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 ________________
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 name ____________________________________________

Child’s signature ________________________________________

Parent’s (Learning Partner’s) signature _______________________

1/Knows the Parts of a Book and Their Functions/2
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**

1/Reads and Comprehends Both Fiction and Nonfiction/1
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 ____________________

1/Reads and Comprehends Both Fiction and Nonfiction/2
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 name ____________________________________________

Child’s signature __________________________________________________________________

Parent’s (Learning Partner’s) signature ______________________________

1/Reads and Comprehends Both Fiction and Nonfiction/3
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.
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!

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.
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.
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

1/Knows Differences among Letters, Words, and Sentences/1
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 name ______________________________________

Child’s signature ____________________________________

Parent’s (Learning Partner’s) signature __________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/1
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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 name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature __________________

---

1/Can Blend or Segment the Phonemes of One-Syllable Words/2

Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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.

________      ________      ________      ________  ________
________      ________      ________      ________  ________
________      ________      ________      ________  ________

School-Home Links

Child’s signature_____________________________________
Parent’s (Learning Partner’s) signature ____________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/3
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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.

1/Can Blend or Segment the Phonemes of One-Syllable Words/4
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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 _____________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/6
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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
2. cake
3. hat
4. coat
5. tail
6. goat
7. nurse
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 name ______________________________________
Child’s signature __________________________________

Parent’s (Learning Partner’s) signature __________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/7
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 ________________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/8
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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
2. foot
3. ink
4. town
5. harp
6. hill
7. ox
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.
Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.

<table>
<thead>
<tr>
<th>bit</th>
<th>hens</th>
<th>cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>hand</td>
<td>cap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pan</th>
<th>crib</th>
<th>fan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>crab</td>
<td>fin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cross</th>
<th>hat</th>
<th>flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>hog</td>
<td>frog</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rip</th>
<th>cat</th>
<th>socks</th>
</tr>
</thead>
<tbody>
<tr>
<td>rat</td>
<td>cot</td>
<td>jacks</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>put</th>
<th>sox</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>six</td>
<td>wash</td>
</tr>
<tr>
<td>pat</td>
<td>laps</td>
<td>hill</td>
</tr>
<tr>
<td>pit</td>
<td>lips</td>
<td>fall</td>
</tr>
<tr>
<td>kit</td>
<td>tags</td>
<td>crab</td>
</tr>
<tr>
<td>cat</td>
<td>twins</td>
<td>crib</td>
</tr>
<tr>
<td>pin</td>
<td>wig</td>
<td>dog</td>
</tr>
<tr>
<td>pan</td>
<td>wag</td>
<td>dig</td>
</tr>
</tbody>
</table>

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/11
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>doll</td>
<td>sock</td>
</tr>
<tr>
<td>pot</td>
<td>bell</td>
<td>pack</td>
</tr>
<tr>
<td>flag</td>
<td>lip</td>
<td>mop</td>
</tr>
<tr>
<td>frog</td>
<td>top</td>
<td>map</td>
</tr>
<tr>
<td>hat</td>
<td>cob</td>
<td>tack</td>
</tr>
<tr>
<td>hop</td>
<td>cab</td>
<td>lock</td>
</tr>
<tr>
<td>cat</td>
<td>hot</td>
<td>fox</td>
</tr>
<tr>
<td>cot</td>
<td>hat</td>
<td>fix</td>
</tr>
</tbody>
</table>

Child’s name ________________________________________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/12

Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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.

<table>
<thead>
<tr>
<th>cap</th>
<th>bus</th>
<th>pan</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>boy</td>
<td>pup</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bug</td>
<td>six</td>
<td>brush</td>
</tr>
<tr>
<td>bag</td>
<td>sun</td>
<td>braid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drop</td>
<td>sack</td>
<td>ten</td>
</tr>
<tr>
<td>drum</td>
<td>duck</td>
<td>tub</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nuts</td>
<td>rag</td>
<td>gum</td>
</tr>
<tr>
<td>mats</td>
<td>rug</td>
<td>ham</td>
</tr>
</tbody>
</table>

Child’s name

Parent’s (Learning Partner’s) signature

1/Can Blend or Segment the Phonemes of One-Syllable Words/13
Reprinted by permission from *How To Tutor Your Child in Reading and Writing* by ERIC and the Family Learning Association
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>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>bed</td>
<td>bird</td>
</tr>
<tr>
<td>pan</td>
<td>bag</td>
<td>bell</td>
</tr>
<tr>
<td>nest</td>
<td>jam</td>
<td>vase</td>
</tr>
<tr>
<td>list</td>
<td>jet</td>
<td>vest</td>
</tr>
<tr>
<td>net</td>
<td>desk</td>
<td>tank</td>
</tr>
<tr>
<td>nap</td>
<td>mask</td>
<td>tent</td>
</tr>
<tr>
<td>stop</td>
<td>hat</td>
<td>bench</td>
</tr>
<tr>
<td>sled</td>
<td>hen</td>
<td>lunch</td>
</tr>
</tbody>
</table>

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ______________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/14
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
Dear Family, Your child is beginning to learn the short “a” and short “e” vowel sounds.

- Trace the name of each picture.

<table>
<thead>
<tr>
<th>Hat</th>
<th>Bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nest</td>
<td>Bat</td>
</tr>
<tr>
<td>Fan</td>
<td>Pen</td>
</tr>
<tr>
<td>Pets</td>
<td>Man</td>
</tr>
</tbody>
</table>

Child’s signature __________________________
Parent’s (Learning Partner’s) signature __________________________
Dear Family, Your child is beginning to learn the short “i”, short “o”, and short “u” vowel sounds.

- Trace the name of each picture.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>box</td>
</tr>
<tr>
<td>bib</td>
<td>bus</td>
</tr>
<tr>
<td>doll</td>
<td>pig</td>
</tr>
<tr>
<td>fish</td>
<td>cot</td>
</tr>
</tbody>
</table>

Child’s signature __________________________________________________________

Parent’s (Learning Partner’s) signature _____________________________________
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 ____________________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/17

Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
Dear Family, Your child is learning the long vowel sounds.

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

<table>
<thead>
<tr>
<th>rake</th>
<th>dime</th>
<th>nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>woke</td>
<td>game</td>
<td>vase</td>
</tr>
<tr>
<td>joke</td>
<td>plane</td>
<td>plot</td>
</tr>
<tr>
<td>cake</td>
<td>pine</td>
<td>plate</td>
</tr>
<tr>
<td>cane</td>
<td>skip</td>
<td>smile</td>
</tr>
<tr>
<td>bone</td>
<td>skate</td>
<td>whale</td>
</tr>
<tr>
<td>bike</td>
<td>like</td>
<td>gate</td>
</tr>
<tr>
<td>bake</td>
<td>lake</td>
<td>kite</td>
</tr>
</tbody>
</table>

Child’s name ____________________________________________

Child’s signature ________________________________________

Parent’s (Learning Partner’s) signature ____________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/18
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
Dear Family, Your child is learning the long vowel sounds.

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

<table>
<thead>
<tr>
<th>bike</th>
<th>nine</th>
<th>late</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake</td>
<td>tune</td>
<td>kite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mice</th>
<th>were</th>
<th>hive</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>tire</td>
<td>wave</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rode</th>
<th>sale</th>
<th>dime</th>
</tr>
</thead>
<tbody>
<tr>
<td>slide</td>
<td>smile</td>
<td>name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>made</th>
<th>pipe</th>
<th>frog</th>
</tr>
</thead>
<tbody>
<tr>
<td>bride</td>
<td>tape</td>
<td>fire</td>
</tr>
</tbody>
</table>

1/Can Blend or Segment the Phonemes of One-Syllable Words/19
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
Dear Family, Your child is learning the long “a” and long “i” vowel sounds.

- Trace the name of each picture.

Child’s name __________________________________________________________

Parent’s (Learning Partner’s) signature __________________________________

Child’s signature _______________________________________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/20
Reprinted by permission from *How To Tutor Your Child in Reading and Writing* by ERIC and the Family Learning Association
Dear Family, Your child is learning the long “o” vowel sound.

- Circle the correct word for each picture.

<table>
<thead>
<tr>
<th>boat</th>
<th>book</th>
<th>tree</th>
<th>goat</th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>road</td>
<td>soap</td>
<td>toast</td>
</tr>
<tr>
<td>float</td>
<td>found</td>
<td>lost</td>
<td>copy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>loaf</td>
<td>coat</td>
</tr>
</tbody>
</table>

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature ____________________________
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>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="bed" /></td>
<td><img src="image2" alt="seal" /></td>
<td><img src="image3" alt="leaves" /></td>
</tr>
<tr>
<td>bed</td>
<td>seal</td>
<td>leaves</td>
</tr>
<tr>
<td>bee</td>
<td>silly</td>
<td>lives</td>
</tr>
<tr>
<td><img src="image4" alt="thing" /></td>
<td><img src="image5" alt="peas" /></td>
<td><img src="image6" alt="screen" /></td>
</tr>
<tr>
<td>thing</td>
<td>peas</td>
<td>screen</td>
</tr>
<tr>
<td>three</td>
<td>puts</td>
<td>school</td>
</tr>
<tr>
<td><img src="image7" alt="where" /></td>
<td><img src="image8" alt="clown" /></td>
<td><img src="image9" alt="peach" /></td>
</tr>
<tr>
<td>where</td>
<td>clown</td>
<td>peach</td>
</tr>
<tr>
<td>wheel</td>
<td>cheese</td>
<td>piano</td>
</tr>
<tr>
<td><img src="image10" alt="time" /></td>
<td><img src="image11" alt="nose" /></td>
<td><img src="image12" alt="meal" /></td>
</tr>
<tr>
<td>time</td>
<td>nose</td>
<td>meal</td>
</tr>
<tr>
<td>tree</td>
<td>needle</td>
<td>made</td>
</tr>
</tbody>
</table>

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature _______________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/22

Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
Dear Family, Your child is learning the long “e” and long “o” vowel sounds.

- Trace the name of each picture.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/23
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
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 name ______________________________________________________
Child’s signature __________________________________________________
Parent’s (Learning Partner’s) signature _________________________________
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/).
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 ____________________

1/Can Blend or Segment the Phonemes of One-Syllable Words/26
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.
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 name ______________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________________
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

<table>
<thead>
<tr>
<th>1. a</th>
<th>b</th>
<th>5</th>
<th>6</th>
<th>b</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. h</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>t</td>
<td>p</td>
</tr>
<tr>
<td>3. 9</td>
<td>6</td>
<td>5</td>
<td>f</td>
<td>h</td>
<td>m</td>
</tr>
<tr>
<td>4. m</td>
<td>n</td>
<td>8</td>
<td>z</td>
<td>x</td>
<td>c</td>
</tr>
<tr>
<td>5. i</td>
<td>4</td>
<td>7</td>
<td>r</td>
<td>d</td>
<td>g</td>
</tr>
</tbody>
</table>

- 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

1/Recognizes and Can Name All Uppercase and Lowercase Letters/1
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.

<table>
<thead>
<tr>
<th>A</th>
<th>M</th>
<th>B</th>
<th>r</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>N</td>
<td>T</td>
<td>H</td>
<td>q</td>
</tr>
<tr>
<td>g</td>
<td>Y</td>
<td>K</td>
<td>l</td>
<td>e</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>W</th>
<th>J</th>
<th>A</th>
<th>a</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Q</td>
<td>t</td>
<td>E</td>
<td>m</td>
</tr>
<tr>
<td>g</td>
<td>R</td>
<td>r</td>
<td>W</td>
<td>F</td>
</tr>
</tbody>
</table>

- **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 ________________________

1/Recognizes and Can Name All Uppercase and Lowercase Letters/3
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:**

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>O</th>
<th>X</th>
<th>n</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>z</td>
<td>T</td>
<td>Q</td>
<td>u</td>
<td>p</td>
</tr>
<tr>
<td>M</td>
<td>S</td>
<td>b</td>
<td>A</td>
<td>f</td>
<td>r</td>
</tr>
<tr>
<td>j</td>
<td>B</td>
<td>X</td>
<td>t</td>
<td>J</td>
<td>V</td>
</tr>
<tr>
<td>a</td>
<td>d</td>
<td>E</td>
<td>C</td>
<td>g</td>
<td>B</td>
</tr>
<tr>
<td>n</td>
<td>K</td>
<td>y</td>
<td>M</td>
<td>e</td>
<td>N</td>
</tr>
</tbody>
</table>

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

Child’s signature ____________________________________

Parent’s (Learning Partner’s) signature _________________

1/Recognizes and Can Name All Uppercase and Lowercase Letters/5
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 ________________________

1/Accurately Decodes Words/1
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 ____________________
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 name ________________________________

Parent’s (Learning Partner’s) signature ________________

1/ Accurately Decodes Words/3
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.
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 name ____________________________________________

Child’s signature__________________________________________

Parent’s (Learning Partner’s) signature ______________________

1/Accurately Decodes Words/5
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 name ____________________________________________

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________

1/ Accurately Decodes Words/6
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
give
thing
now
has
will
and
he
them
she
this
with
then
that
how
```

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

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
give
thing
now
has
will
and
he
them
she
this
with
then
that
how
```

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

Child’s name _____________________________________________

Parent’s (Learning Partner’s) signature ________________________

1/Has a Reading Vocabulary of 300-500 Sight and Other Words/1
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 yet
  van rot
  bus sip
  pod rub
  fun fed
  jig 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 ________________________________
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 _________________________

1/Uses Letter-Sound Correspondence to Sound Out Words/2
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.

/router/ as in quit
/router/ as in that
/router/ as in whip
/router/ as in chest
/router/ as in shell

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

_________________  __________________
_________________  __________________
_________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ____________________________
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 _______________________

1/Reads Aloud with Accuracy and Comprehension/1
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 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 _______________________

1/Reads Aloud with Accuracy and Comprehension/3
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 _______________________

1/Recognizes Words by Sight/1
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 name ________________________________

Parent’s (Learning Partner’s) signature ________________

1/Recognizes Words by Sight/2
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.

<table>
<thead>
<tr>
<th>Say</th>
<th>Spell</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>could</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>should</td>
<td></td>
<td></td>
</tr>
<tr>
<td>there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature _______________________

1/Recognizes Words by Sight/3
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.

<table>
<thead>
<tr>
<th>Say</th>
<th>Spell</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>too</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________

1/Recognizes Words by Sight/4
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.

<table>
<thead>
<tr>
<th>Say</th>
<th>Spell</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>does</td>
<td></td>
<td></td>
</tr>
<tr>
<td>why</td>
<td></td>
<td></td>
</tr>
<tr>
<td>said</td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s signature ______________________________________________________
Parent’s (Learning Partner’s) signature _____________________________

1/Recognizes Words by Sight/5
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 \textit{belong together}?

- Why do these words \textit{belong together}?

- Which word does \textbf{not} belong with the other words?

- Why?

Child’s signature _________________________________
Parent’s (Learning Partner’s) signature __________________
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 _____________________
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 ____________________________
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 name ______________________________________

Child’s signature__________________________________

Parent’s (Learning Partner’s) signature ________________

1/Reading Vocabulary of 300-500 Words/4
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 ____________________
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 _________________________
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 _______________________

1/Forms Letters/1
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.

________________________________________________

________________________________________________

Parent’s (Learning Partner’s) signature ____________________________
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 ____________________
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 name ______________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ________________________
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 name ________________________________

Child’s signature ______________________________

Parent’s (Learning Partner’s) signature _________________
Dear Family, Your child is learning to share information by speaking and writing about it.

- Tell your family three things that happened in school today. Then write them down as a story.

________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ______________

1/Produces Writing - Story/1
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 name ____________________________________________

Child’s signature _______________________________________

Parent’s (Learning Partner’s) signature _______________________

1/Produces Writing - Story/2
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 ________________
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 ____________________________

1/Uses Writing Process - Pre-writing/1
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 ____________________
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?

________________________________________________
________________________________________________
________________________________________________
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________________________________________________

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

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature _____________________

1/Engages in a Variety of Literacy Activities/2
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 ____________________

1/Engages in a Variety of Literacy Activities/3
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 ____________________

1/Engages in a Variety of Literary Activities/4
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 _______________________

1/ Engages in a Variety of Literacy Activities/5
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 ___________________

1/Engages in a Variety of Literacy Activities/6
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.

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

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________
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 name ______________________________________

Child’s signature__________________________________

Parent’s (Learning Partner’s) signature ________________

1/Engages in a Variety of Literacy Activities/8
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 __________________________
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 _____________________
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 ______________________

1/Reads and Comprehends at Grade Level/3
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 ______________________

1/Reads and Comprehends at Grade Level/4
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 _____________________

1/Reads and Comprehends at Grade Level/5
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 ____________________________

1/Reads and Comprehends at Grade Level/ 6
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 ____________________

1/Reads and Comprehends at Grade Level/7
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 ____________________
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 ____________________

1/Predicts What Happens Next/1
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 __________________

1/Discusses Prior Knowledge/1
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 ____________________
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 ________________________

1/Answers Simple Comprehension Questions/1
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 ________________________

1/Answers Simple Comprehension Questions/2
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 __________________________

1/Answers Simple Comprehension Questions/3
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 ____________________________