

A few ideas to support your child's development and learning during the summer.

### **Downtime Builds Executive Function Skills**

Getting used to the rhythm and relative slowness of summer can be fun for the first few days, but let's face it, it can get old once the novelty passes, especially if there are stretches where your children are not at camp. An interesting [study](#) highlights the connection between children's unstructured time and their executive functioning skills. In other words, **when children are engaged in play or unstructured activities, they develop skills such as imagination, creativity, planning, organization, and self-regulation.** [Summer Activities](#)

### **Engage Your Children in Planning Activities**

Enlist your child's ideas and brainstorm together the many things they can do or learn. Get creative and turn it into a [Summer Bingo game](#), with words or pictures to help your child. There are many great ideas online and it's a playful way to offer choice and self-direction. \*Make sure to include a free space on the bingo board to encourage creativity and spontaneity!

### **Develop competency around the house**

Over the summer, support your child's growing confidence by asking them to contribute around the house. Ideas include cooking (shopping for, preparing, cleaning up), cleaning out the car or watering the flowers. Young children are great helpers, and they can take on a lot more than we give them credit for when given appropriate tools and instructions. Here's a great [list](#) of age-appropriate chores and some tips from WebMD. Remember, the way they do it might not be exactly the way you do it but **make sure to tell them how grateful you are for their help.**

### **Expand Interests and Learn a new skill**

Summer is an excellent opportunity to develop new skills and expand children's interests. Invite your child to think about a couple of things they would like to learn this summer. Share something that you would like to learn too and let them see you learning and developing that skill. Whether it's magic tricks, a musical instrument or learning to ride a bike, a new skill builds confidence. As a reminder, if your child is a little timid it's helpful to think of a family goal to work on together - **there is both safety and courage when working as a team!**

### **Consider starting an allowance**

Young children ages 4 or 5 years old can start getting allowance (one rule of thumb is their age=allowance). There are many great piggy banks online with dividers. It's a great way to start teaching kids about money and your values, encourage decision-making and help them think about themselves as well as others. For a great book to read about allowance, I encourage you to read [The Opposite of Spoiled](#) by New York Times Money Editor Ron Lieber. It's a great read and summer is a perfect opportunity to explore this idea together. **In speaking with a GV parent, she encouraged her daughters to clean out the car to earn money for the bagel sale.**

### **Be Present Together**

The summer goes so fast. It can be helpful to remind yourself and your children to be present and to soak in all what summer has to offer. Put down the cell phones and other technology! I love this great [list](#) from Left Brain Buddha, especially the popsicle challenge!

*Rising Kindergarten*  
*Summer Activity Packet*  
*2022-2023*



# *Table of Contents*

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\*Rhyme Time

\*ABC fun coloring pages

## *Letter Writing Practice*

Attached please find individual directions on how to form both uppercase and lowercase letters. So much of our pre-kindergarten year was spent on learning, recognizing and forming our letters.

The children were introduced to Basic Keywords and Letter Formation posters that are also attached.

Writing paper is also included for your child to practice this summer.

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| <b>Aa</b><br><br>a - apple - /æ/ | <b>Bb</b><br><br>b - bat - /b/ | <b>Cc</b><br><br>c - cat - /k/ | <b>Dd</b><br><br>d - dog - /d/ | <b>Ee</b><br><br>e - Ed - /i:/ | <b>Ff</b><br><br>f - fun - /f/ |
|---|---|---|---|--|---|

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <b>Gg</b><br><br>g - game - /g/ | <b>Hh</b><br><br>h - hat - /h/ | <b>Ii</b><br><br>i - ish - /i/ | <b>Jj</b><br><br>j - jug - /j/ | <b>Kk</b><br><br>k - kite - /k/ | <b>Ll</b><br><br>l - lamp - /l/ |
|--|---|---|---|---|--|

|   |   |   |   |  |   |  |
|---|---|---|---|--|---|--|
| <b>Mm</b><br><br>m - man - /m/ | <b>Nn</b><br><br>n - nut - /n/ | <b>Oo</b><br><br>o - octopus - /o/ | <b>Pp</b><br><br>p - pan - /p/ | <b>Qu</b><br><br>qu - queen - /kw/ | <b>Rr</b><br><br>r - rat - /r/ | <b>Ss</b><br><br>s - snake - /s/<br><br>s - bugs - /z/ |
|---|---|---|---|--|---|--|

|   |  |   |  |   |  |   |
|---|--|---|--|---|--|---|
| <b>Tt</b><br><br>t - top - /t/ | <b>Uu</b><br><br>u - up - /u/ | <b>Vv</b><br><br>v - van - /v/ | <b>Ww</b><br><br>w - wind - /w/ | <b>Xx</b><br><br>x - fox - /ks/ | <b>Yy</b><br><br>y - yellow - /j/ | <b>Zz</b><br><br>z - zebra - /z/ |
|---|--|---|--|---|--|---|

|  |  |   |  |  |
|--|--|---|--|--|
| <b>wh</b><br><br>wh - whistle - /w/ | <b>ch</b><br><br>ch - chin - /tʃ/ | <b>sh</b><br><br>sh - ship - /ʃ/ | <b>th</b><br><br>th - thumb - /θ/ | <b>ck</b><br><br>ck - sock - /k/ |
|--|--|---|--|--|



## Sky Line Letters

Illustrations of a sun, an airplane, flowers, and a frog are on the left side of the handwriting lines. The letters t, b, f, l, h, and k are printed on the lines for tracing.

## Plane Line Letters

Illustrations of a sun, an airplane, flowers, and a frog are on the left side of the handwriting lines. The letters n, m, i, u, r, p, and j are printed on the lines for tracing.

## Plane Line Round Letters

Special e

Illustrations of a sun, an airplane, flowers, and a frog are on the left side of the handwriting lines. The letters c, o, a, g, d, s, q, and e are printed on the lines for tracing.

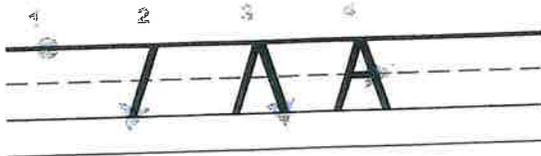
## Plane Line Slide Letters

Illustrations of a sun, an airplane, flowers, and a frog are on the left side of the handwriting lines. The letters v, w, y, x, and z are printed on the lines for tracing.



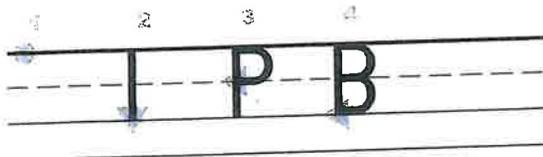
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for A



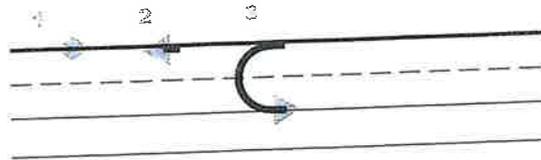
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a – apple - /ă/, have students repeat.

### Letter Formation for B



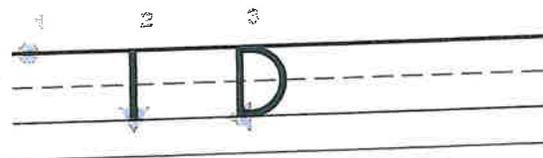
1. Point to the sky line.
2. Go down to the grass line.
3. Start back at the skyline and go around to the plane line.
4. And around again to the grass line.
5. Say b – bat - /b/, have students repeat.

### Letter Formation for C



1. Point to the sky line.
2. Fly back on the sky line.
3. And down around to the grass line.
4. Say c – cat - /k/, have students repeat.

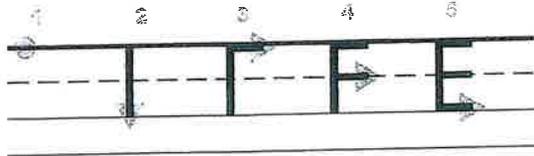
### Letter Formation for D



1. Point to the sky line.
2. Go down to the grass line.
3. Start back on the sky line and go all the way around to the grass line.
4. Say d – dog - /d/, have students repeat.

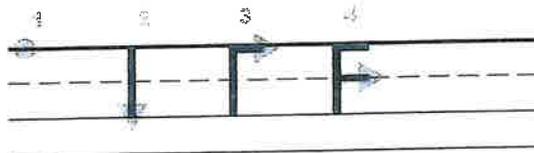
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for E



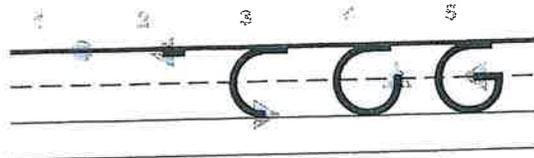
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. And a line on the grass line.
6. Say e – ed - /è/, have students repeat.

### Letter Formation for F



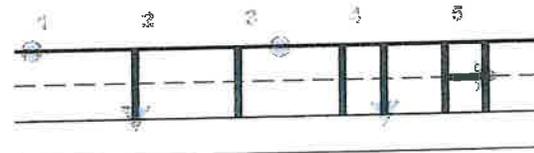
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f – fun - /f/, have students repeat.

### Letter Formation for G



1. Point to the sky line.
2. Fly back on the sky line.
3. Around to the grass line.
4. Up to the plane line.
5. And back straight on the plane line.
6. Say g – game - /g/, have students repeat.

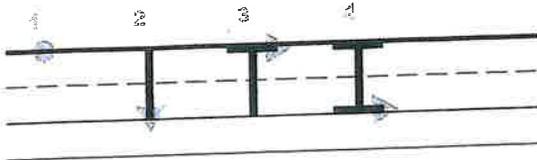
### Letter Formation for H



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Go down to the grass line.
5. Cross straight on the plane line.
6. Say h – hat - /h/, have students repeat.

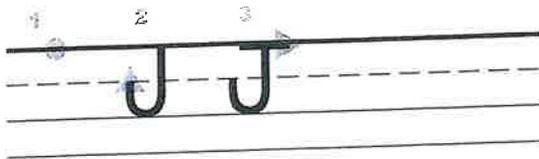
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for I



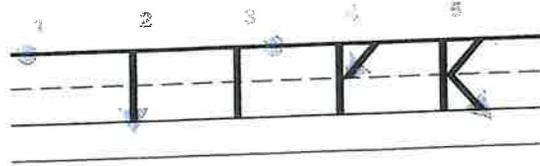
1. Point to the sky line.
2. Go down to the grass line.
3. Cross in the sky line.
4. And Cross in the grass line.
5. Say i – itch - /i/, have students repeat.

### Letter Formation for J



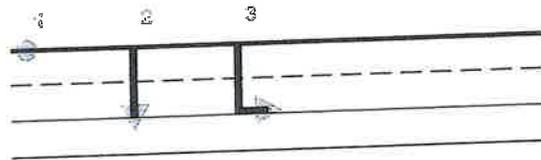
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j – jug - /j/, have students repeat.

### Letter Formation for K



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back to the plane line.
5. Slide over to the grass line.
6. Say k – kite - /k/, have students repeat.

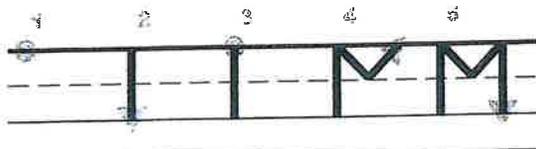
### Letter Formation for L



1. Point to the sky line.
2. Go down to the grass line.
3. Make a line across the grass line.
4. Say l – lamp - /l/, have students repeat.

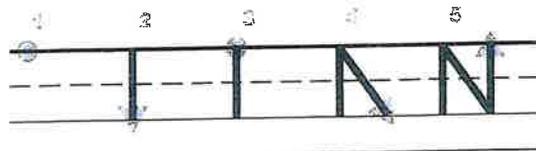
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for M



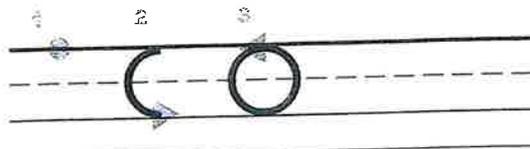
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m – man - /m/, have students repeat.

### Letter Formation for N



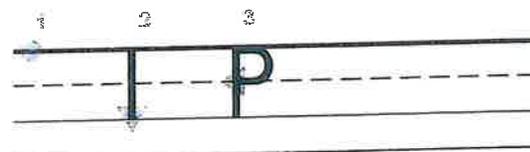
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n – nut - /n/, have students repeat.

### Letter Formation for O



1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Say o – octopus - /ō/, have students repeat.

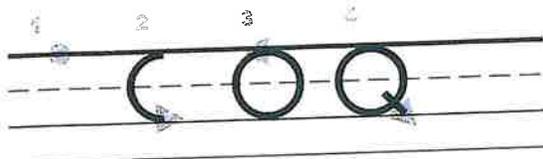
### Letter Formation for P



1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. Say o – octopus - /ō/, have students repeat.

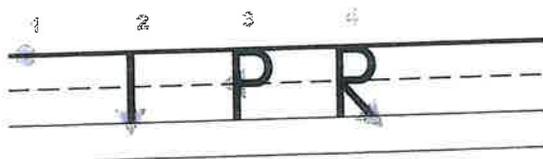
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for Q



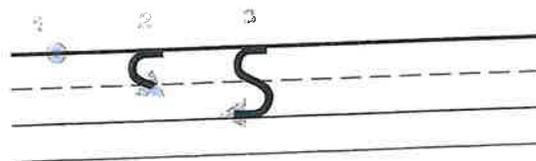
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Make a tail.
5. Say qu – queen - /kw/, have students repeat.

### Letter Formation for R



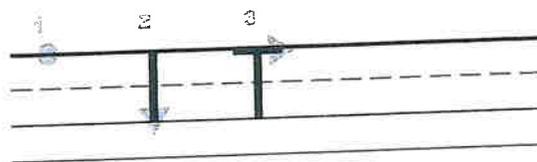
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.
5. Say r – rat - /r/, have students repeat.

### Letter Formation for S



1. Point to the sky line.
2. Trace back and curve in to the plane line.
3. And curve back to the grass line.
4. Say s – snake - /s/, have students repeat.

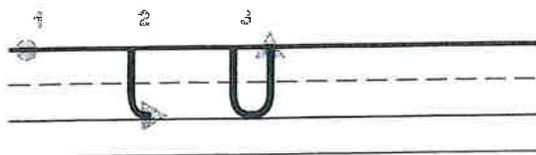
### Letter Formation for T



1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. Say t – top - /t/, have students repeat.

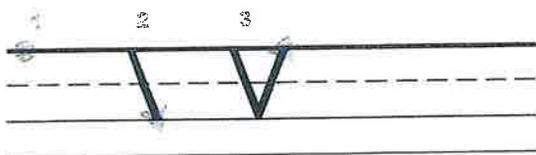
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for U



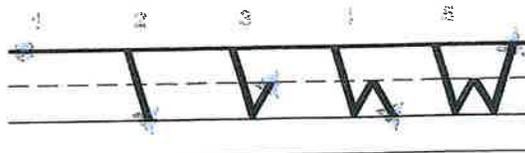
1. Point to the sky line.
2. Go to the grass line.
3. Curve up to the sky line.
4. Say u – up - /ü/, have students repeat.

### Letter Formation for V



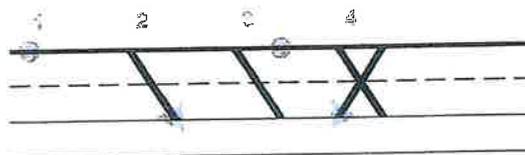
1. Point to the sky line.
2. Slide down to the grass line.
3. Slide back up to the sky line.
4. Say v – van - /v/, have students repeat.

### Letter Formation for W



1. Point to the sky line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Back down to the grass line.
5. And slide all the way back to the sky line.
6. Say w – wind - /w/, have students repeat.

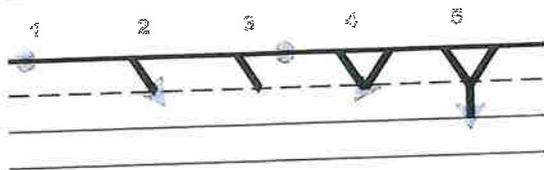
### Letter Formation for X



1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.
5. Say x – fox - /ks/, have students repeat.

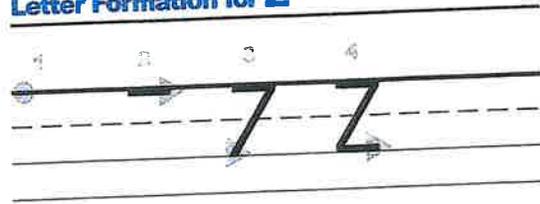
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for Y



1. Point to the sky line.
2. Slide down to the plane line.
3. Leave a space and point to the sky line.
4. And then slide back to the plane line.
5. Go straight down to the grass line.
6. Say y – yellow - /y/, have students repeat.

### Letter Formation for Z



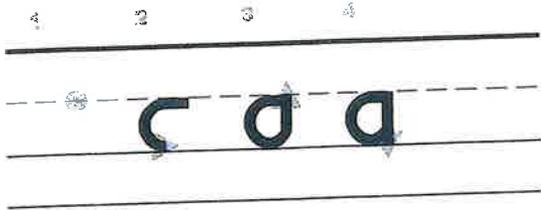
1. Point to the sky line.
2. Make a line.
3. And then slide back to the grass line.
4. And make a line.
5. Say z – zebra - /z/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

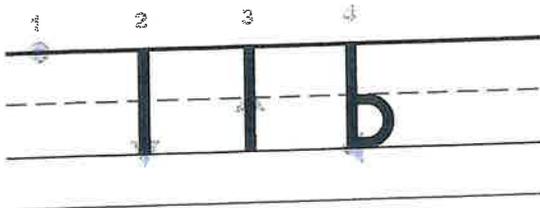


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a – apple - /ă/, have students repeat.

### Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

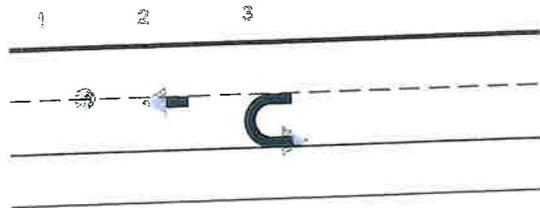


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b – bat - /b/, have students repeat.

### Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

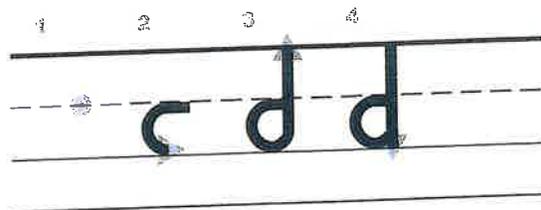


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c – cat - /k/, have students repeat.

### Letter Formation for d

d is a plane line round letter.

It starts on the (plane line) just like a c.

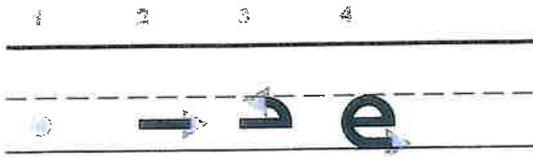


1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
5. Say d – dog - /d/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for e

e is a plane line round letter, but it is special.  
e starts below the plane line.

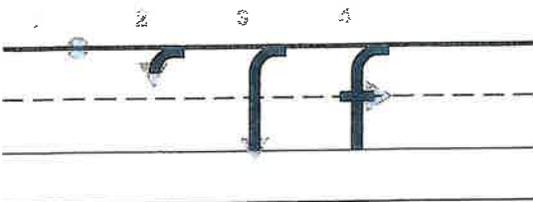


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e – ed - /è/, have students repeat.

### Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

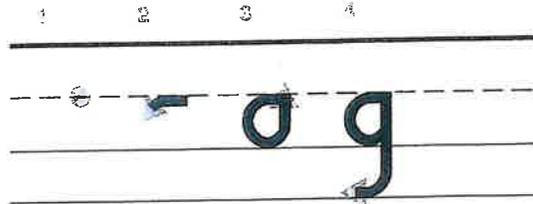


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line
5. Say f – fun - /f/, have students repeat.

### Letter Formation for g

g is a plane line round letter.

It starts on the (plane line) just like a c.

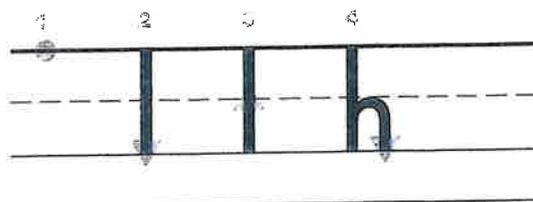


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g – game - /g/, have students repeat.

### Letter Formation for h

h is a sky line letter.

It starts on the (sky line).



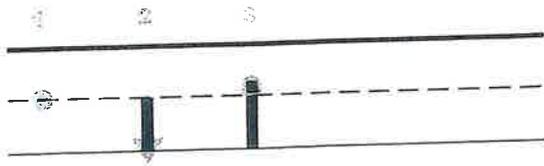
1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say h – hat - /h/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

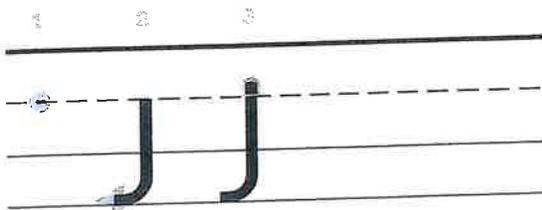


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say i – itch - /i/, have students repeat.

### Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

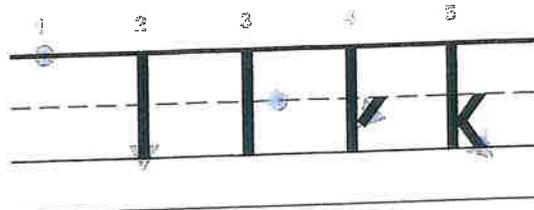


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say j – jug - /j/, have students repeat.

### Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

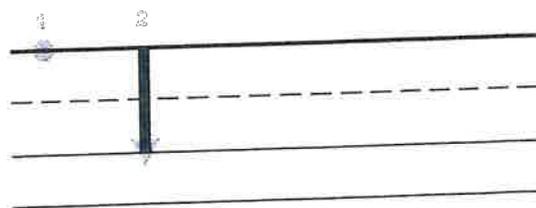


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say k – kite - /k/, have students repeat.

### Letter Formation for l

l is a sky line letter.

It starts on the (sky line).



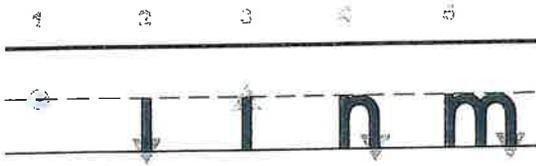
1. Point to the sky line.
2. Go down to the grass line and stop.
3. Say l – lamp - /l/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

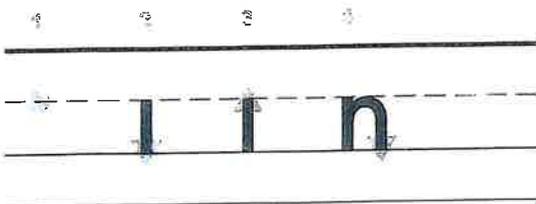


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m – man - /m/, have students repeat.

### Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

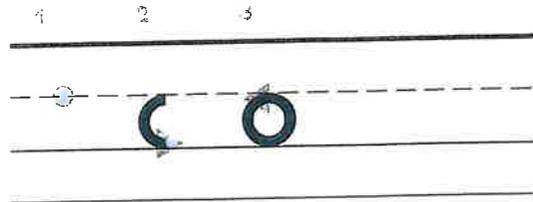


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n – nut - /n/, have students repeat.

### Letter Formation for o

o is a plane line round letter.

It starts on the (plane line) just like a c.

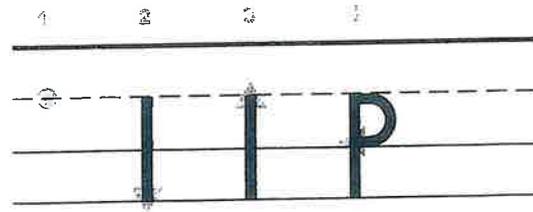


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.
4. Say o – octopus - /ō/, have students repeat.

### Letter Formation for p

p is a plane line letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
5. Say p – pan - /p/, have students repeat.

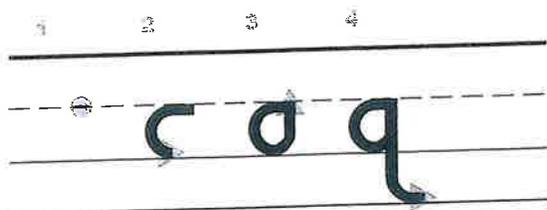
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for Q

q is a plane line round letter.

It starts on the (plane line).

Remember that q is the chicken letter so in the end it wants to point up to its "buddy," u.

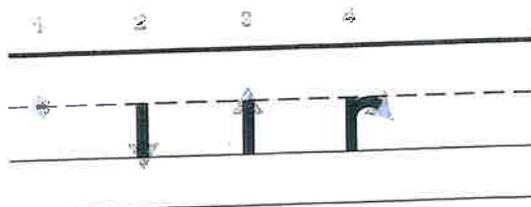


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy," u.
5. Say qu – queen - /kw/, have students repeat.

### Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

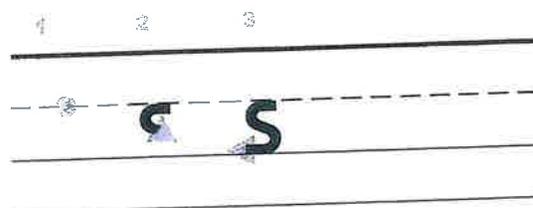


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.
5. Say r – rat - /r/, have students repeat.

### Letter Formation for S

s is a plane line round letter.

It starts on the (plane line) just like a c.



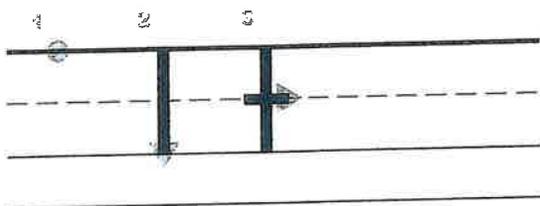
1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s – snake - /s/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for t

t is a sky line letter.

It starts on the (sky line).

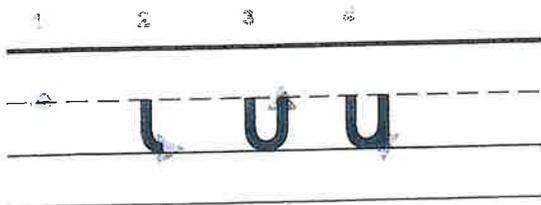


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t – top - /t/, have students repeat.

### Letter Formation for u

u is a plane line letter.

It starts on the (plane line).

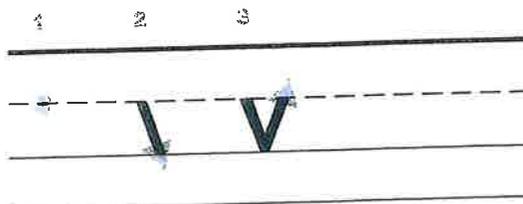


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u – up - /ü/, have students repeat.

### Letter Formation for v

v is a plane line slide letter.

It starts on the (plane line) and (slides).

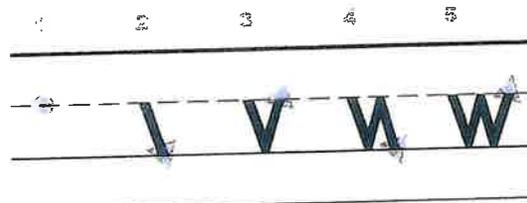


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Say v – van - /v/, have students repeat.

### Letter Formation for w

w is a plane line slide letter.

It starts on the (plane line) and (slides).



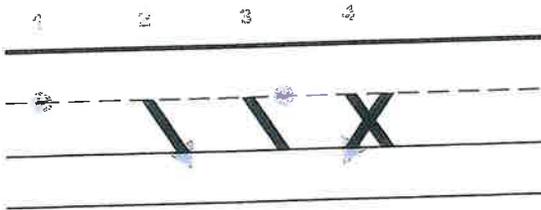
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w – wind - /w/, have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

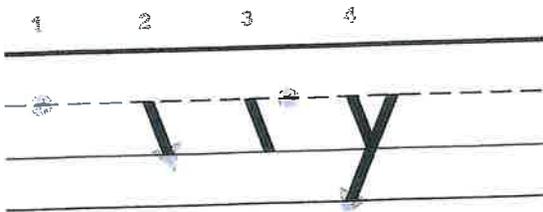


1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say x – fox - /ks/, have students repeat.

### Letter Formation for y

y is a plane line slide letter.

It starts on the (plane line) and (slides).



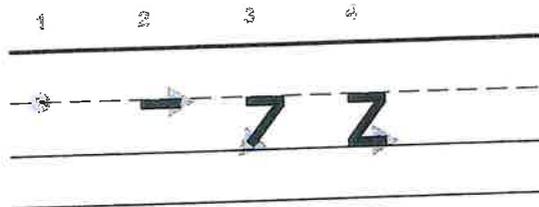
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say y – yellow - /y/, have students repeat.

### Letter Formation for Z

z is a plane line slide letter, but it doesn't slide right away.

Where does it start? (On the plane line).

Before it slides, the z goes on the plane line.



1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z – zebra - /z/, have students repeat.

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

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



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Name:

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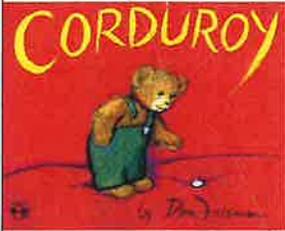
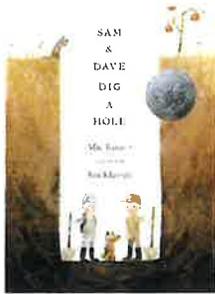
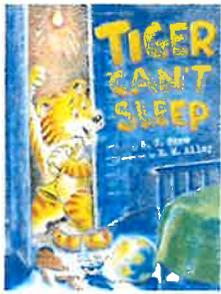
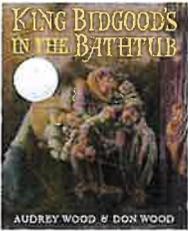
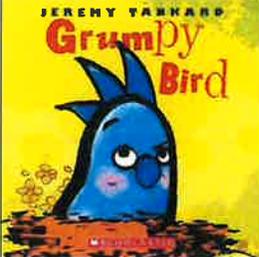


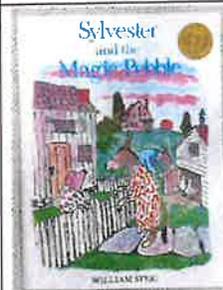
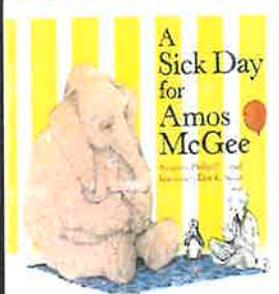
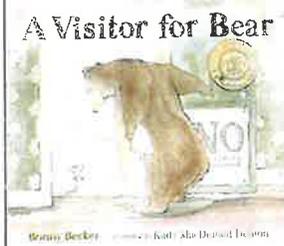
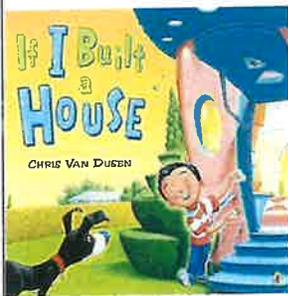
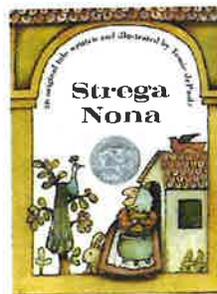
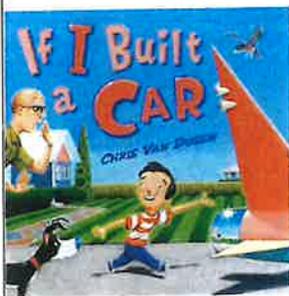
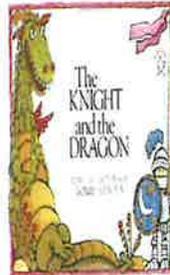
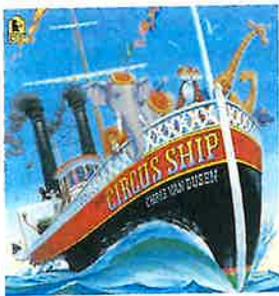
## *Books*

Please use the easy access QR codes with any tablet, phone or computer to give your child access to the various book titles.

Listening to stories are a great way to support your child with his/her initial love of stories/books.

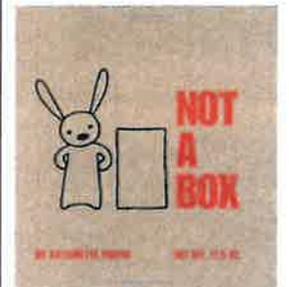
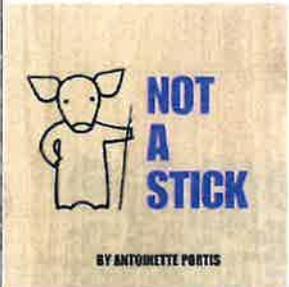
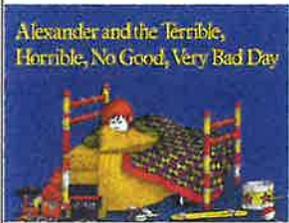
# BOOKS

|  |  |
|--|--|
| <p>I WANT MY HAT BACK<br/>JON KLASSEN</p>   |          |
| <p>THIS IS NOT MY HAT<br/>JON KLASSEN</p>   |          |
| <p>SAM &amp; DAVE DIG A HOLE<br/>Mick Inkpen<br/>Illustrated by Sam &amp; Dave</p>  |    |
| <p>KING BIDGOOD'S IN THE BATHTUB<br/>AUDREY WOOD &amp; DON WOOD</p>                 |    |





My Dog is  
as  
Smelly  
as  
Dirty Socks



## *Roll the Dice Writing Game*

The children were introduced to this fun game in class.

This is a fun game for your child to play over and over to help support their letter writing skills.

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

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br><b>A</b> | <br><b>B</b> | <br><b>C</b> | <br><b>D</b> | <br><b>E</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____   | <br>_____   | <br>_____   | <br>_____  | <br>_____   | <br>_____             |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |

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

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br><b>F</b> | <br><b>G</b> | <br><b>H</b> | <br><b>I</b> | <br><b>J</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
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| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
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Name: \_\_\_\_\_

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br><b>K</b> | <br><b>L</b> | <br><b>M</b> | <br><b>N</b> | <br><b>O</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____   | <br>_____            |
| <br>_____    | <br>_____    | <br>_____    | <br>_____  | <br>_____  | <br>_____            |
| <br>_____    | <br>_____    | <br>_____   | <br>_____ | <br>_____  | <br>_____            |
| <br>_____   | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |

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

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br><b>P</b> | <br><b>Q</b> | <br><b>R</b> | <br><b>S</b> | <br><b>T</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
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| <br>_____   | <br>_____   | <br>_____   | <br>_____  | <br>_____   | <br>_____             |
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| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |

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



# Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br><b>U</b> | <br><b>V</b> | <br><b>W</b> | <br><b>X</b> | <br><b>Y</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |

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

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <br>a       | <br>b       | <br>c       | <br>d        | <br>e       | <br>Free<br>Choice |
| <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____          |
| <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____          |
| <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____          |
| <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____   | <br>_____          |
| <br>_____  | <br>_____  | <br>_____  | <br>_____  | <br>_____  | <br>_____         |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____ | <br>_____        |

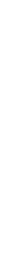
Name: \_\_\_\_\_

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <br><b>f</b> | <br><b>g</b> | <br><b>h</b> | <br><b>i</b> | <br><b>j</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____    | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____  | <br>_____  | <br>_____ | <br>_____  | <br>_____            |

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

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

| 1   | 2   | 3   | 4   | 5   | 6   |
|---|---|---|---|---|---|
| <br><b>k</b> | <br><b>l</b> | <br><b>m</b> | <br><b>n</b> | <br><b>o</b> | <br><b>Free Choice</b> |
| _____   | _____   | _____   | _____   | _____   | _____   |
| _____   | _____   | _____   | _____   | _____   | _____   |
| _____   | _____   | _____   | _____   | _____   | _____   |
| _____   | _____   | _____   | _____   | _____   | _____   |
| _____   | _____   | _____   | _____   | _____   | _____   |
| _____   | _____   | _____   | _____   | _____   | _____   |

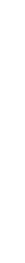
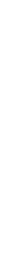
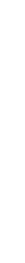
Name: \_\_\_\_\_

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <br><b>P</b> | <br><b>qu</b> | <br><b>r</b> | <br><b>s</b> | <br><b>t</b> | <br><b>Free Choice</b> |
| <br>_____    | <br>_____     | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____     | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____     | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____    | <br>_____     | <br>_____    | <br>_____   | <br>_____    | <br>_____              |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |
| <br>_____  | <br>_____   | <br>_____  | <br>_____ | <br>_____  | <br>_____            |

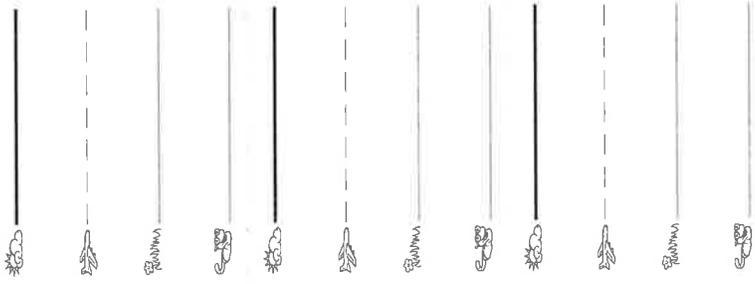
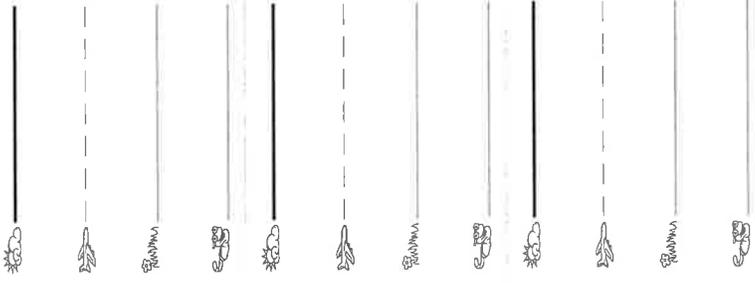
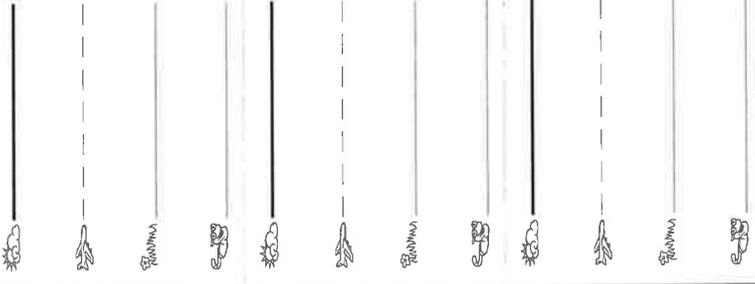
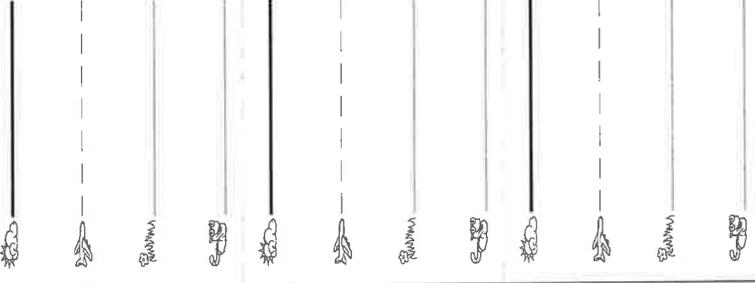
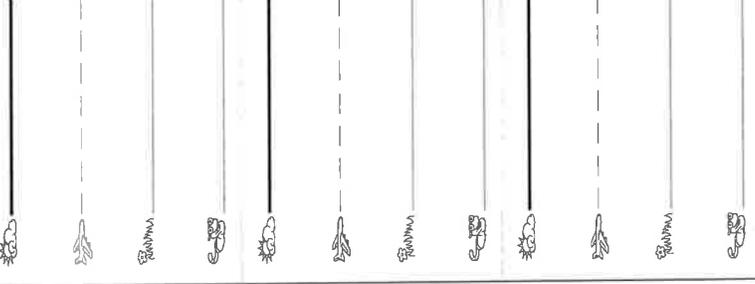
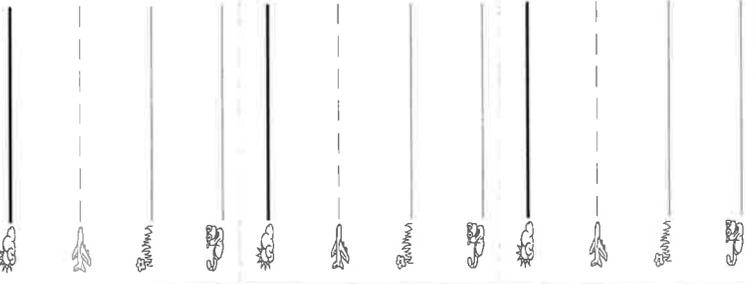
Name: \_\_\_\_\_

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



## Roll and Write Letters

Roll the die and write the letter that matches the number rolled in your best handwriting. Keep rolling until the entire page is filled in!

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| <br>1<br> | <br>2<br> | <br>3<br> | <br>4<br> | <br>5<br> | <br>6<br><b>Free Choice</b><br> |
|--|--|--|---|--|--|

## *Rhyme Time*

Rhyming is the beginning of hearing sounds for our young learners. When we hear our sounds we then begin to blend them together to hear words. Any type of rhyming activity is a great precursor to beginning reading skills.

Nursery Rhymes are a great tool to use. Attached are a few for you to share with your child.



Hey Diddle Diddle



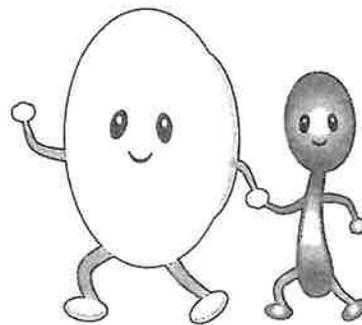
Hey diddle diddle,

The cat and the fiddle,

The cow jumped over the moon.

The little dog laughed to see such fun

And the dish ran away with the spoon!



# The Itsy Bitsy Spider

The itsy bitsy spider   
Climbed up the waterspout.   
Down came the rain   
And washed the spider out.   
Out came the sun   
And dried up all the rain.   
So the itsy-bitsy spider   
Climbed up the spout again! 



# Mary Had A Little Lamb

Mary had a little lamb  
Little lamb, little lamb  
Mary had a little lamb  
Whose fleece was white as snow

And everywhere that Mary went  
Mary went, Mary went  
Everywhere that Mary went  
The lamb was sure to go

It followed her to school one day  
School one day, school one day  
It followed her to school one day  
Which was against the rules

It made the children laugh and play  
Laugh and play, laugh and play  
It made the children laugh and play  
To see a lamb at school



# Hickory Dickory Dock

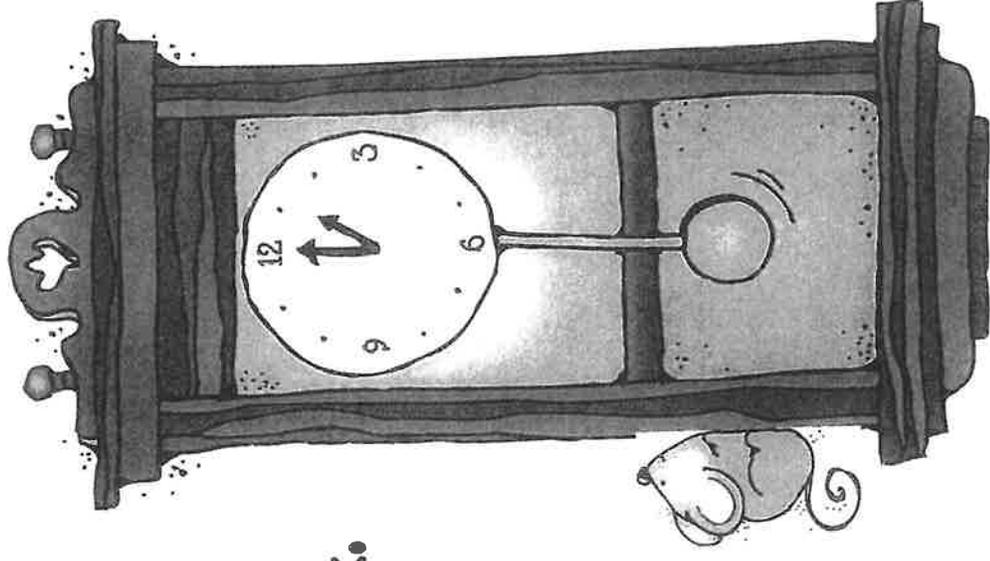
Hickory Dickory Dock,

The mouse ran up the clock.

The clock struck one.

The mouse ran down,

Hickory Dickory Dock.



# BAA BAA BLACK SHEEP

Have you any wool?

Yes, sir, yes, sir,

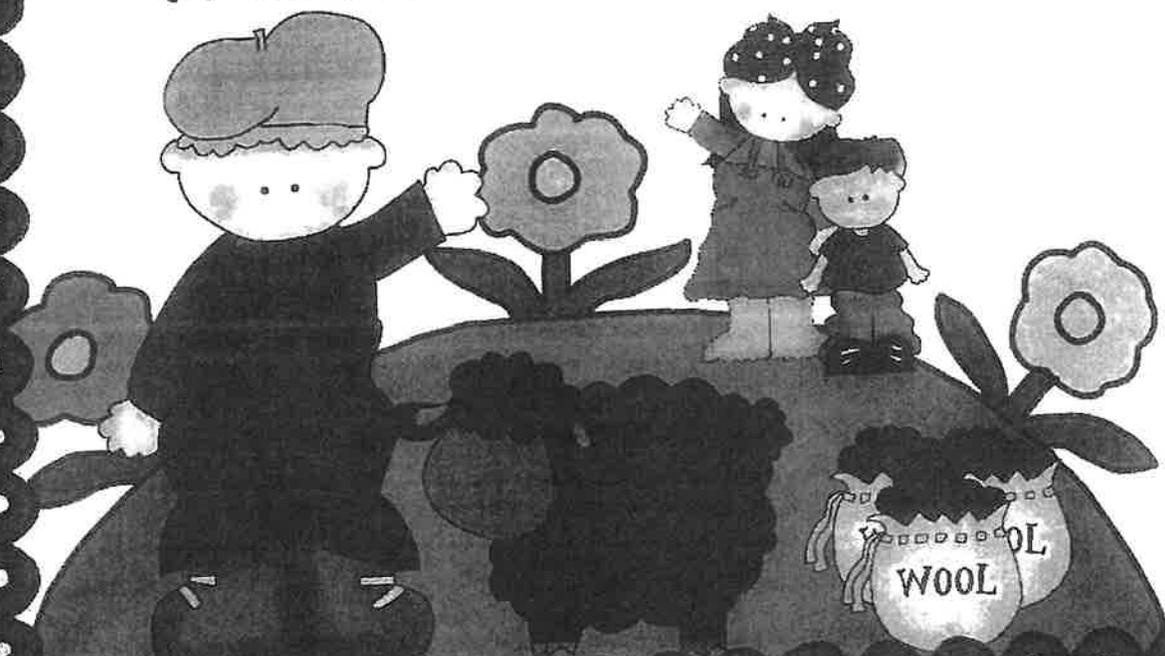
Three bags full.

One for my master,

One for my dame,

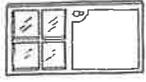
And one for the little boy

Who lives down the lane.

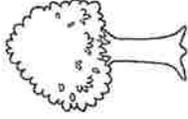


## Five Little Spiders

Five little spiders climbing up a door,  
One spun a web then there were four.



Four Little spiders sitting on a tree,  
One spun a web then there were three.



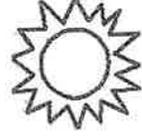
Three little spiders landed on a shoe,  
One spun a web and then there were two.



Two little spiders went for a run,  
One spun a web and then there was one.



One little spider sitting in the sun,  
She spun a web and then there were none.



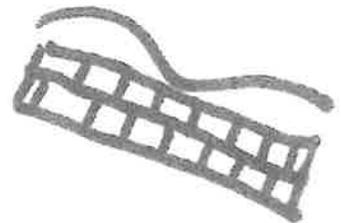
# The Swing

by Robert Louis Stevenson

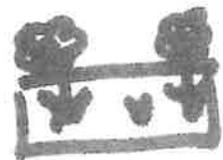
How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!



Up in the air and over the wall,  
Till I can see so wide,  
River and trees and cattle and all  
Over the countryside



Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!



## *ABC-Fun Coloring Pages*

WE had so much fun all year learning our letters, our letter sounds and how to correctly form our letters.

Have fun with the attached coloring pages to practice all we learned this year

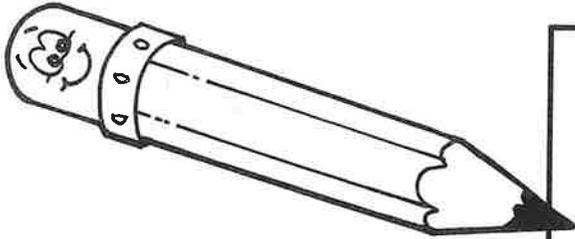
Name \_\_\_\_\_



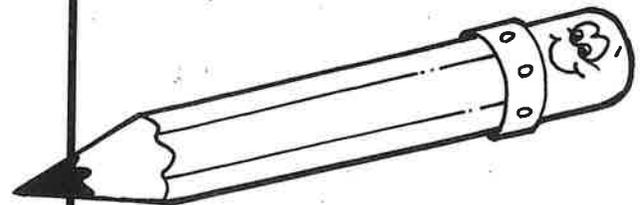
Review: lowercase letters

# Write It Right!

Write the missing lowercase letters.



|   |   |   |  |   |
|---|---|---|--|---|
|   |   | a |  | c |
| d |   |   |  | h |
|   |   |   |  | m |
| n |   |   |  |   |
|   |   |   |  | w |
|   | y |   |  |   |



Copyright © Scholastic Inc.

Name \_\_\_\_\_

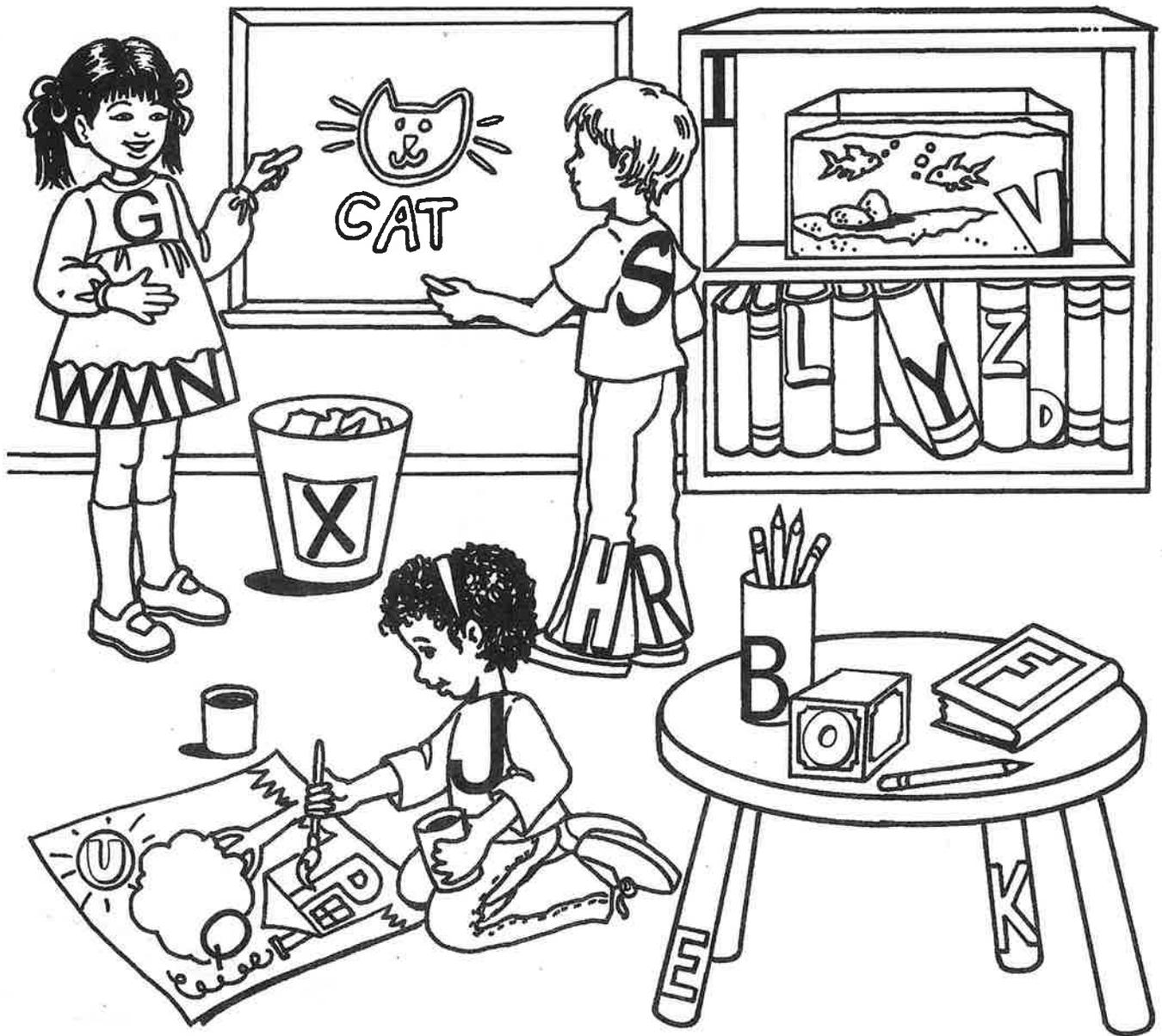


Review: uppercase letters

# Lost and Found

Find and circle each uppercase letter of the alphabet in order hidden in the picture.

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |



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Circle the letter your first name begins with in the letter box above.

Name \_\_\_\_\_



Review: uppercase  
and lowercase letters

# Be a Better Builder



Write the lowercase letter.

A \_

D \_

G \_

J \_

L \_

N \_

P \_

S \_

U \_

W \_

Y \_

K \_

Q \_

O \_

B \_

R \_

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On a sheet of lined paper, write the first and last letters of your name.

Name \_\_\_\_\_



Review: uppercase  
and lowercase letters

# Match and Learn

Draw a line from each uppercase letter to the matching lowercase letter.

|   |   |   |   |
|---|---|---|---|
| A | c | O | t |
| B | d | P | u |
| C | a | Q | s |
| D | b | R | q |
| E | g | S | o |
| F | f | T | p |
| G | e | U | r |
| H | k | V | z |
| I | l | W | x |
| J | h | X | v |
| K | m | Y | w |
| L | j | Z | y |
| M | n |   |   |
| N | i |   |   |

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Ask the people in your home what uppercase letters begin their names.

Name \_\_\_\_\_



Review: lowercase letters

# Playing in the Park

Find and circle each lowercase letter of the alphabet in order hidden in the picture. Say the letters as you find them.

a b c d e f g h i j k l m  
n o p q r s t u v w x y z



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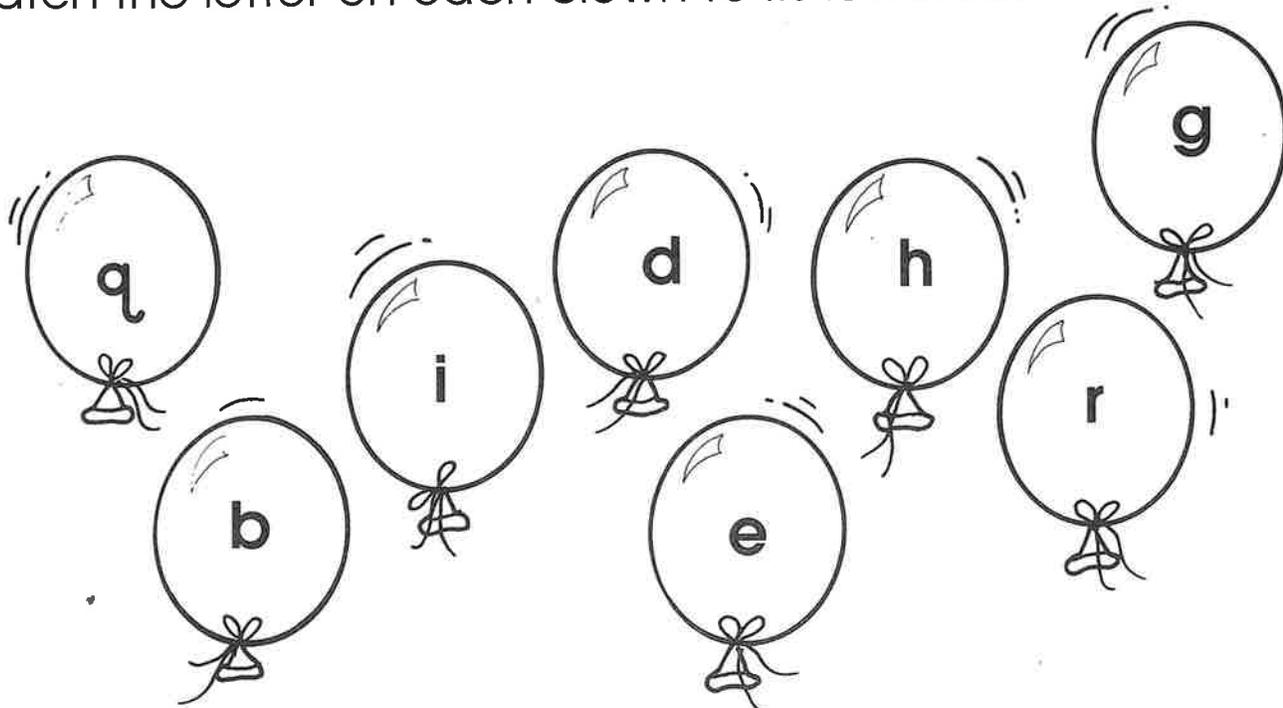
Name \_\_\_\_\_



Review: uppercase  
and lowercase letters

# Clowning Around

Match the letter on each clown to its lowercase letter.



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