

5

Kindergarten

Skills 5 | Digital Components

Kindergarten

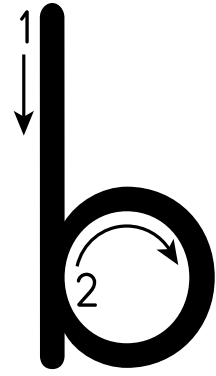
Skills 5

Digital Components

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Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.



Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	b	e	p
	a	a	g

	c	e	a
	p	a	b

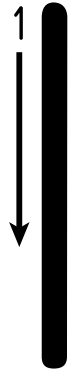
	p	e	k
	b	i	a

	b	e	t
	n	a	z

	a	o	b
	p	i	p

Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down. Encourage students to say the sounds while writing the letters.

1



Tracing practice for the letter 'l' and the word 'let'. The first section shows the letter 'l' on a four-line grid with a downward arrow and the number 1. This is followed by three rows of dashed 'l's for tracing. The second section shows the word 'let' on a four-line grid with stroke order arrows and numbers 1 and 2. This is followed by two rows of dashed 'let' for tracing.

Directions: Have students write each word under the matching picture.

1. lip



2. log



3. leg



1. cat on bed

2. pet dog

3. lid on pot

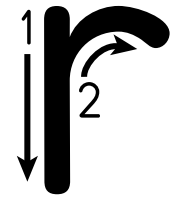
4. big hen

5. hat in box

6. bag on lap

7. man in van

Directions: Have students trace and copy the letters and words. The motion for 'r' can be described as 1. short line down, 2. half a hump. Encourage students to say the sounds while writing the letters.

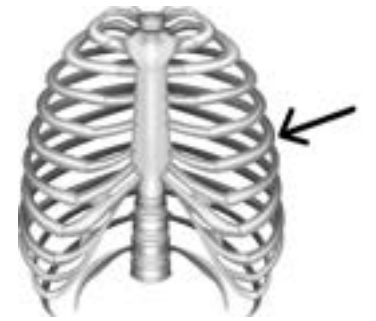
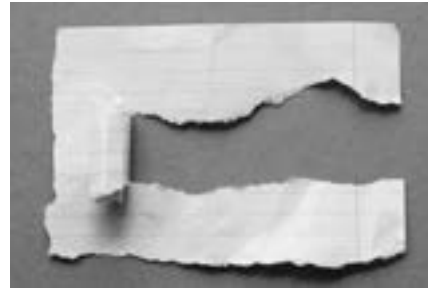


Tracing practice for the letter 'r'. Each row consists of five horizontal lines (top, dashed middle, bottom). The first row shows a solid 'r' with stroke order arrows, followed by a dashed 'r', and then three empty lines for independent practice.

Tracing practice for the word 'ran'. Each row shows the word 'ran' with stroke order arrows for each letter, followed by a dashed 'ran', and then three empty lines for independent practice.

Directions: Have students write each word under the matching picture.

rip	ran
rib	ram



Blank handwriting lines for writing the word 'rip'.

Blank handwriting lines for writing the word 'rib'.



Blank handwriting lines for writing the word 'ran'.

Blank handwriting lines for writing the word 'ram'.

1. hen

2. leg

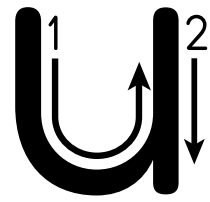
3. rat

4. red hat

5. big dog

6. sit on bed

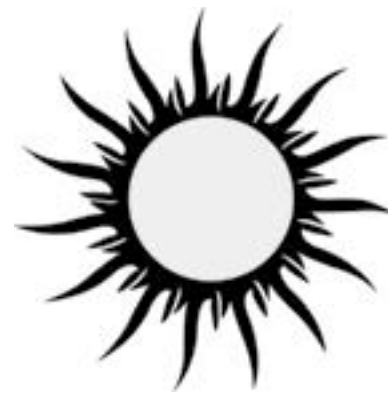
Directions: Have students trace and copy the letters and words. The motion for 'u' can be described as 1. cup, 2. short line down. Encourage students to say the sounds while writing the letters.



Handwriting practice grid for the letter 'u' and the word 'mug'. Each row contains a solid example with stroke order arrows, a dotted tracing version, and a dotted starting point for independent writing. The word 'mug' is also included with stroke order arrows for each letter.

Directions: Have students write each word under the matching picture.

sun	bug
nut	mug



1. one

2. two

3. three

4. the

5. a

Directions: Have students trace and copy the letters and words. The motion for 'w' can be described as 1. diagonal right, 2. diagonal up, 3. diagonal right, 4. diagonal up. Encourage students to say the sounds while writing the letters.



Handwriting practice area for the letter 'w' and the word 'win'. It consists of four rows of writing lines (top solid, middle dashed, bottom solid). Each row contains:

- A solid uppercase 'W' with stroke order arrows.
- A dashed uppercase 'W' for tracing.
- A solid uppercase 'W' for copying.
- A dotted uppercase 'W' for tracing.
- A solid uppercase 'W' for copying.

Below these are two rows for the word 'win':

- A solid 'win' with stroke order arrows.
- A dashed 'win' for tracing.
- A solid 'win' for copying.
- A dotted 'win' for tracing.
- A solid 'win' for copying.

Directions: Have students write each word under the matching picture.

1. web



2. wig



3. wet



Directions: Have students trace and copy the letters and words. The motion for 'j' can be described as 1. fish hook ending below bottom line, 2. dot on top. Encourage students to say the sounds while writing the letters.



Handwriting practice lines for the letter 'j' and the word 'job'. Each row contains a solid top line, a dashed middle line, and a solid bottom line.

- Row 1: A solid lowercase 'j' with stroke order arrows, followed by two dotted lowercase 'j's for tracing, and two dots on the middle dashed line for independent practice.
- Row 2: A solid lowercase 'j' with stroke order arrows, followed by two dotted lowercase 'j's for tracing, and two dots on the middle dashed line for independent practice.
- Row 3: A solid lowercase 'j' with stroke order arrows, followed by two dotted lowercase 'j's for tracing, and two dots on the middle dashed line for independent practice.
- Row 4: A solid word 'job' with stroke order arrows for each letter, followed by a dotted 'job' for tracing, and two dots on the middle dashed line for independent practice.
- Row 5: A solid word 'job' with stroke order arrows for each letter, followed by a dotted 'job' for tracing, and two dots on the middle dashed line for independent practice.

Directions: Have students write each word under the matching picture.

1. jog



Blank handwriting lines (solid top, dashed middle, solid bottom) for writing the word 'jog' under the corresponding picture.

2. jet



Blank handwriting lines (solid top, dashed middle, solid bottom) for writing the word 'jet' under the corresponding picture.

3. jug



Blank handwriting lines (solid top, dashed middle, solid bottom) for writing the word 'jug' under the corresponding picture.

1. wet dog

2. man in jet

3. bug on rug

4. hot dog bun

5. red pen

6. wig on cat

7. cab hit van

8. sad rat

Directions: Have students trace and copy the letters and words. The motion for 'y' can be described as 1. diagonal right, 2. diagonal left ending below the bottom line. Encourage students to say the sounds while writing the letters.



Handwriting practice area consisting of six rows of four-line guides (top, middle-dashed, bottom, and descender lines). Each row contains:

- Row 1: A solid uppercase 'Y' with stroke order arrows, followed by a dotted uppercase 'Y' for tracing, and two empty lines with a starting dot on the middle-dashed line.
- Row 2: A solid uppercase 'Y' with stroke order arrows, followed by a dotted uppercase 'Y' for tracing, and two empty lines with a starting dot on the middle-dashed line.
- Row 3: A solid uppercase 'Y' with stroke order arrows, followed by a dotted uppercase 'Y' for tracing, and two empty lines with a starting dot on the middle-dashed line.
- Row 4: A solid lowercase 'yes' with stroke order arrows, followed by a dotted lowercase 'yes' for tracing, and two empty lines with starting dots on the middle-dashed line.
- Row 5: A solid lowercase 'yes' with stroke order arrows, followed by a dotted lowercase 'yes' for tracing, and two empty lines with starting dots on the middle-dashed line.

1. one

2. two

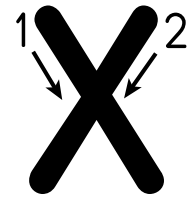
3. three

4. the

5. a

6. blue

Directions: Have students trace and copy the letters and words. The motion for 'x' can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.



Handwriting practice lines for the letter 'x' and the word 'mix'. Each row contains a solid letter with stroke order arrows, a dotted letter for tracing, and a dotted letter for copying. The word 'mix' is also included with stroke order arrows for the 'x'.

1. big box



2. big six



3. hot wax



Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

Directions: Have students trace and copy the letters and words. The motion for 'k' can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.

Tracing practice for the letter 'k' and the word 'yak'. The page features a large diagram at the top showing the stroke order for 'k' (1. long line down, 2. diagonal left, 3. diagonal right). Below this are four rows of handwriting lines. Each row contains a solid 'k' with stroke order arrows, a dotted 'k' for tracing, and a dotted 'k' for copying. The word 'yak' is also practiced in two rows, with the first row showing a solid 'yak' with stroke order arrows and the second row showing a dotted 'yak' for tracing and copying.

Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. wig on kid



Handwriting lines for writing the phrase 'wig on kid'.

2. kid ran



Handwriting lines for writing the phrase 'kid ran'.

3. kid in mud



Handwriting lines for writing the phrase 'kid in mud'.

Directions: Have students write the words that begin with the /k/ sound spelled 'c' under the 'c' header and words that begin with the /k/ sound spelled 'k' under the 'k' header.

cat	cub	kit
cab	ken	cop

cot	kin
cut	kim

as in cup

as in kid

as in cup

as in kid

_____	_____
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_____	_____
_____	_____

1. a

2. blue

3. one

4. the

5. three

6. two

7. yellow

Directions: In each row, have students circle the word you say aloud.

1. beg jig let leg

2. kid cap lid kin

3. fat rat rut rag

4. jug pug jig cab

5. yet pan yes jay

6. jot yet jet wax

7. log law fog pig

8. bop box sit lox

9. wet rib hen web

10 rug bug rag zip

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. bug on bed
 bug on rug



2. big van
 big jet



3. big jet
 big bug



4. fan in box
 hat in box



5. rip in rug
 rip in map



6. dog in tub
 pig in tub



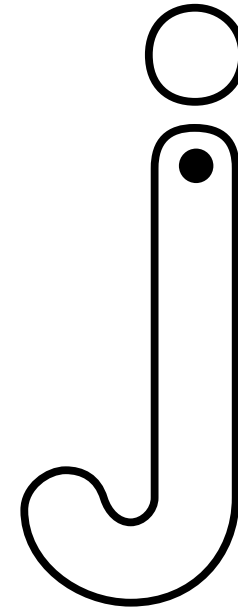
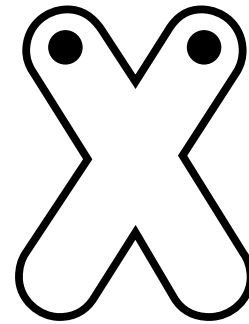
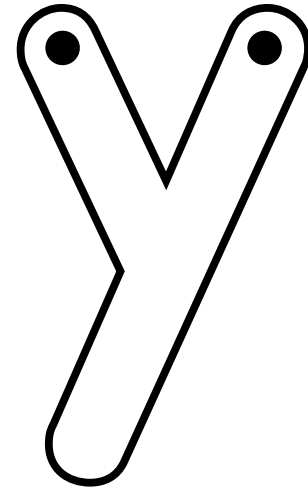
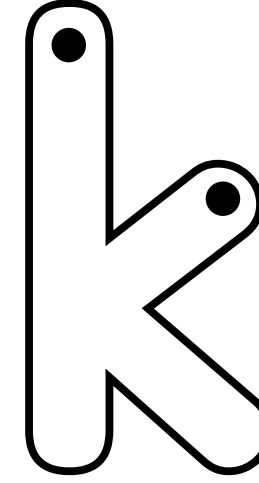
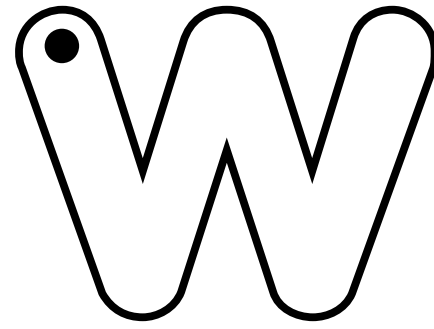
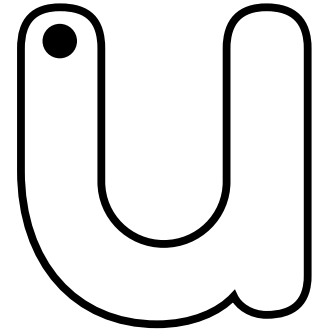
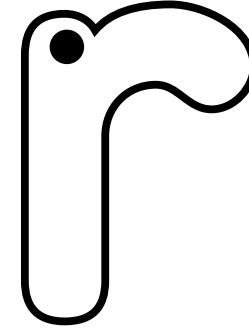
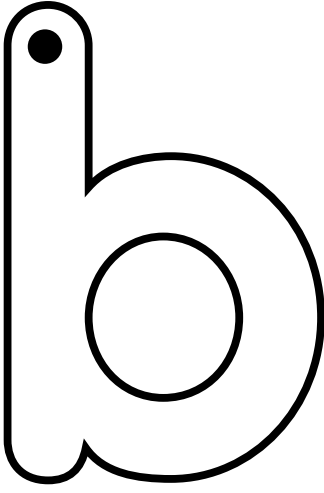
7. zip it up
 rip it up



8. rat in box
 fox in box



Directions: Have students trace each letter several times inside of the outline, using a different-colored crayon each time. Make sure students start tracing at the black dots.



Directions: Have students circle the dictated word and copy it on the line.

1. kit fit

4. fin win

2. lip lid

5. yet get

3. rat pat

6. it sit

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