



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	Word Hunt	Practice sight words on flashcards	Read in the morning
Read with a flashlight	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	Read with a friend	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	Read outside



Sight Words

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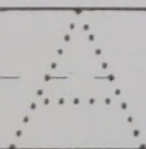
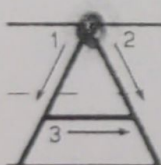
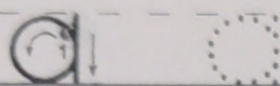
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Name _____ Date _____

Aa

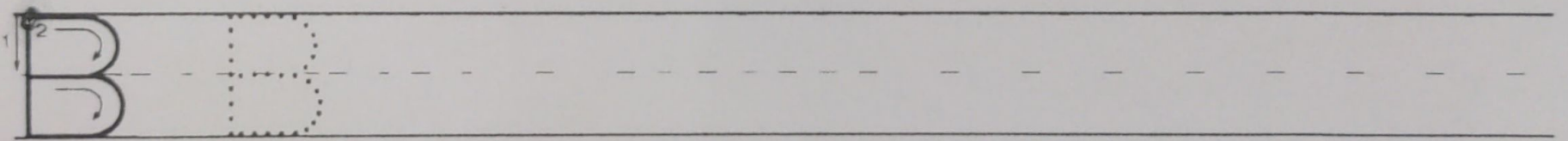
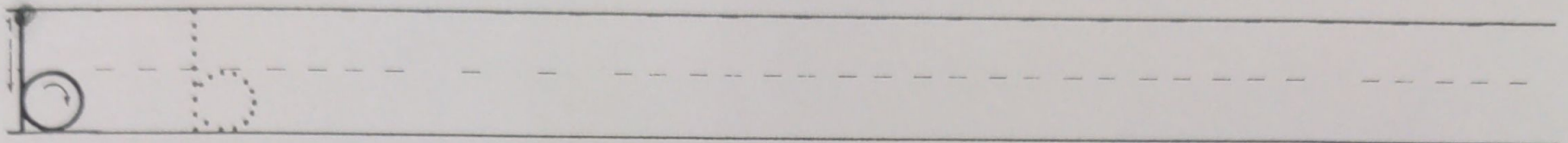


Teacher Modeling:

- 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

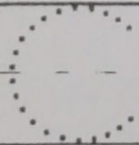


Teacher Modeling:

- 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

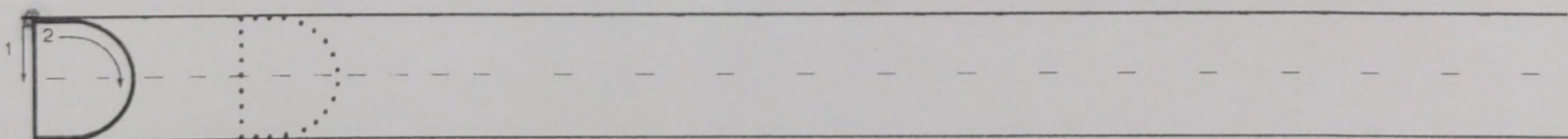
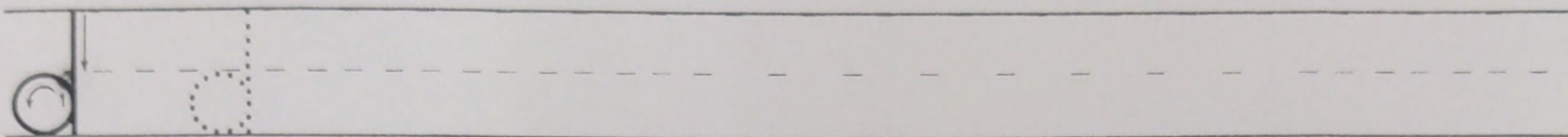


Teacher Modeling:

- 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

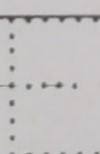
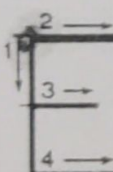


Teacher Modeling:

- 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

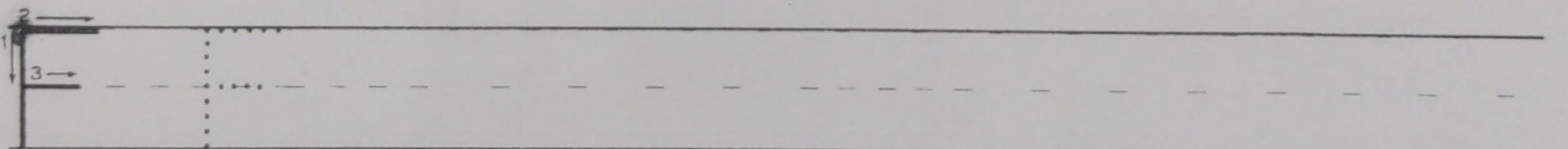
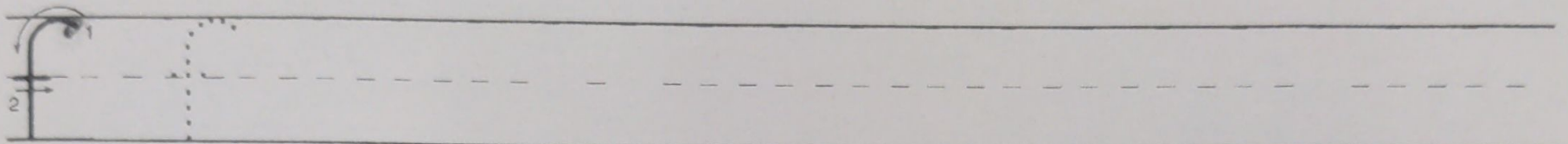


Teacher Modeling:

- Lowercase **e** **Say:** 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



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

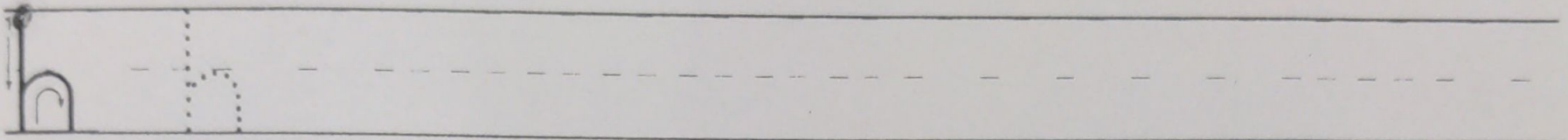
G G

Teacher Modeling:

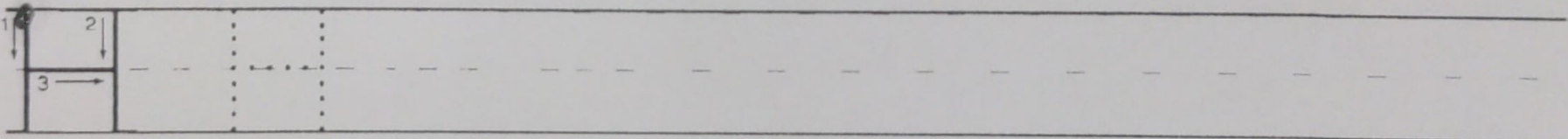
- Lowercase **g**. **Say:** A lowercase **g** is circle back around, push up, pull down, curve in. Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **G**. **Say:** An uppercase **G** is circle back from the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



Handwriting practice lines for lowercase letter h. The first row contains a solid 'h' and a dashed 'h' for tracing. The following three rows are blank sets of handwriting lines (top, middle dashed, bottom) for independent practice.



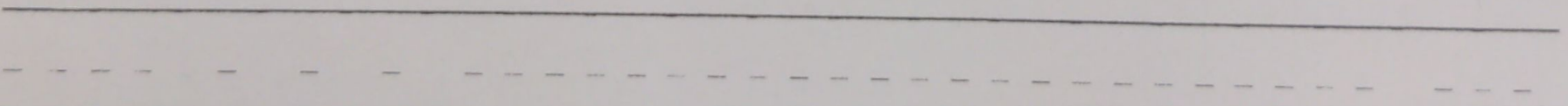
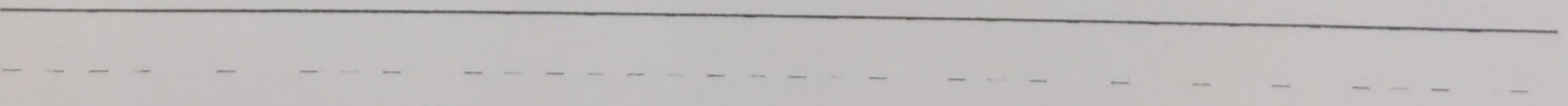
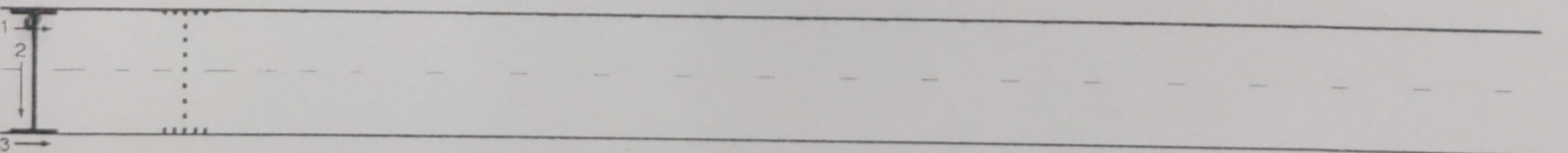
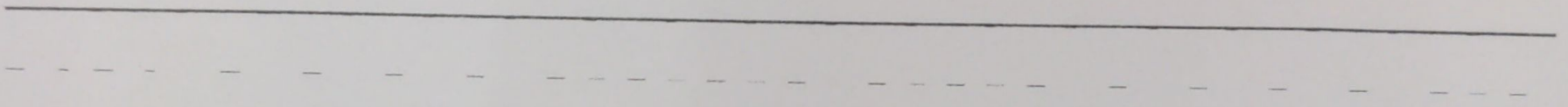
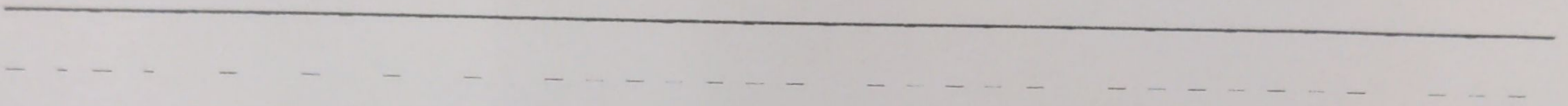
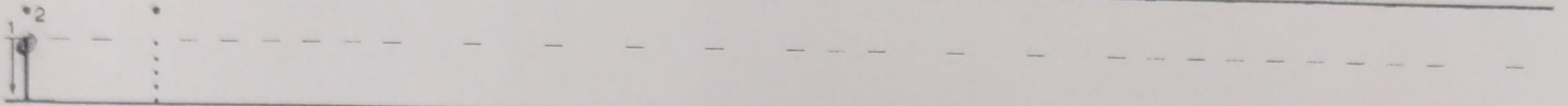
Handwriting practice lines for uppercase letter H. The first row contains a solid 'H' and a dashed 'H' for tracing. The following three rows are blank sets of handwriting lines (top, middle dashed, bottom) for independent practice.

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

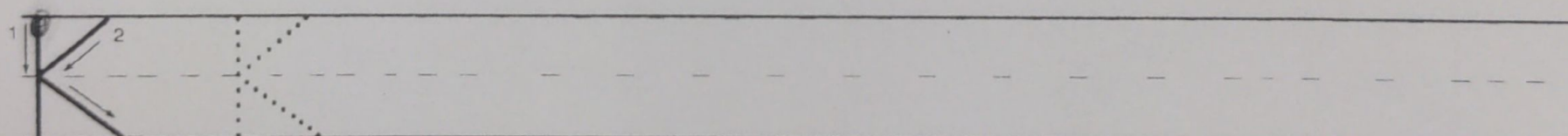
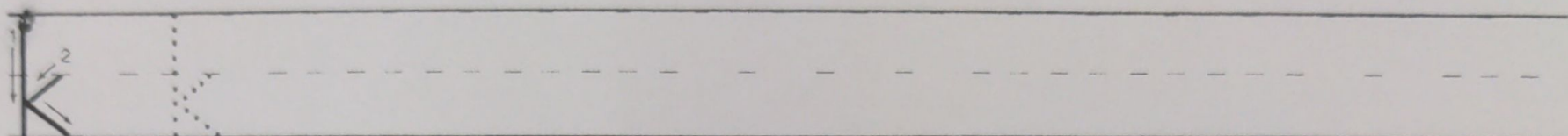
J J

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

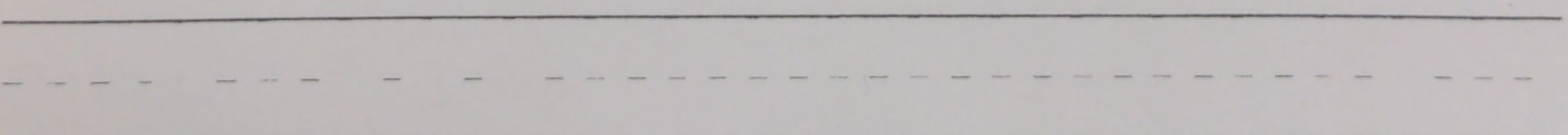
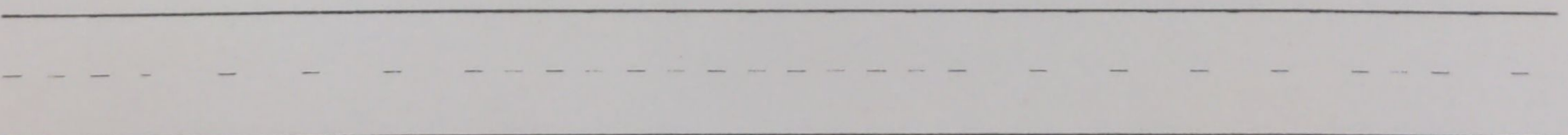
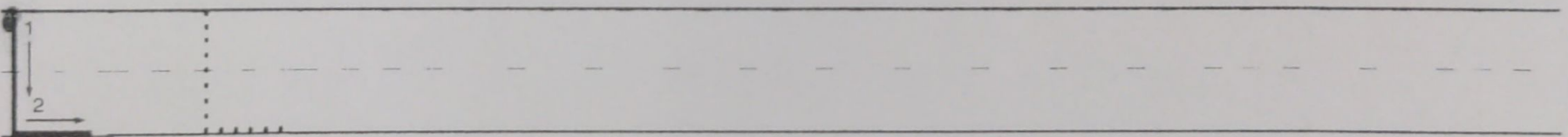
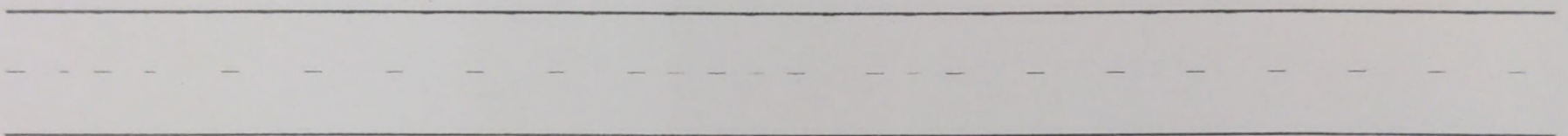
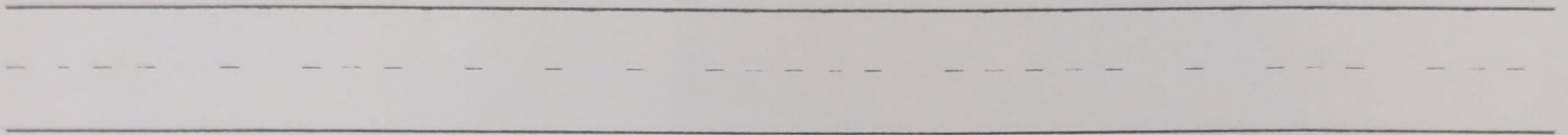
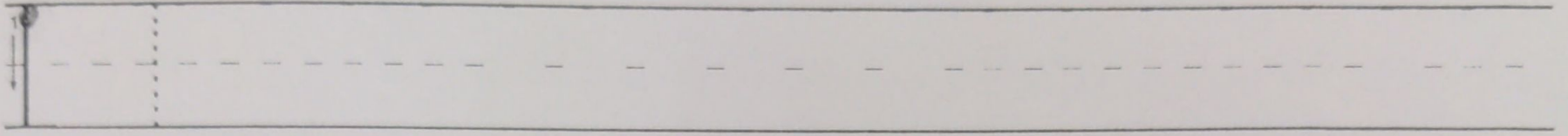


Teacher Modeling:

- 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 _____

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

n n

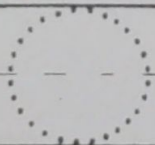
N N

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

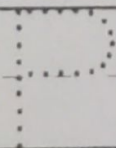
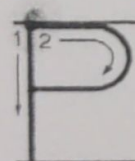
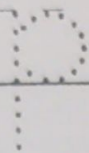
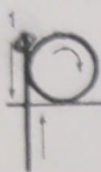


Teacher Modeling:

- 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

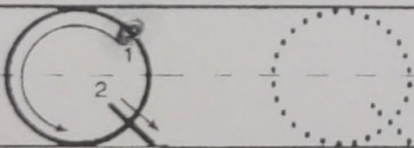
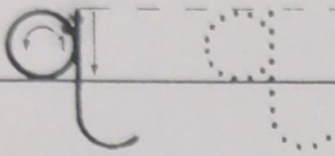


Teacher Modeling:

- 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

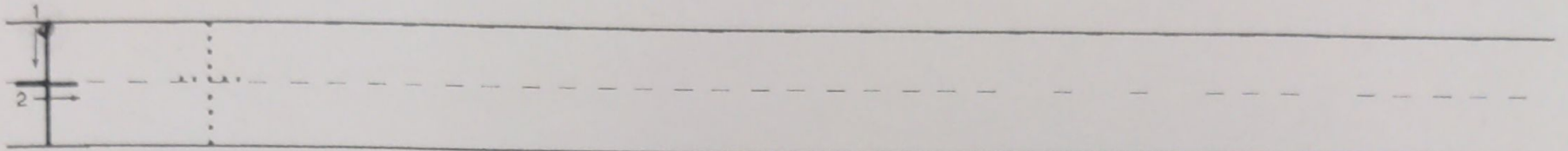
S S

Teacher Modeling:

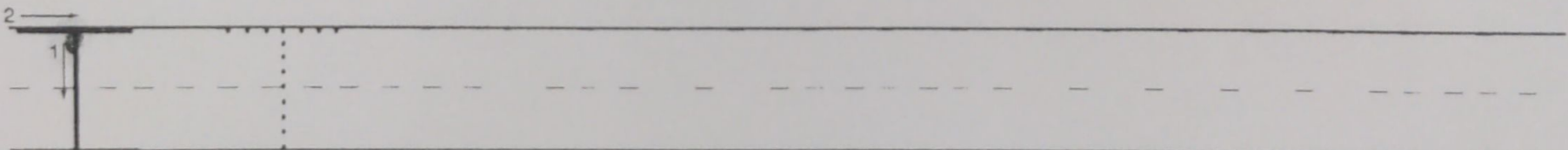
- Lowercase **s** **Say:** *A lowercase s is curve back, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase **S** **Say:** *An uppercase S is curve back, curve forward.* Match the timing of your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

Name _____ Date _____

Tt



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for practicing the uppercase letter T.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for practicing the lowercase letter t.

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

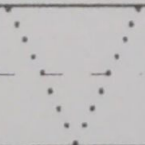
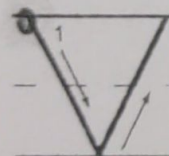
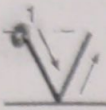
U U

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

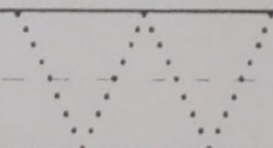
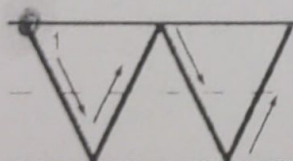
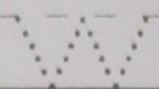


Teacher Modeling:

- 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

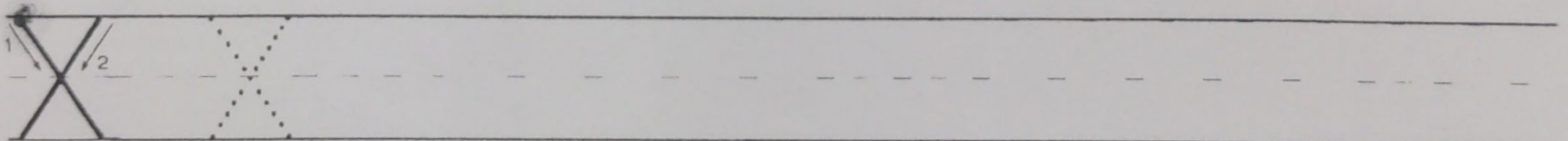
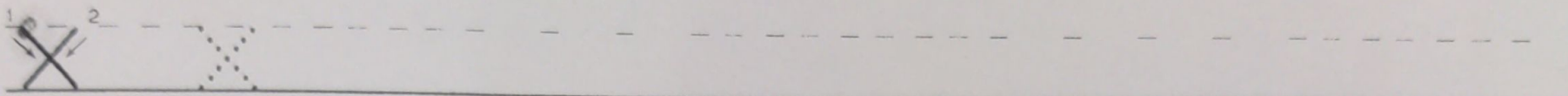


Teacher Modeling:

- 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

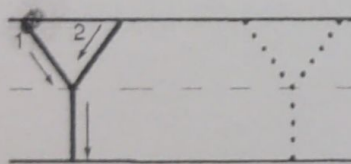
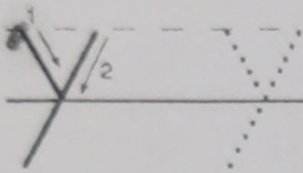


Teacher Modeling:

- 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