## 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 <u>maintain</u> 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

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 <u>sound</u> 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

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

all out please am pretty are at ran ate ride be saw black say brown she but SO came soon that did do there eat they four this too get good under have want he was into well like went must what white new who no will now with on our yes

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

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Santa Claus

school
seed
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sister
snow
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sun
table
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time
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toy
tree
watch
water
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# Story Map

Name \_\_\_\_\_ Date \_\_\_\_\_ Title \_\_\_\_ Author-\_\_\_\_

Characters

Setting





Problem

Solution



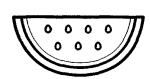


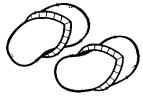
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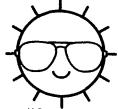
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Color in each box as you complete the challenge Can you finish them all? Save this paper and turn into your librarian next school year

	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
Ostaying Lool in the Library	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



Parent/guardian signature

## Summer Reading Log

<u>Directions</u>: Each time you read a book, color in one sun below

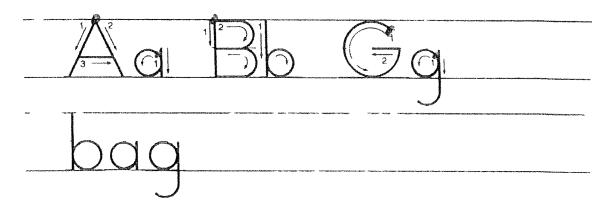
· Parent Signature

## **Letter Formation and Spacing**

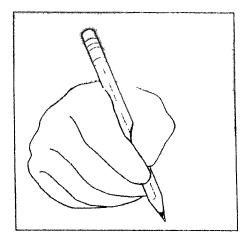
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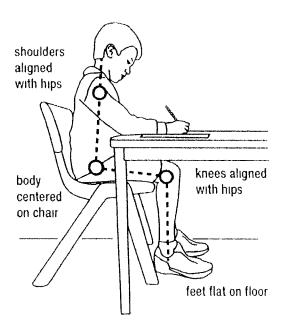


## **Proper Handwriting Grip and Body Posture**



Tripod Grip

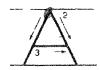
For the tripod grip-hold your pencil with your thumb, index finger and middle finger



**Proper Posture** 

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

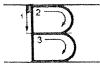
## **Forming Letters**



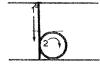
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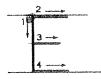
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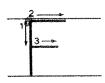


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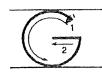
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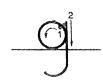
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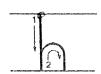
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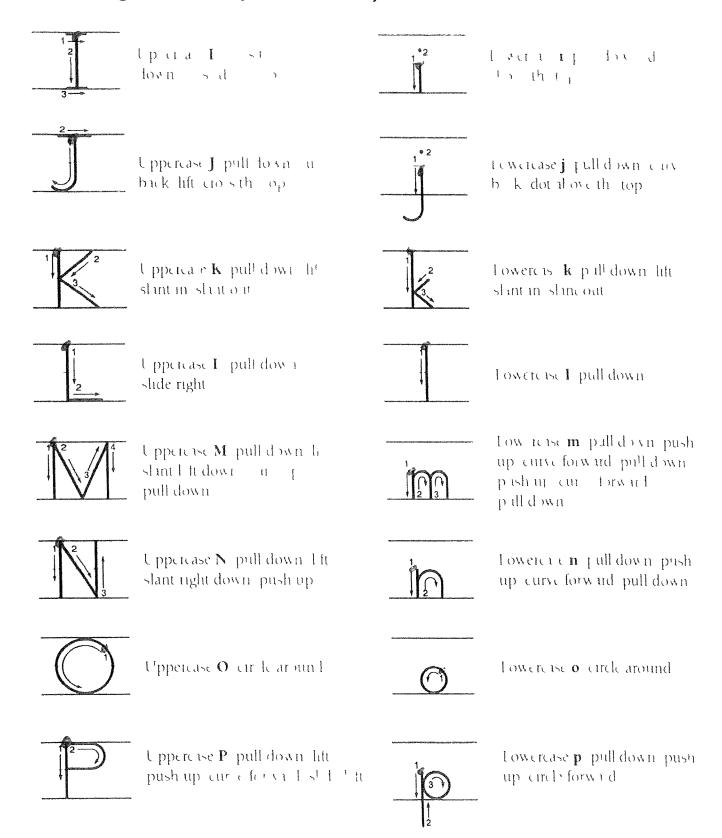


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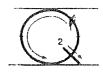


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## **Forming Letters (continued)**



## Forming Letters (continued)



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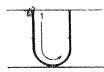




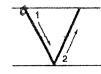




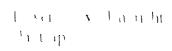


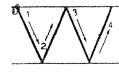






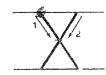








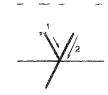
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## Forming Letters (continued)







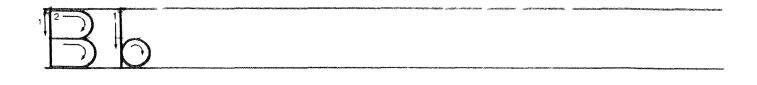
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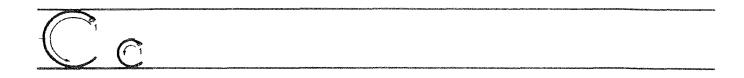


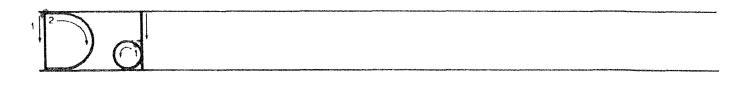
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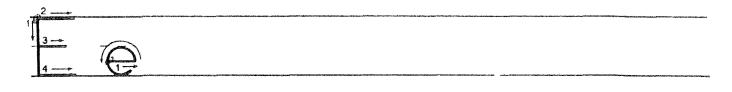
## **Handwriting Practice: Alphabet**

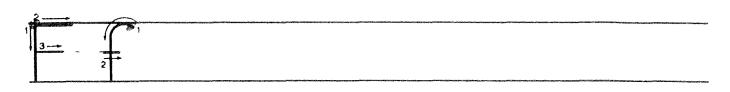


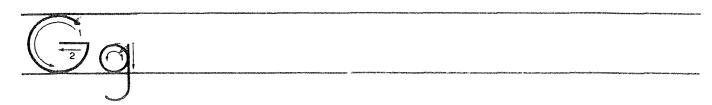






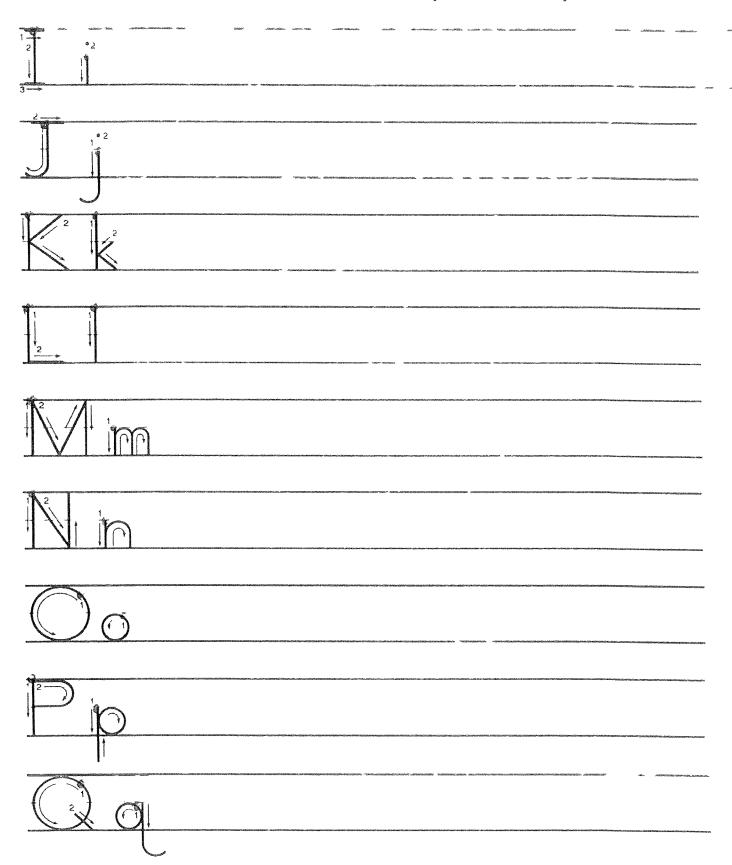






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## **Handwriting Practice: Alphabet (continued)**



## Handwriting Practice Alphabet (continued)

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## Handwriting Practice<sup>.</sup> Numerals

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- Low ercase a Say: A lowerca—a is a circle back all the way cround p ish 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
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- 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

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- 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 act in of modeling the letter formation. Have students trace and write the letter 10 times.

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- 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.

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- Uppercase E Say: An uppercase E is a pull down lift on the top slide right, lift in the middle slide right on the bottom slide right. Match the timing of your speech with the action of modeling the letter formation. Have students trace and virite the letter 10 times.

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- 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

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- Lowercase g Say. A lowercase g is circle back around push up pull down curve i. 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.

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- 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.

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- Lowercase i Say: A lowercase i is pullidown life 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 botton. Match the timing of your speech with the action of modeling the letter formation. Have students trace and writing the letter 10 times.

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- 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.

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- Lowercase k Say: A lowercase k is pull down. If slant in, slant out. Match the timing of your spee his thit is 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 sparch with the action of modeling the letter formation. Have students trace and write the letter 10 times.

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- Lowercase I Say: A lowercase I 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.

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- 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.

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- 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.

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- 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.

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- 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.

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- 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.

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- 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

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- Lowercase's **Say:** A lowercase s is curve back curve forward. Mat hithe timing of your spie hiw this 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.

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- 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

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- 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	

- 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	Handwriting Practice
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- 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
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- 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.

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- Love casely **Say.** A lowercase y is slant right. If this land 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.

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- 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.