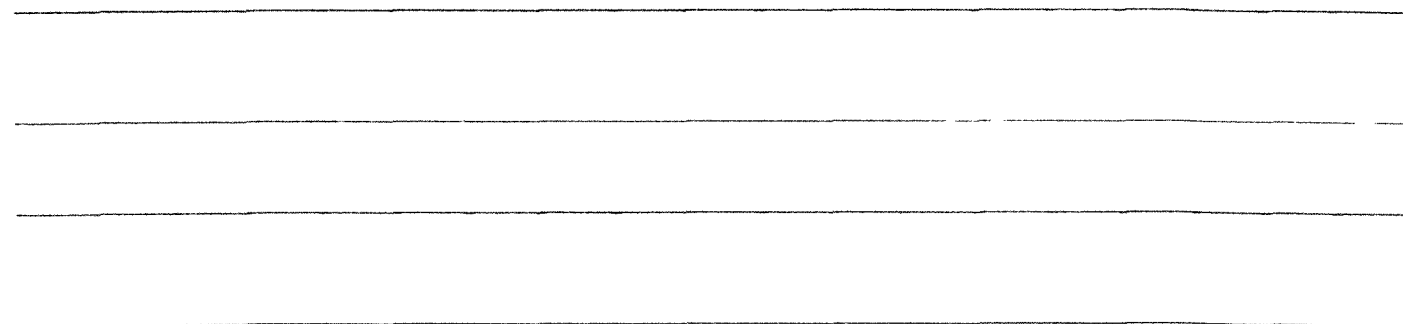
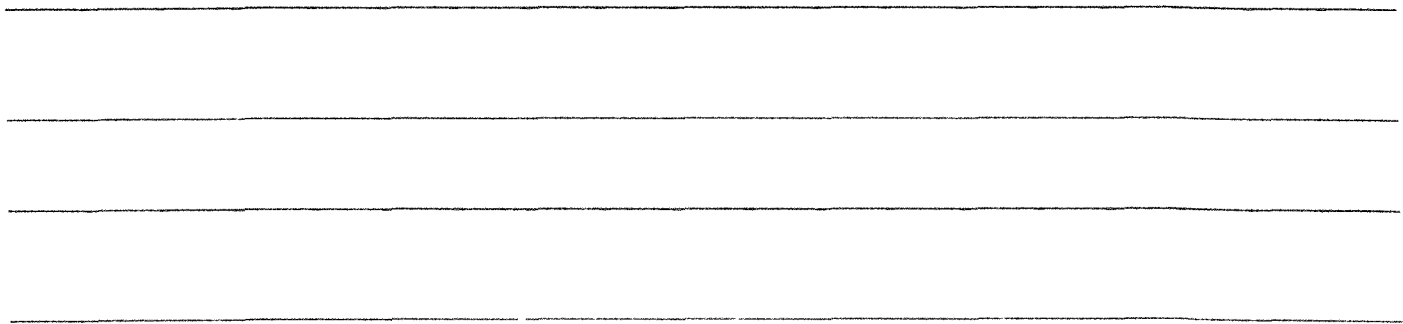
J J

Teacher Modeling.

- Lowercase *j* **Say:** A lowercase *j* is pull down curve back, lift dot at the top Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase *J* **Say:** An uppercase *J* is pull down curve back, lift across at the top Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

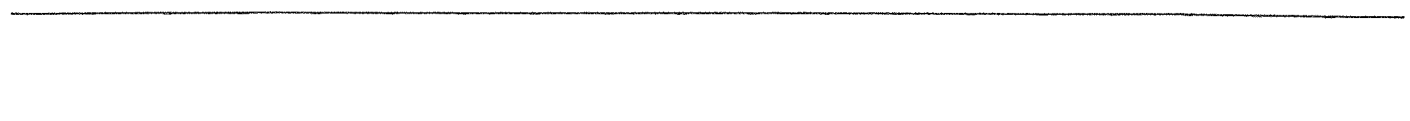
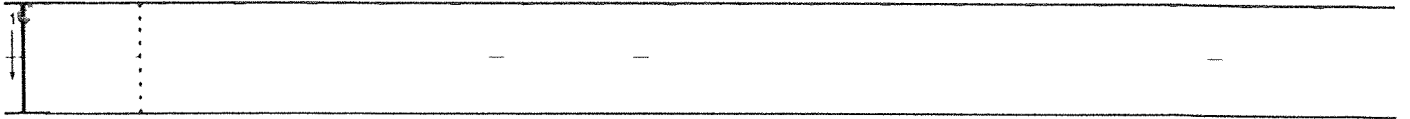
Kk



Teacher Modeling

- Lowercase *k* **Say:** *A lowercase k is pull down lift slant in, slant out* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *K* **Say:** *An uppercase K is pull down lift slant in slant out* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____



Teacher Modeling:

- Lowercase *l* **Say:** *A lowercase l is pull down* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times
- Uppercase *L* **Say:** *An uppercase L is pull down, lift slide right* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times

Name _____ Date _____

Mm

m m

M M

Teacher Modeling

- Lowercase **m** **Say:** A lowercase **m** is pull down push up curve forward pull down push up curve forward pull down Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase **M** **Say:** An uppercase **M** is pull down lift slant right slant up pull down Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

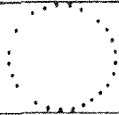
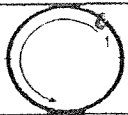
Nn



Teacher Modeling:

- Lowercase *n* **Say:** *A lowercase n is pull down, push up, curve forward, pull down* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times
- Uppercase *N* **Say:** *An uppercase N is pull down lift, slant right push up* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times

Name _____ Date _____

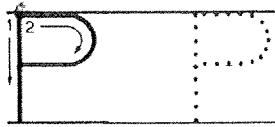
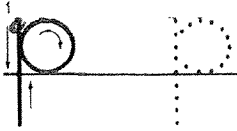


Teacher Modeling.

- Lowercase *o* **Say:** *A lowercase o is a circle around* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *O* **Say:** *An uppercase O is a circle around* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Pp



Teacher Modeling.

- Lowercase *p* **Say:** *A lowercase p is pull down push up, circle forward* Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase *P* **Say:** *An uppercase P is pull down lift, circle forward* Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

Qq

q q

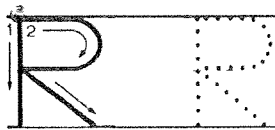
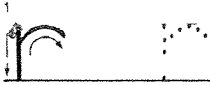
Q Q

Teacher Modeling.

- Lowercase **q** **Say:** A lowercase **q** is circle back around push up pull down curve forward Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase **Q** **Say:** An uppercase **Q** is circle around lift slant right at the bottom Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

Rr



Teacher Modeling:

- Lowercase *r* **Say:** *A lowercase r is pull down push up curve forward* Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase *R* **Say:** *An uppercase R is pull down lift, curve forward, slant right* Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

Ss

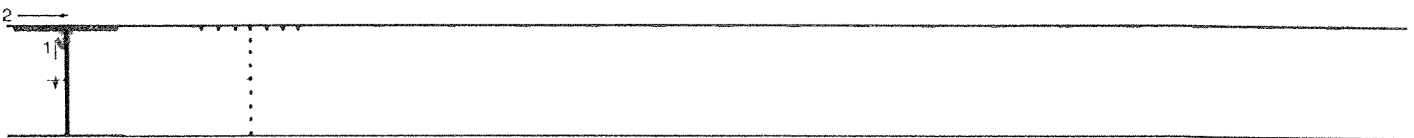
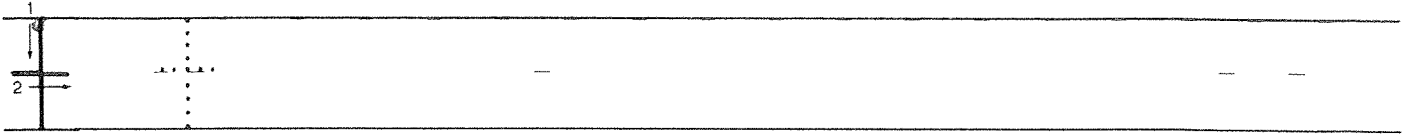
S s

S s

Teacher Modeling:

- Lowercase **s** **Say:** *A lowercase s is curve back curve forward* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **S** **Say:** *An uppercase S is curve back curve forward* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____



Teacher Modeling.

- Lowercase **t** **Say:** A lowercase *t* is pull down lift cross at the middle Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times
- Uppercase **T** **Say:** An uppercase *T* is pull down lift cross at the top Match the timing of your speech with the action of modeling the letter formation Have students trace and write the letter 10 times

Name _____ Date _____

Uu

u u

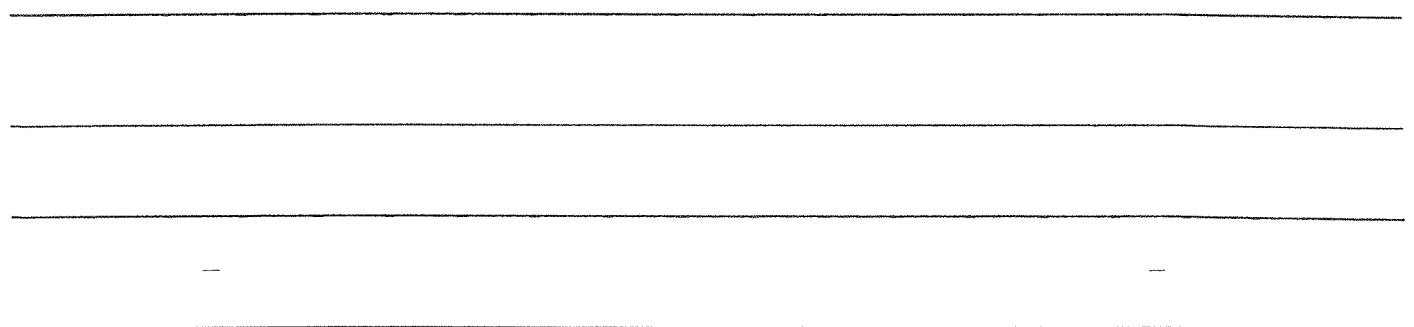
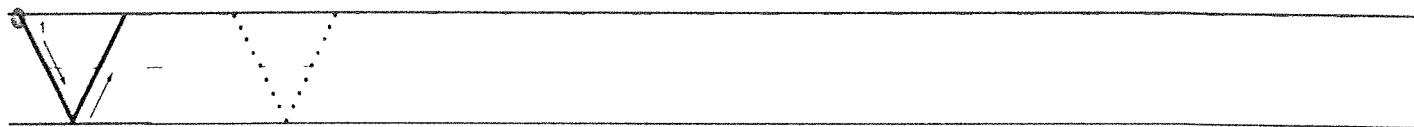
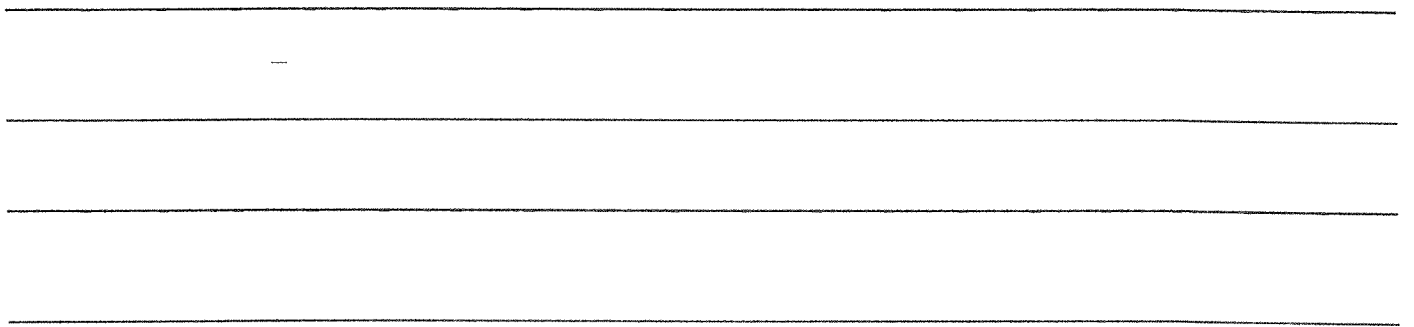
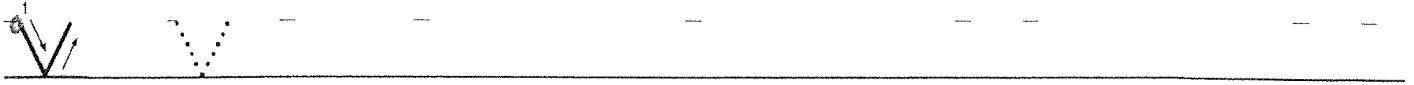
U U

Teacher Modeling.

- Lowercase *u* **Say:** *A lowercase u is pull down, curve forward push up pull down* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *U* **Say:** *An uppercase U is pull down curve forward push up* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Vv



Teacher Modeling:

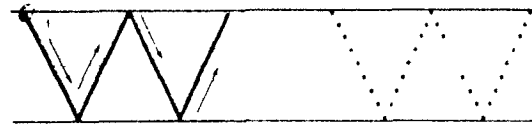
- Lowercase *v* **Say:** *A lowercase v is slant right slant up* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *V* **Say:** *An uppercase V is slant right slant up* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Ww



Blank handwriting lines for practicing the letter 'W'.



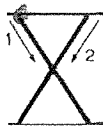
Blank handwriting lines for practicing the letter 'W'.

Teacher Modeling.

- Lowercase **w** **Say:** *A lowercase w is slant right slant up slant right slant up* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **W** **Say:** *An uppercase W is slant right slant up, slant right slant up* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Xx

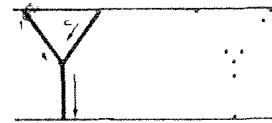
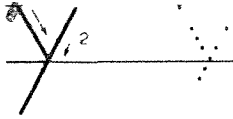


Teacher Modeling

- Lowercase x **Say:** *A lowercase x is slant right lift, slant left* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase X **Say:** *An uppercase X is slant right, lift slant left* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Yy

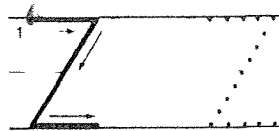


Teacher Modeling

- Lowercase **y** **Say:** A lowercase **y** is slant right 1 ft slant left and past the bottom line. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **Y** **Say:** An uppercase **Y** is slant right to the middle lift slant left to the middle pull down straight to the bottom line. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name _____ Date _____

Zz



Teacher Modeling:

- Lowercase z **Say:** *A lowercase z is slide right slant left slide right* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase Z **Say:** *An uppercase Z is slide right slant left, slide right* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.