Printable Wide-Ruled Kindergarten Paper with Picture Box: Design and Use Guide

Original tasks 1, 2 / complete keys

Task 1

A planned sheet has a printable height of 260 mm. The picture box takes 90 mm. The teacher wants five writing lines with 30 mm spacing. Calculate the writing block height, the leftover space, and the dashed midline position.

Answer: Writing block height = 5 times 30 = 150 mm. Leftover space = 260 minus 90 minus 150 = 20 mm. Dashed midline = 30 divided by 2 = 15 mm above the baseline.

Reason: Multiply line count by spacing, subtract box and writing block from total height, then halve the spacing for the midline.

Check: Add 90 plus 150 plus 20 and confirm the total is 260 mm; confirm 15 plus 15 equals the 30 mm spacing.

Task 2

A child draws a dog in the picture box and says, I see a brown dog. The sheet has four wide lines. Describe where the small letters in see and brown should sit using the baseline, dashed midline, and top line convention.

Answer: The small letters s, e, e in see and r, o, w, n in brown sit on the baseline and reach the dashed midline. The tall letter b in brown reaches toward the top line. The word I is a capital and reaches the top line.

Reason: Apply the convention: baseline for sitting, dashed midline for x-height, top line for tall letters and capitals.

Check: Point to each small letter and confirm it sits on the baseline and touches or approaches the dashed midline; confirm b reaches the top line.

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Original tasks 3, 4 / complete keys

Task 3

A teacher prints one test sheet planned with 32 mm spacing and a dashed midline at 16 mm. The measured baseline-to-midline gap is 15 mm and the baseline-to-top-line gap is 31 mm. State whether the measured sheet matches the planned convention and what to record.

Answer: The measured gaps differ from the planned values by 1 mm each. Record the measured values as the actual sheet convention and decide whether the 1 mm difference matters for the children using it. Do not claim a printer tolerance; report the measurement.

Reason: Compare planned and measured values directly and keep units in millimetres.

Check: Re-measure at two different lines on the same sheet and confirm the gaps are consistent before recording.

Task 4

A child writes the sentence We nap on the sheet. Using the convention, identify which letters are small, which are tall, and where each group should sit. Then state one valid alternative letter style the rubric should accept.

Answer: Small letters: e, n, a sit on the baseline and reach the dashed midline. Descender: p sits on the baseline with its tail going below the baseline. Capital: W reaches the top line. There are no lowercase tall letters in this sentence. A valid alternative is an open-loop or closed-loop descender for p (or for g), provided the letter is recognizable, the bowl sits on the baseline, and the tail goes below.

Reason: Classify each letter by height category and apply the baseline, midline, and top-line rules; then name a style variant the rubric permits.

Check: Have the child point to each letter and say small, tall, or below; confirm the small letters share a consistent height against the dashed midline.

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Source rubric / reflection

- [ ] Letters sit on the solid baseline most of the time.
- [ ] Small letters touch or approach the dashed midline consistently with each other.
- [ ] Tall letters reach toward the top line without crossing far above it.
- [ ] Descending letters go below the baseline without sitting on it.
- [ ] Letter forms are recognizable; valid style alternatives are accepted.
- [ ] The written sentence matches the drawing and can be read back by the child.

Reflection: What did you check, what did you change, and what will you try next?