

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book.

Use the book sent home by your teacher or one that you already have at home.

- Use your finger to point to the title. The title is the name of the book.
- Use your finger to point to the author. The author is the person who wrote the book.
- Turn to the title page. The title page is the first page inside the bookcover.
- Turn to the table of contents. This page tells you what is in the book and what page you will find it on.
- **More Fun:** Pick another book. Point to the book's name (title) and to the person who wrote the book (author). Find the title page and table of contents.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book.

Use the book sent home by your teacher or one that you already have at home.

- Point to and read the title and author of the book.
- Show your family the title page and table of contents.
- Read the book.
- **More Fun:** Use your finger to point out the book's illustrator. Point out the dedication of the book, if there is one.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about books that are "make-believe" (fiction).

- Read a book that is about make-believe people or animals and their lives. Make-believe stories are called **fiction**.
- Then write three things about the story that are make-believe. This will tell you why the story is fiction.

The story, _____, is fiction because:

1. _____

2. _____

3. _____

- **More Fun:** Write the name of another book you have read that is fiction.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about books that are true (nonfiction).

Read a nonfiction book sent home by your teacher. True stories are called **nonfiction**.

- Write three reasons why this book is a nonfiction (true) book.

The story, _____, is nonfiction because:

1. _____

2. _____

3. _____

- **More Fun:** Tell your family why you liked reading this nonfiction story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that “make-believe” (fiction) stories are different from true (nonfiction) stories.

- Read “Sharks.”
- Think about whether it is a “make-believe” (fiction) story or a true (nonfiction) story.
- Put an X on the line below to show whether the passage is fiction or nonfiction.

Sharks

A shark is a fish.
A shark eats small fish.
It lives and swims in
the sea.
It has sharp teeth.

_____Fiction

_____Nonfiction

- **More Fun:** Read another story. Tell your family whether it is fiction or nonfiction.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how fantasy (something imaginary) is different from reality (something that can happen).

- Read the following short story.
- Think about whether the story is make-believe or real.
- Put an X on the line to show whether the passage is make-believe or real.

Kit Bakes A Cake

Kit the Cat baked a cake for her kittens.
The cake was good. The kittens like cake.
Kit is a very kind cat.

_____ Make-believe

_____ Real

- **More Fun:** Tell your family a make-believe story about Fergie the Dog.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a sentence is.

- A sentence begins with a capital letter and ends with a period.
- Underline each sentence below.

The Walk

Bob and Mary walk in the park. They see birds in the sky. They play in the sand. Bob and Mary walk home. They have so much fun!

- **More Fun:** Pick any book. Show where a sentence in the book begins and ends. Find three more sentences.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a sentence is and where it begins.

The first letter in a sentence is a capital letter.

- As you read each line, circle the first letter of the sentence.

1. Don the dog dug a big hole.
2. Four fish swim in the lake.
3. Sally swam in the sea.
4. Five flies flew fast to find food.
5. Let's jump up, down, and all around.

- **More Fun:** As you read the story below, circle the first letter of each sentence.

Don the dog dug a big hole. He put his bone in the hole. Later, Don went back to find his bone. It was good to eat.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that a capital (uppercase) letter is used at the beginning of a sentence.

- Using a pencil, draw a circle around the first letter of each sentence in "Kelly's Kite."

Kelly's Kite

Kelly has a new kite. Her kite is pink. It has blue stars on it. Her kite looks big in the sky. Kelly likes her new kite.

- **More Fun:** Pick any book at home and find the beginning of each sentence on a page. Point to the spaces between the sentences.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what letters, words, and sentences are.

As you read each line below, tell whether each item is a letter, a word, or a sentence. Circle the answer.

1. The bus is here.

letter

word

sentence

2. cat

letter

word

sentence

3. b

letter

word

sentence

4. It is my hat!

letter

word

sentence

- **More Fun:** Pick any book and find letters, words, and sentences in it.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about beginning sounds.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

Parent's (Learning Partner's) signature _____

1/Can Blend or Segment the Phonemes of One-Syllable Words/1

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about the first sound in each word.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

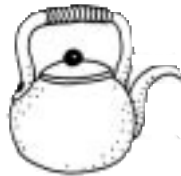
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the beginning sound of each word.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

Parent's (Learning Partner's) signature _____

1/Can Blend or Segment the Phonemes of One-Syllable Words/3

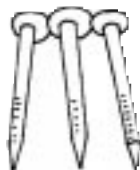
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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about the beginning sounds of words.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

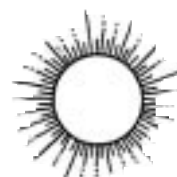
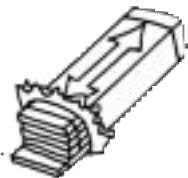
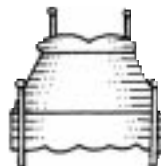
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about the beginning sound of each word.

- Name each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

Parent's (Learning Partner's) signature _____

1/Can Blend or Segment the Phonemes of One-Syllable Words/5

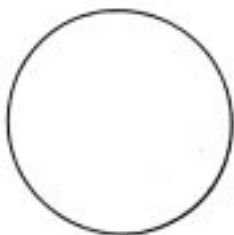
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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about the beginning sound of each word.

- Say the name of each picture.



- Write the correct word in the blank.

I liked the story about the _____.

George has a _____ tree.

Our dog is very _____.

Don't play in the _____!

I can draw _____ on my paper.

cedar

giant

gentle

circles

cement

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus on the sound he or she hears at the beginning of words.

- Say each word to your child.
- Ask your child to tell you the sound (not the letter) each word begins with.

1. book

5. tail

2. cake

6. goat

3. hat

7. nurse

4. coat

8. rock

- **More Fun:** Choose five words from a book you are reading. Say the word. Say the sound you hear at the beginning of each word.

Child's signature _____

Parent's (Learning Partner's) signature _____

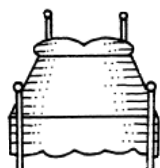
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that every word has an ending sound.

- Name each picture.
- Write the letter of the ending sound of the word for each picture.







Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus on the sound he or she hears at the end of words.

- Say each word to your child.
- Ask your child to tell you the sound (not the letter) each word ends with.

1. jam

5. harp

2. foot

6. hill

3. ink

7. ox

4. town

8. egg

- **More Fun:** Choose five words from a book you are reading. Say each word. Say the sound that you hear at the end of each word.

Child's signature _____



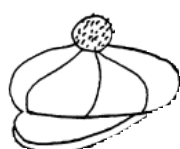









Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.

 <p>bit bat</p>	 <p>hens hand</p>	 <p>cup cap</p>
 <p>pan pen</p>	 <p>crib crab</p>	 <p>fan fin</p>
 <p>cross glass</p>	 <p>hat hog</p>	 <p>flag frog</p>
 <p>rip rat</p>	 <p>cat cot</p>	 <p>socks jacks</p>

Child's signature _____













Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 put pig	 sox six	 fish wash
 pat pit	 laps lips	 hill fall
 kit cat	 tags twins	 crab crib
 pin pan	 wig wag	 dog dig

Child's signature _____

Parent's (Learning Partner's) signature _____

1/Can Blend or Segment the Phonemes of One-Syllable Words/11









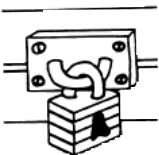



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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 <p>pet pot</p>	 <p>doll bell</p>	 <p>sock pack</p>
 <p>flag frog</p>	 <p>lip top</p>	 <p>mop map</p>
 <p>hat hop</p>	 <p>cob cab</p>	 <p>tack lock</p>
 <p>cat cot</p>	 <p>hot hat</p>	 <p>fox fix</p>

Child's signature _____










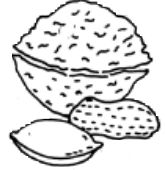


Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that every word has a vowel sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 <p>cap cup</p>	 <p>bus boy</p>	 <p>pan pup</p>
 <p>bug bag</p>	 <p>six sun</p>	 <p>brush braid</p>
 <p>drop drum</p>	 <p>sack duck</p>	 <p>ten tub</p>
 <p>nuts mats</p>	 <p>rag rug</p>	 <p>gum ham</p>

Child's signature _____



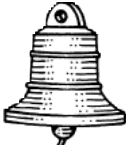



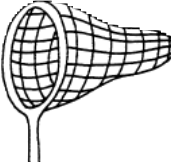




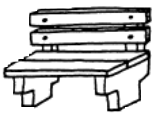
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that every word has a vowel sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 pen pan	 bed bag	 bird bell
 nest list	 jam jet	 vase vest
 net nap	 desk mask	 tank tent
 stop sled	 hat hen	 bench lunch

Child's signature _____




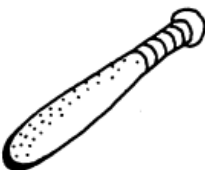




Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn the short "a" and short "e" vowel sounds.

- Trace the name of each picture.

 hat	 bed
 nest	 bat
 fan	 pen
 pets	 man

Child's signature _____


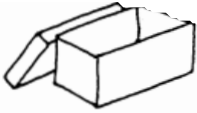



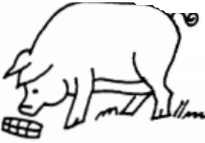

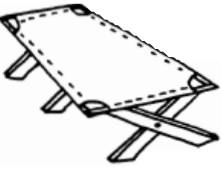
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn the short "i", short "o", and short "u" vowel sounds.

- Trace the name of each picture.

 cup	 box
 bib	 bus
 doll	 pig
 fish	 cot

Child's signature _____


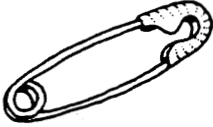
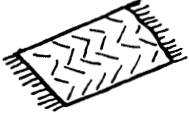
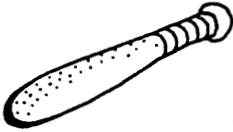
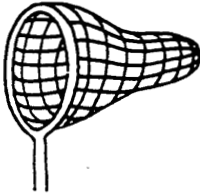



Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the short vowel sounds.

- Trace the name of each picture.

 pan	 pin
 rug	 bat
 net	 top
 pig	 web

Child's signature _____

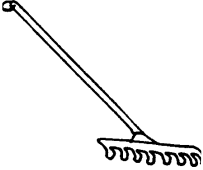
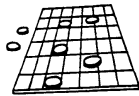

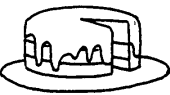

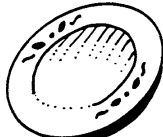


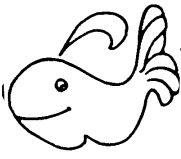


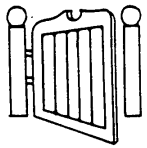
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long vowel sounds.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 <p>rake woke</p>	 <p>dime game</p>	 <p>nose vase</p>
 <p>joke cake</p>	 <p>plane pine</p>	 <p>plot plate</p>
 <p>cane bone</p>	 <p>skip skate</p>	 <p>smile whale</p>
 <p>bike bake</p>	 <p>like lake</p>	 <p>gate kite</p>

Child's signature _____



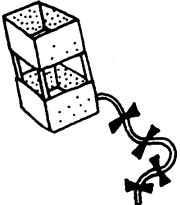

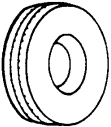
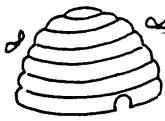
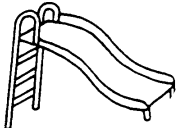



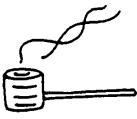
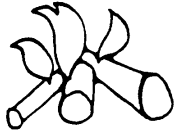
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long vowel sounds.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 <p>bike bake</p>	 <p>nine tune</p>	 <p>late kite</p>
 <p>mice race</p>	 <p>were tire</p>	 <p>hive wave</p>
 <p>rode slide</p>	 <p>sale smile</p>	 <p>dime name</p>
 <p>made bride</p>	 <p>pipe tape</p>	 <p>frog fire</p>

Child's signature _____

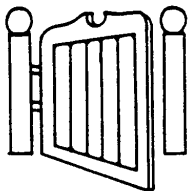
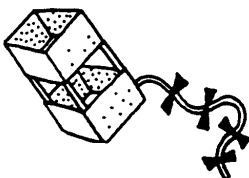


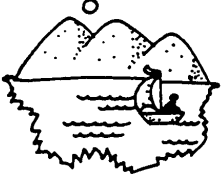



Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long "a" and long "i" vowel sounds.

- Trace the name of each picture.

	gate		kite
	smile		cage
	lake		bride
	bike		cape

Child's signature _____










Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long "o" vowel sound.

- Circle the correct word for each picture.

 <p>boat book</p>	 <p>tree toad</p>	 <p>goat good</p>
 <p>read road</p>	 <p>soap stop</p>	 <p>toast today</p>
 <p>float found</p>	 <p>lost loaf</p>	 <p>copy coat</p>

Child's signature _____






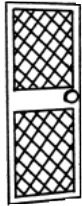






Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the double vowel long "e" sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

 <p>bed bee</p>	 <p>seal silly</p>	 <p>leaves lives</p>
 <p>thing three</p>	 <p>peas puts</p>	 <p>screen school</p>
 <p>where wheel</p>	 <p>clown cheese</p>	 <p>peach piano</p>
 <p>time tree</p>	 <p>nose needle</p>	 <p>meal made</p>

Child's signature _____









Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long "e" and long "o" vowel sounds.

- Trace the name of each picture.

 boat	 feet
 seal	 soap
 coat	 trees
 meal	 toast

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus on the middle sound in one-syllable words.

- Circle the words that have the same middle sound as the first word in each row.

- | | | | | |
|---------------|-----|------|------|------|
| 1. big | hit | mop | went | thin |
| 2. cut | yes | glad | run | sick |
| 3. get | gum | wag | hill | men |
| 4. map | hop | kid | lad | met |
| 5. red | fin | wet | fog | tan |
| 6. pop | pit | sat | dot | tub |

- **More Fun:** Circle the center sounds in each of the words in this sentence:

Sam got ham with jam.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to say and hear each sound in a three- or four-letter word.

- Say the word.
- Look at the word and break up the sounds.
- Now, say each sound of the word (not the letter name).

1. bug	—————→	/b/ /u/ /g/
2. went	—————→	/w/ /e/ /n/ /t/
3. snap	—————→	/s/ /n/ /a/ /p/
4. twig	—————→	/t/ /w/ /i/ /g/
5. dog	—————→	/d/ /o/ /g/
6. best	—————→	/b/ /e/ /s/ /t/

- **More Fun:** As you walk through your home, listen to the conversation around you. Choose one word and break it down into its many smaller sounds (for example, "mat" becomes /m/ /a/ /t/).

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to say and hear each sound in a three- or four-letter word.

- Say the word.
- Look at the word and break up the sounds.
- Now say each sound (not the letter name) of the word.

1. help _____ → /h/ /e/ /l/ /p/

2. send _____ → /s/ /e/ /n/ /d/

3. lip _____ → /l/ /i/ /p/

4. drop _____ → /d/ /r/ /o/ /p/

5. last _____ → /l/ /a/ /s/ /t/

6. rest _____ → /r/ /e/ /s/ /t/

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read three- and four-letter words.

- Say each sound (not the letter name) slowly.
- Now, put all three or four sounds together to make a word.

1. /f/ /a/ /t/ _____ → fat
2. /b/ /e/ /d/ _____ → bed
3. /s/ /t/ /o/ /p/ _____ → stop
4. /s/ /i/ /t/ _____ → sit
5. /t/ /u/ /b/ _____ → tub

- **More Fun:** Look for a four-letter word in a book. Say each of the sounds slowly. Then say them fast.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read some four-letter words.

- Say each sound (not the letter name) slowly.
- Now, put all four sounds together to make a word.

1. /d/ /u/ /s/ /t/ _____ → dust

2. /s/ /l/ /e/ /d/ _____ → sled

3. /c/ /r/ /o/ /p/ _____ → crop

4. /f/ /a/ /c/ /t/ _____ → fact

5. /w/ /e/ /n/ /t/ _____ → went

6. /m/ /u/ /s/ /t/ _____ → must

7. /p/ /a/ /s/ /t/ _____ → past

- **More Fun:** Say each sound in the following names slowly. Then put all the sounds together.

FRED

MARY

SARA

CARA

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a letter is.

- Draw a line under the letters in each row.

Example: 3 9 h 7 t

1.	a	b	5	6	b	a
2.	h	3	2	7	t	p
3.	9	6	5	f	h	m
4.	m	n	8	z	x	c
5.	i	4	7	r	d	g

- **More Fun:** Write the lowercase letters of the alphabet on a piece of paper in order from a to z.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what an uppercase (capital) letter is, such as A, D, and F.

- Uppercase (capital) letters are usually twice as big and they are shaped differently than lowercase letters.
- Circle the letters that are uppercase (capital) letters.

A	M	B	r	g
y	N	T	H	q
g	Y	K	l	e

- **More Fun:** Open a book to any page. Point with your finger to uppercase (capital) letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a lowercase letter is, such as a, d, and f.

- Lowercase letters are the small letters.
- Circle the lowercase letters.

W	J	A	a	J
L	Q	t	E	m
g	R	r	W	F

- **More Fun:** Open a book to any page. Use your finger to point to the lowercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what upper- and lowercase letters are.

- Look at each letter.
- Draw a line under all the uppercase (capital) letters.

Example: t Q X n a

L z T Q u p

M S b A f r

j B X t J V

a d E C g B

n K y M e N

- **More Fun:** Look in the book you are reading. Point to and name 10 uppercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what upper- and lower-case letters are.

- Look at each letter.
- Draw a line under all the uppercase (capital) letters.

Example: L z I Q a

t	O	X	n	Z	y
R	U	r	u	V	s
v	W	Y	C	A	w
Q	S	m	q	B	F
e	d	f	E	K	D

- **More Fun:** As you read books, look for uppercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out letters in order to read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

1. /sk/ /i/ /p/ → skip

2. /sl/ /i/ /p/ → slip

3. /tr/ /a/ /p/ → trap

4. /pl/ /a/ /y/ → play

5. /tw/ /i/ /g/ → twig

- **More Fun:** Write as many words beginning with the letters /tr/ that you can think of below.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out letters in order to read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

1. /pl/ /u/ /g/ _____ → plug

2. /dr/ /u/ /m/ _____ → drum

3. /fl/ /e/ /d/ _____ → fled

4. /st/ /o/ /p/ _____ → stop

5. /gl/ /a/ /d/ _____ → glad

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out and read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

1. /th/ /i/ /s/ _____ → this
2. /wh/ /e/ /n/ _____ → when
3. /ch/ /i/ /n/ _____ → chin
4. /b/ /a/ /th/ _____ → bath
5. /f/ /i/ /sh/ _____ → fish

- **More Fun:** Say a friend's name quickly ("Sam"). Then say each letter in the name slowly ("S-a-m"). Do this for the names of people in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out and read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

1. /th/ /e/ /m/	—————→	them
2. /m/ /u/ /ch/	—————→	much
3. /th/ /a/ /n/	—————→	than
4. /w/ /i/ /th/	—————→	with

- **More Fun:** Listen to the words of a song on the radio. Take one word that the singer separates into many sounds. Say the word as the singer does. Then say that word quickly.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read words fluently.

- Look at each letter or group of letters in a word.
- Say the sounds quickly.
- Say the word.

trap

play

brick

club

chin

gold

truck

stop

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read words fluently.

- Look at each letter or group of letters in a word.
- Say the sounds quickly.
- Say the word.

went

trip

sock

this

under

nickel

- **More Fun:** Every person has one or more favorite words. What is your favorite word? Say each of the sounds in the word and write it below.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read common sight words.

- Write out the word lists below.
- Read the words on each list.

like

now

and

she

then

give

has

he

this

that

thing

will

them

with

how

- **More Fun:** Save the word lists. When reading books, point out words from the lists.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put sounds together to make words.

- Look at each letter in each of the words below.
- Say all of the sounds the letters make in the word.
- Say the sounds again quickly.
- Now say the word.

at

van

bus

pod

fun

jig

yet

rot

sip

rub

fed

not

- **More Fun:** Can you find any of the above words in a book you are reading? How many did you find?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put sounds together to make words.

- Look at each letter in each word.
- Say all of the sounds the letters make in the word.
- Say the sounds again quickly.
- Now say the word.

twig

stop

plot

glad

slid

most

snap

smog

drum

hold

hats

dust

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words.

- Each letter combination (pair of letters) makes one sound.
- Say the sound of the letter combination.
- Read the word.

/qu/	as in	quit
/th/	as in	that
/wh/	as in	whip
/ch/	as in	chest
/sh/	as in	shell

- **More Fun:** Say five words that begin with /th/. Write them below.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read.

- Ask someone in your family to read the story below to you.
- Then practice reading the story by yourself.
- Now read the story to your family. Try to read it better each time.
- Read the story to your teacher.

Spot the Cat

Spot the cat sat still on the rug.
She did not move much.
Spot liked to think all day long.
Spot just sat day after day.

- **More Fun:** In the book you are reading with your family, tell your family that you will be looking for words you can read by yourself. Pick out 10 words that you can read by yourself and read them to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read smoothly and without stopping.

- Ask one of your family members to read the story below with you.
- Then practice reading the story by yourself.
- Now read the story to your family. Try to get every word right.
- Read the story to your teacher.

The Three White Ducks

Three white ducks, three white ducks,
See how they walk, see how they walk.
They swam in the pond going left and right,
They did not stop until the moon was light.
The ducks swam and swam until it was night,
The three white ducks, the three white ducks.

- **More Fun:** Draw a picture of the three white ducks on the back of this page.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read harder text.

- Ask someone in your family to read the story below to you.
- Then practice reading the story by yourself.
- Now read the story to your family. Try to get every word right.
- Read the story to your teacher.

Hello

Hello! My name is Kim.
I am six years old.
I am in first grade.
I like going to school.
It is so much fun!

What is your name?
How old are you?
What grade are you in?
Do you like going to school?
Is school fun for you too?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a word is.

- A word is made up of many letters. One word is separated from another word by a space.
- Using a pencil, circle each word in the story.

My Cat

Max is my cat.
He is a nice cat.
Max can purr.
Max can take a nap.
I love Max!

- **More Fun:** Pick out any book and point to 10 words in it.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read "sight" words.

- Sight words are words that cannot be figured out by sounding out the letters.
- Cut out the word lists below.
- Read the words on each list.

have
would
there
said
was

when
why
how
like
what

- **More Fun:** Save the word lists. When reading books, point out words from the lists.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to spell "sight" words (commonly used words that cannot be sounded out).

- Read each word on the list.
- Say each letter of the word.
- Cover the word.
- Spell the word.
- Uncover the word and check your spelling.

Say	Spell	Check
was	_____	_____
could	_____	_____
they	_____	_____
should	_____	_____
there	_____	_____
their	_____	_____
you	_____	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to spell "sight" words (commonly used words that cannot be sounded out).

- Read each word on the list.
- Say each letter of the word.
- Cover the word.
- Spell the word.
- Uncover the word and check your spelling.

Say	Spell	Check
all	_____	_____
of	_____	_____
one	_____	_____
saw	_____	_____
two	_____	_____
too	_____	_____
her	_____	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to spell "sight" words (commonly used words that cannot be sounded out).

- Read each word on the list.
- Say each letter of the word.
- Cover the word.
- Spell the word.
- Uncover the word and check your spelling.

Say	Spell	Check
put	_____	_____
are	_____	_____
for	_____	_____
does	_____	_____
why	_____	_____
said	_____	_____
him	_____	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put words that are alike in groups.

- Read the words below.

desk chair apple bed table

- Which words **belong together**?

- Why do these words **belong together**?

- Which word does **not** belong with the other words?

- Why?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words.

- What are some new words you read or heard today?

- How did you find out what these words mean?

- Use one of the new words to write about something.

- Read your writing out loud and talk about the words with your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use new words in talking and writing.

- When you are reading a book with your family or listening to people talk, you sometimes see or hear words that are new to you.
- Think of some new words you saw or heard this week. What are they? Your family can help you write them down. You may also need help to understand what the new words mean.

- How did you learn what the new words meant?

- **More Fun:** Use one of the new words to write about something. Read your writing out loud and talk about the words with your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning new words from reading.

- Read a book with your family.
- Choose some words from the book that are new to you.
- Copy them down. Then tell why they are interesting.

Interesting Word _____

I picked this word because _____

Interesting Word _____

I picked this word because _____

Interesting Word _____

I picked this word because _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to describe events.

- Write a story about your favorite trip with your family.
- Give your story a title.
- Give as many details as you can.

Title: _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow two-step directions.

- Think about a story you read or heard in school today.
- Do these 2 things:
 1. Tell someone in your family about the story you heard.
 2. Write two things you remember most about the story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make spaces the same size between each word.

- Write a story about your family.
- Be careful to leave a space after each word in your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use punctuation and proper capitalization in writing.

When we need more than one word to say what we mean, we connect the words together to make a sentence.

A sentence starts with a capital letter. It ends with a punctuation mark like a . or ? or ! to show the end of the sentence.

- Write a sentence about a kind of food you like to eat. Use a capital letter at the beginning of the sentence and a period at the end of the sentence.

- Write a sentence that asks a question. Remember that a sentence that asks a question needs a question mark.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write more than one complete sentence that tells about someone or something.

- Write 2 or more complete sentences that describe your family.

- Did you start each sentence with a capital letter?
- Did you end each sentence with a punctuation mark?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write more than one complete sentence that tells about someone or something.

- Draw a picture of your school.



- Write 2 complete sentences that describe this picture.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write several sentences that tell about someone or something.

- What is life in your family like? Write some sentences that describe your family.

- Draw a picture of your family on the back of this page to go with your sentences.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write stories.

- Draw a picture of your favorite animal.



- Write a story about your favorite animal.
Remember to tell as many facts as you can about your animal. Use your best writing to describe the animal.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write words and use them in a story.

- Make a list of some of the words you know.

- Write a story using 2 or more of these words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write down ideas before writing.

Think about a story you would like to write. What would be a good topic to write about?

- Make a list of all the things you would like to talk about in your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen to stories to get information.

- Find a story for your family to read to you. The name of the story is:

- Listen carefully while the story is being read to you. What is the story mostly about?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to notice good reading aloud.

- Please find a quiet place to read.
- Ask someone in your family to read to you there.
- What do you like about listening to a good reader?

- Soon, with practice, you will be reading faster and better!

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to ask questions about stories.

- Listen to a story your family reads to you. Do you have a question you want to ask them about the story? What is your question?

- Ask your family to help you answer your question. What is the answer to your question?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen to and read different kinds of printed materials—storybooks, poems, newspapers, and magazines.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Find as many different materials to read as you can at home.
- What are some reading materials you found?

- Read from 2 of these things. What was your favorite?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to talk about a favorite book.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is your favorite book?

- Why did you like this book?

- Would you recommend this book to a friend? Why?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning about the library.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Visit your local library. Find a book you would like to read.
- Ask your family to help you check it out. Read the book with your family.
- What stood out for you in the book?

- What did you learn about the library?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to increase time spent reading.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Keep a record of how much time you spend reading with your family each week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- Ask your family to help you keep this record. Do this every week.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to get information from different print sources.

- Make the following recipe with your family's help. Ask your family to read the directions aloud. As you cook, ask your family to re-read each step.

Cinnamon Toast

You need:

1 teaspoon cinnamon
2 tablespoons sugar
Slice of bread
Butter

How to fix:

1. Mix the sugar and cinnamon together in a small bowl.
2. Toast the bread, then butter it.
3. Now sprinkle the cinnamon-sugar mixture on top of the buttered toast.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Tell the story in your own words.
- What happened first?
- What happened next?
- What happened at the end?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to draw conclusions from stories.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is the main idea of the story?

- What does the author want you to think about the main idea of the story?

- How do you know?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell important events in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- In your own words, write about 2 important things that happened in the story.

- Read what you wrote out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning that books talk about things that can happen in his or her own family.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Do you think the person in the story is like you? Why?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read at home and at school, alone and with others.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Who read with you at home this week?

- What did you read together?

- Did you read by yourself this week?

- What did you read?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember information from books.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Go to your classroom, school, or local library.
- Find a book you would like to read.
- Ask your family to help you check it out.
- Read the book with your family.
- Write 2 things you remember most about the book.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer and ask questions about a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is the story about?

- If the author of the book were here, what question would you ask?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to stop reading and think about different parts of the story, then continue reading.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

After reading part of the story, ask yourself these questions.

- Do I know what the story is about?
- Do I know where the story takes place?
- Can I tell what the problem is going to be?
- Now finish reading the story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to guess what will happen in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- When you get to the middle of the book, stop and ask the following question:

What do you think will happen in the rest of the story?

- Now read the rest of the story.
- Was your guess about what would happen right?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is thinking about information he or she learned before to understand a story better.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is the book mostly about?

- Did you know anything about this topic before reading this book?

- If you did, did the information you already knew help you understand this story?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell information from a book in his or her own words.

- Read a non-fiction book with your family. Write the title and author below.

Title: _____

Author: _____

- Make a list of important facts in the book. Use the back of this paper.
- Make sure you include:
 - The topic of the book
 - The main things the author tells you about the topic
 - Your own ideas about the information
- Retell the facts in the book in your own words.

- Read your writing out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about books and stories.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Who is the main character in the story?

- Where did the story take place?

- What is the problem in the story?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to tell what is important in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Write the three most important events that happened in the book.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to tell what a story is mostly about.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Draw a picture of what the story is mostly about.



- In your own words, write what the story is mostly about.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember when events happen in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What was the first thing that happened in the story?

- Write about what happened in the middle.

- Write about what happened in the end.

Child's signature _____

Parent's (Learning Partner's) signature _____