



Happy Summer!

During your child's kindergarten year they were introduced to all of their letters and practiced their letter formation by writing those letters all throughout the year. In addition, students were introduced to many new sight words. Sight words are words that cannot be sounded out, or students have not yet learned the rule for. Therefore, they must be memorized. It is crucial that students practice these words along with correct letter formation. Attached you will find a list of sight words. This list can be used in many different ways! Here are some ways to use it:

- ★ Practice spelling the word with play doh or sidewalk chalk
- ★ Write the words using colored pencils, markers, or crayons
- ★ Word hunt - spread word cards around the house and have your child look for them and read each word as they find them
- ★ Flashcards - write each sight word on a piece of paper or index card for easy practice
- ★ Read the words in funny voices

Please help your child practice their letter formation along with their sight words. Remember that you play an important role in their education. Enjoy reading and writing with your child!

***-Cold Springs School-***

# Summer Reading Bingo

Color in each square as you complete the task. See how many squares you can complete! Good luck!

R

E

A

D

Draw a picture and write a sentence to match	<b>Word Hunt</b>	Practice sight words on flashcards	Read in the morning
<b>Read with a flashlight</b>	Write the sight words with colored pencils, markers, or crayons	Read with a stuffed animal or pet	Draw a picture to match a book
Practice your letter formation with a friend	<b>Read with a friend</b>	Read the words in funny voices	Complete your letter formation packet
Write the sight words with sidewalk chalk	Read with a family member	Practice sight words with shaving cream	<b>Read outside</b>



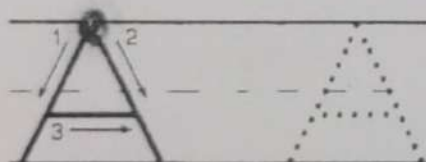
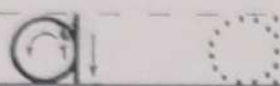
## Sight Words

the	a
and	are
to	is
his	as
has	was
we	she
he	be
me	I
you	they
or	for
of	have
from	by
my	do
one	



Name \_\_\_\_\_ Date \_\_\_\_\_

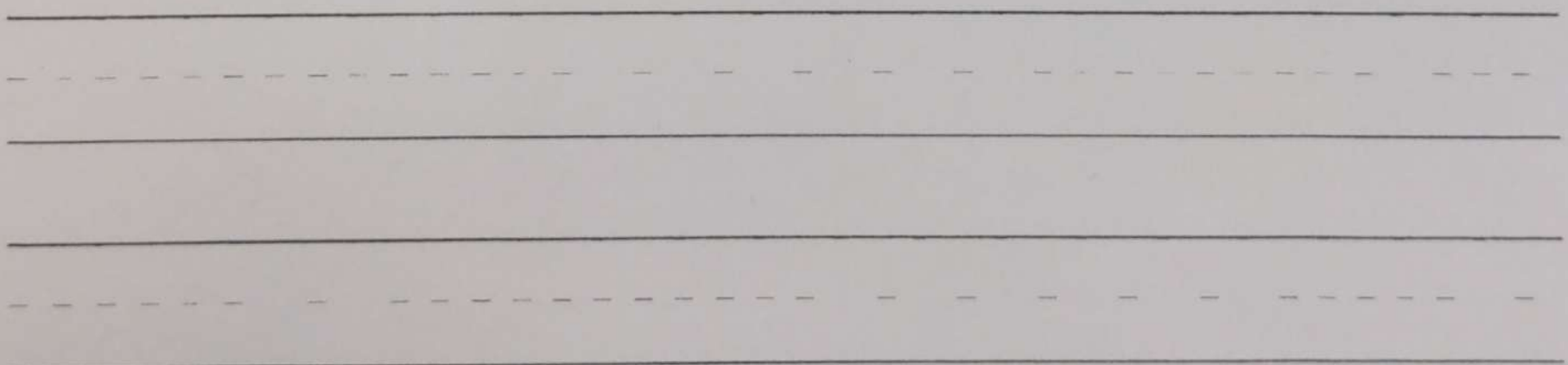
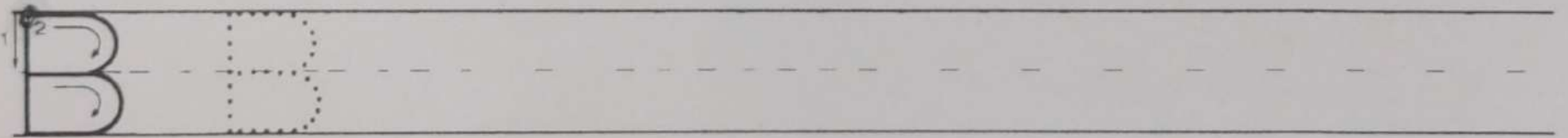
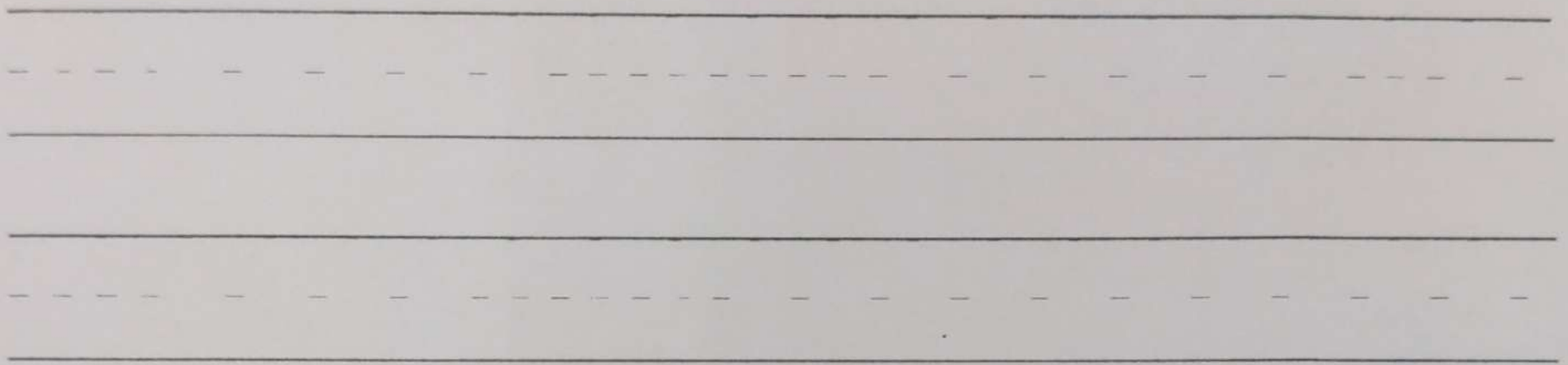
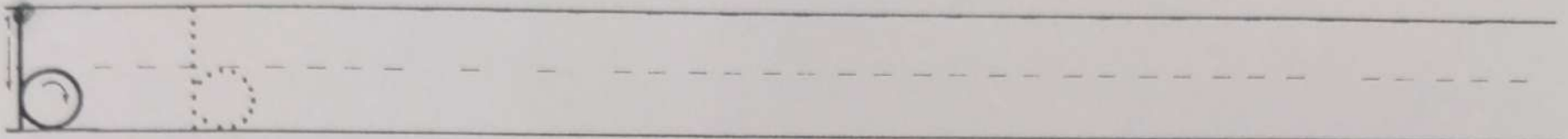
# Aa

**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

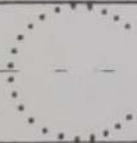


### Teacher Modeling:

- 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

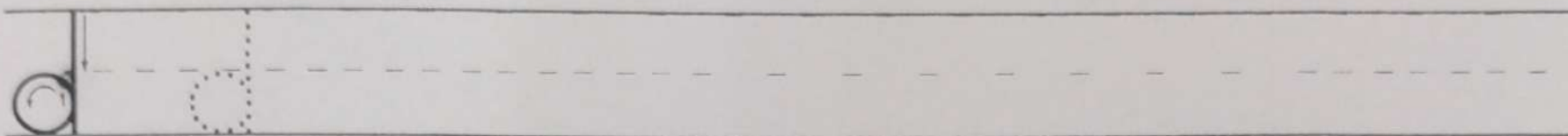


## Teacher Modeling:

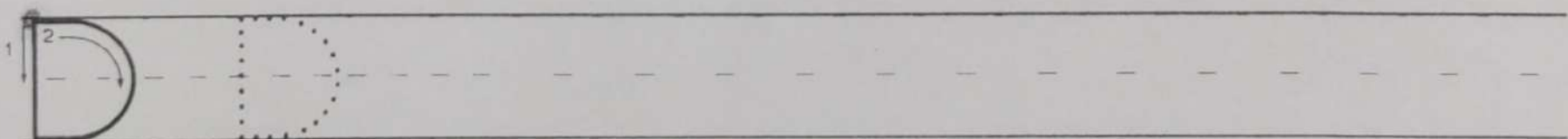
- Lowercase *c* **Say:** *A lowercase c is a circle back and open.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *C* **Say:** *An uppercase C is a circle back and open.* Match the timing of your speech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

Name \_\_\_\_\_ Date: \_\_\_\_\_

## Dd



Two sets of empty handwriting lines (top solid, middle dashed, bottom solid) for practicing the lowercase letter 'd'.



Two sets of empty handwriting lines (top solid, middle dashed, bottom solid) for practicing the uppercase letter 'D'.

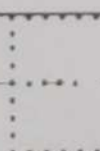
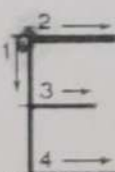
### Teacher Modeling:

- 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



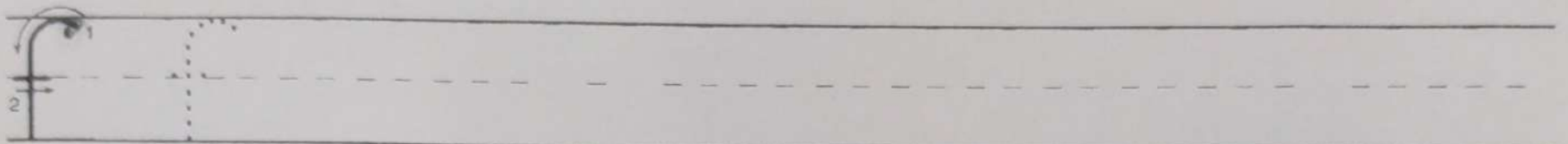
## Teacher Modeling:

- Lowercase **e** **Say:** A lowercase **e** is a slide right, lift, circle 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.

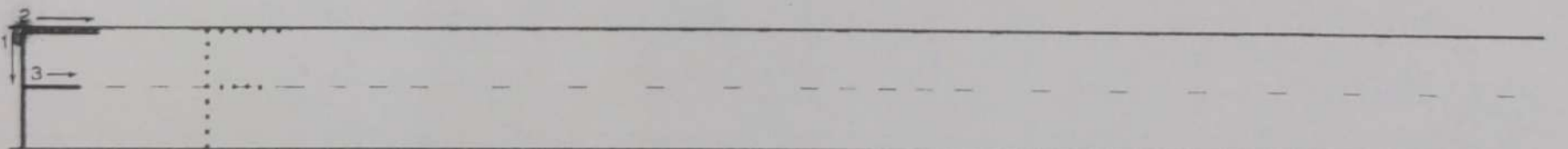


Name \_\_\_\_\_ Date \_\_\_\_\_

## Ff



Two sets of handwriting practice lines (top, middle dashed, bottom) for practicing the lowercase letter 'f'.



Two sets of handwriting practice lines (top, middle dashed, bottom) for practicing the uppercase letter 'F'.

### 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

g g

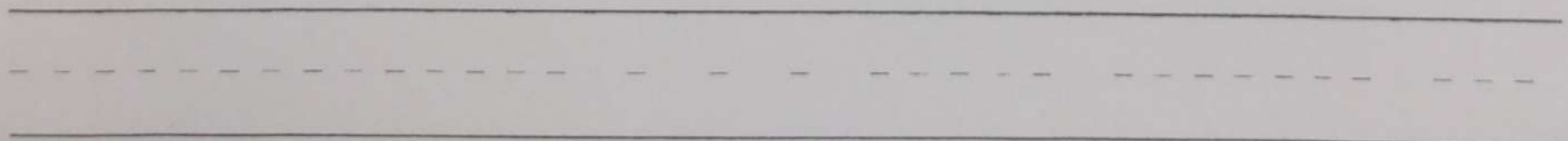
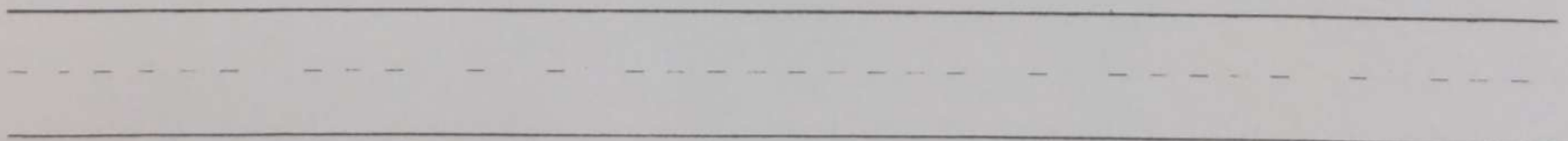
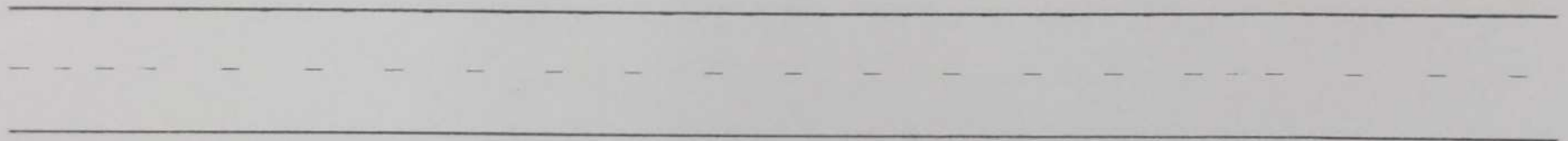
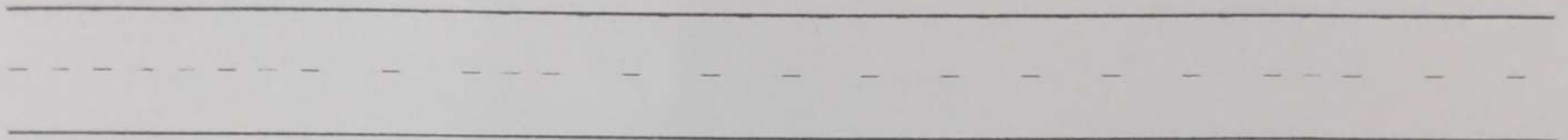
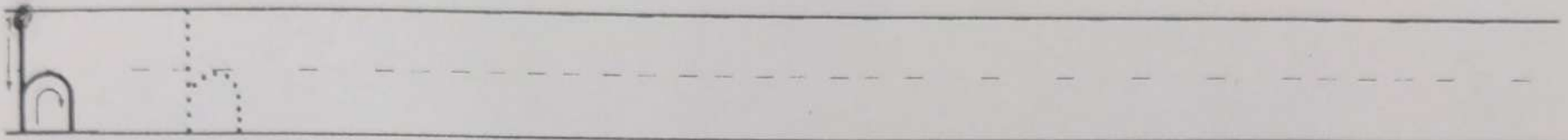
G G

### Teacher Modeling:

- Lowercase **g**. **Say:** A lowercase **g** is circle back around, push up, pull down, curve in. 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.

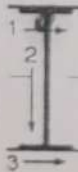


Name \_\_\_\_\_ Date \_\_\_\_\_

## Ii



Four sets of handwriting practice lines (top solid, middle dashed, bottom solid) for practicing the lowercase letter 'i'.



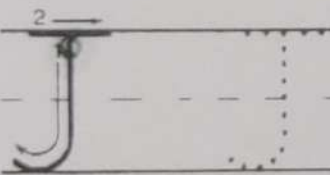
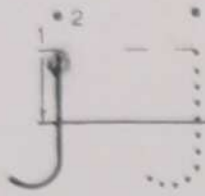
Four sets of handwriting practice lines (top solid, middle dashed, bottom solid) for practicing the uppercase letter 'I'.

### 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

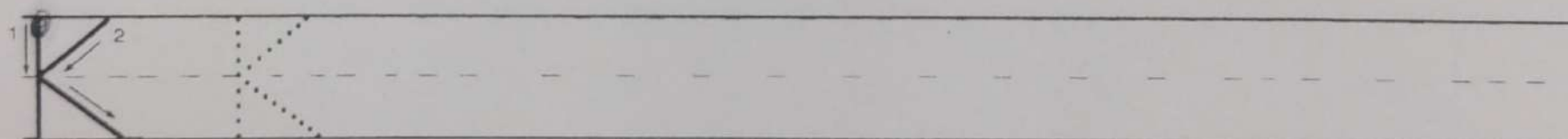
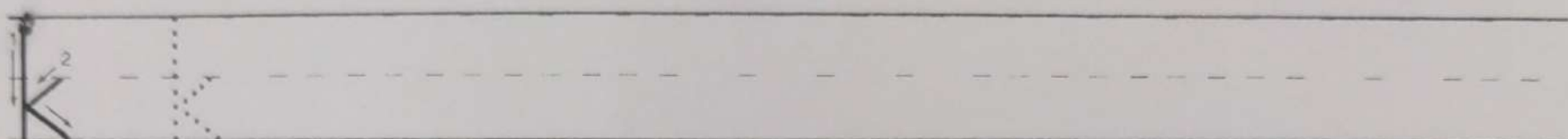


### Teacher Modeling:

- 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



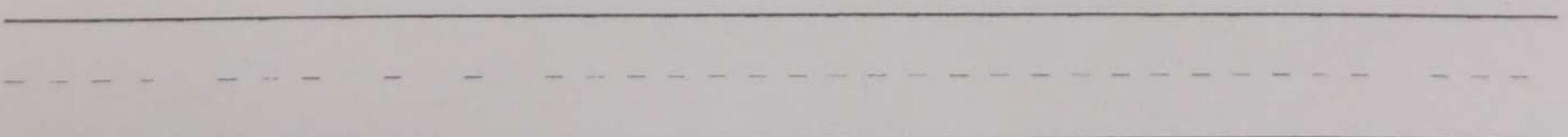
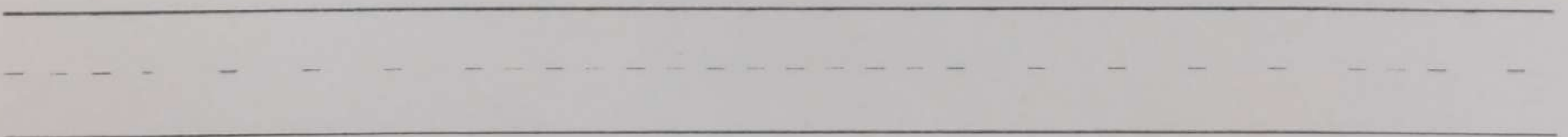
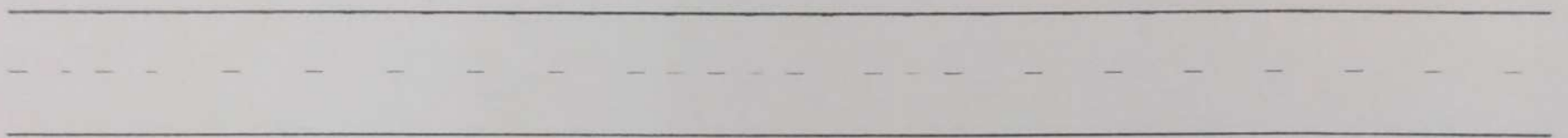
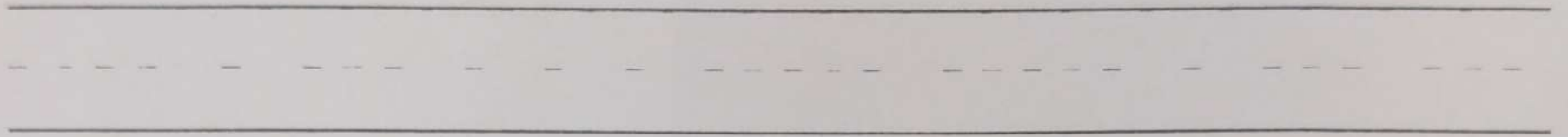
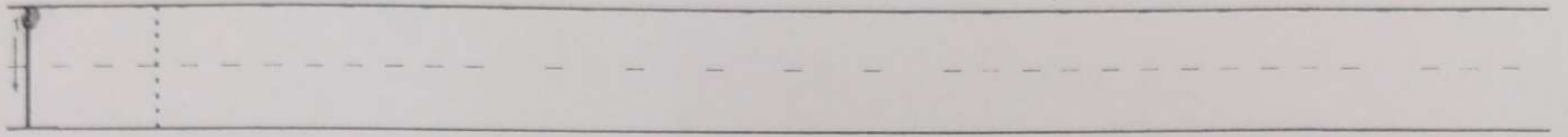
## Teacher Modeling:

- 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 \_\_\_\_\_

# LI

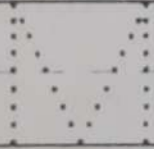
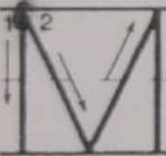
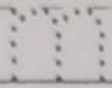
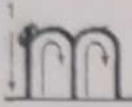


## Teacher Modeling:

- 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

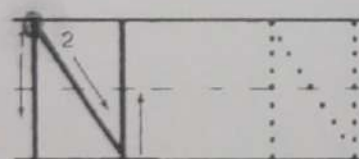
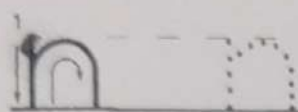


## Teacher Modeling:

- 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



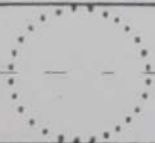
### Teacher Modeling:

- 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: \_\_\_\_\_

# Oo

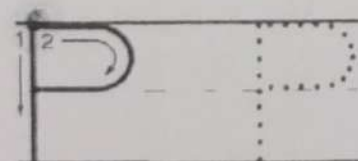
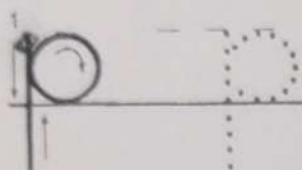


## Teacher Modeling:

- 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

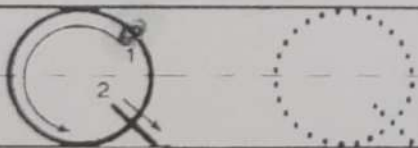
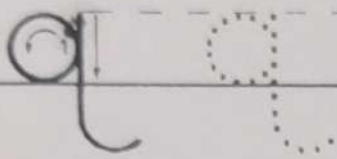


## Teacher Modeling:

- 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



### 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

r r

R R

### 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

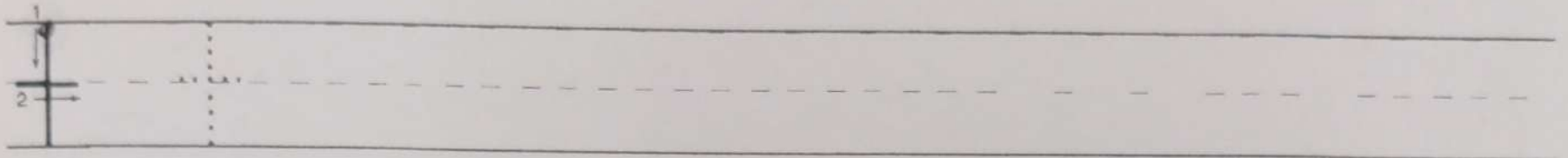
S S

## Teacher Modeling:

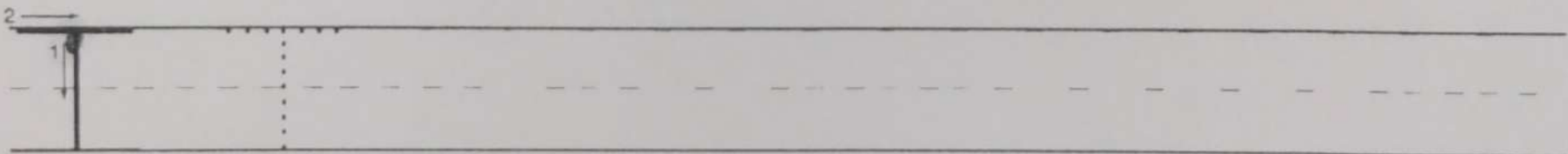
- Lowercase **s** **Say:** *A lowercase s is curve back, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **S** **Say:** *An uppercase S is curve back, curve forward.* Match the timing of your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

Name \_\_\_\_\_ Date \_\_\_\_\_

# Tt



Handwriting practice lines for uppercase letter T. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines for lowercase letter t. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

### 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

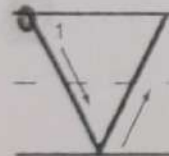
### Teacher Modeling:

- 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.



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## Vv

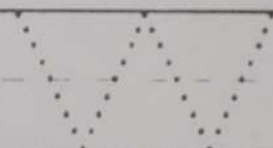
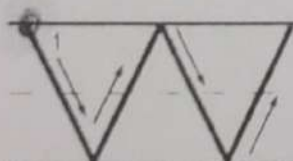


### Teacher Modeling:

- 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



### 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

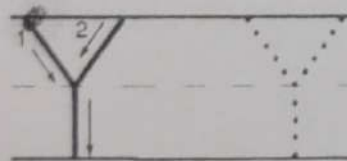
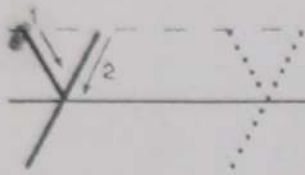


### Teacher Modeling:

- 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, lift, 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

z z

Z Z

### 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