Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page.

Using a book sent home by your child’s teacher or one you already have at home:

- Put a book in your child’s lap with the cover facing up.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover and on the first page.
- Point to where the story begins and where the story ends.
- Read the first page. Use your finger to point to each word as you read.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Knows the Parts of a Book and Their Functions/1
Dear Family, Your child is learning how to hold a book and how to turn the pages properly.

Using a book sent home by your child’s teacher or one you already have at home:

- Put a book in your child’s lap with the cover facing up.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover.
- Turn the book over to the back.
- Point out to your child how the front and back of a book are different.
- Open the cover to the first page.
- Show your child how you begin reading on the first page and turn one page at a time.
- Have your child practice turning pages one at a time until you reach the end of the book.
- Read the book together. Allow your child to turn the pages.
Dear Family, Your child is learning how to care for a book properly. Please read this page to your child.

- You are going to make a mini-book called “How to Care for Books.”
- Cut out the pages for the mini-book.
- Staple the pages together.
- Turn the pages. Start at the front of the book and move to the back.
- Listen as I read this book to you.

How to Care for Books
1. Keep books away from food and water
2. Turn book pages carefully.
3. Wash your hands before reading a book.
4. Put books away when you have finished reading them.
5. Return library books on time.
6. Put books away when you have finished reading them.

Child’s name ________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ______________________

K/ Knows the Parts of a Book and Their Functions/ 3
Dear Family, Your child is learning how pictures and words go together to tell a story in a book.

- Put your child in your lap or right next to you.

- Open the book sent home by your child’s teacher or one that you already have at home.

- As you read, put your finger under each word.

- Show your child a picture that describes what you have read.

- Ask your child to tell you who or what is in the picture.

- Ask your child to find an important character or special object in the picture.

Child’s name ______________________________________

Child’s signature ____________________________________

Parent’s (Learning Partner’s) signature ___________________

K / Knows the Parts of a Book and Their Functions / 4
Dear Family,

Your child is learning that we read English from left to right and from top to bottom.

- Read the text of the story “Numbers” (below) to your child.
- Use your finger or pencil to point to each word as you read.
- Have your child repeat each line after you read it.

### Numbers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One flower</td>
</tr>
<tr>
<td>2.</td>
<td>Two socks</td>
</tr>
<tr>
<td>3.</td>
<td>Three pumpkins</td>
</tr>
<tr>
<td>4.</td>
<td>Four clowns</td>
</tr>
<tr>
<td>5.</td>
<td>Five teddy bears</td>
</tr>
</tbody>
</table>

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature ________________

K/Begin to Track Print/1
SCHOOL-HOME LINKS

Child’s name ______________________________________

Dear Family, Your child is learning that English reads from left to right and top to bottom.

• Read the story “I Like to Play” (below) to your child.

• Put the eraser end of a pencil or your finger under each word as it is read.

I Like to Play

I like to run.

I like to skip.

I like to hop.

I like to jump.

I like to play.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature __________________________

K/Begins to Track Print/2
Dear Family, Your child is learning that we read English from left to right and from top to bottom.

• Read the words in “Colors” (below) to your child.
• Put the eraser end of a pencil or your finger under each word as it is read.
• Have your child color each picture.

Colors

<table>
<thead>
<tr>
<th>A red apple</th>
<th>🍎</th>
</tr>
</thead>
<tbody>
<tr>
<td>An orange ball</td>
<td>🍊</td>
</tr>
<tr>
<td>A yellow star</td>
<td>⭐</td>
</tr>
<tr>
<td>Green grass</td>
<td>🌿</td>
</tr>
<tr>
<td>Blue jeans</td>
<td>🕶</td>
</tr>
<tr>
<td>Purple flowers</td>
<td>🌸</td>
</tr>
</tbody>
</table>

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Begins to Track Print/3
Dear Family, Your child is learning where to begin reading on a page.

- Read the title of the book sent home by your child’s teacher or one that you already have at home.
- Look at the cover.
- Open the book to the first page.
- Point to where the text begins on the first page.
- Read the first page. Use your finger to point to each word as you read.
- Have your child point to where the text begins on the second page. Read the second page. Continue until you have read the whole story together.
Dear Family, Your child is learning what words are and how to find words on a page. Please read this page to your child.

• Use a pencil to circle each word in the story “Good Dog.”

Good Dog

Mia is my dog.

She is a good dog.

Mia can sit.

Mia can stay.

She likes to lick my face.

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning what words are and how to point out the spaces between them. Please read this page to your child.

• Use a pencil to draw a line between the words in each line of the story “Yummy!”

Yummy!

Birds eat seeds.

Mice eat cheese.

Giraffes eat leaves.

I eat many foods! Yummy!

• More Fun: Have your family write a sentence about you. Draw a line between the words.

Child’s name ______________________________________

Child’s signature ____________________________________

Parent’s (Learning Partner’s) signature ___________________

K/Begins to Track Print/6
Dear Family, Your child is learning that words are read from left to right. Please read this page to your child.

Circle the beginning of the word.  f  o  x
Circle the middle of the word.  c  a  t
Circle the ending of the word.  h  a  t
Circle the beginning of the word.  b  o  x
Circle the middle of the word.  c  u  p
Circle the ending of the word.  s  i  x
Circle the beginning of the word.  b  e  d
Circle the middle of the word.  j  e  t
Circle the ending of the word.  p  i  g
Circle the beginning of the word.  b  u  s

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning what a letter is and how to find letters on a page. Please read this page to your child.

- Find the letter “w” in the story below and point it out four times.
- Find a “p” in this story.
- Find all the “m’s” in the story.
- Find all the “o’s” in the story.

On the Farm

I saw a pig on the farm.

I saw some chickens on the farm.

I saw a dog on the farm.

I saw a horse on the farm.

I liked the farm.

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/1
Dear Family, Your child is learning that words are made up of letters. Please read this page to your child.

- Point to the “J” at the beginning of this story, “Jake’s Car.”
- Draw a box around the first word in the story.
- Underline all the “c’s” in the story.
- Circle each word in the story.

**Jake’s Car**

Jake’s car is very dirty.

Jake gets a bucket.

He gets a towel, too.

He fills the bucket.

Jake washes his dirty car.

Now Jake’s car is clean.

Jake is all dirty!

Child’s signature ________________________________________

Parent’s (Learning Partner’s) signature ________________

K / Recognizes and Can Name All Uppercase and Lowercase Letters / 2
Dear Family, Your child is learning to recite the alphabet. Please read this page to your child.

- Cut out the pieces of the alphabet strip and glue the pieces together to make one strip.
- Put the strip in front of you.
- Sing the Alphabet Song.
- Point to each letter as you sing the name of each letter.

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature ________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/3
Child’s name ______________________________________

Dear Family, Your child is learning to recognize and name each letter. Please read this page to your child.

- Use a pencil to circle the “s” and the “p.”
  o  s  t  j  p

- Circle the “n” and the “y.”
  e  n  y  m  f

- Circle the “c” and the “o.”
  c  p  k  o  t

- Circle the “r” and the “v.”
  r  t  h  i  v

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ________________________
SCHOOL-HOME LINKS

Child’s name _____________________________________________

Dear Family, Your child is learning the name of each letter.

- Read the name of each letter below and ask your child to point to the letter on the chart.
- Continue until you have named each letter in the alphabet.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>l</td>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
<td>q</td>
<td>r</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
<td>z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **More Fun:** Which letter is your favorite letter? Write it 5 times.

_____________________________________________________

Child’s signature________________________________________

Parent’s (Learning Partner’s) signature _____________________

K/ Recognizes and Can Name All Uppercase and Lowercase Letters/5
Dear Family, Your child is learning to match upper- and lowercase letters for the same letter. Please read this page to your child.

- Use a pencil to circle the two letters that are the same in each row of letters.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>w</th>
<th>x</th>
<th>a</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>H</th>
<th>p</th>
<th>t</th>
<th>l</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Z</th>
<th>z</th>
<th>u</th>
<th>O</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>J</th>
<th>c</th>
<th>d</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>b</th>
<th>k</th>
<th>O</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s signature

Parent’s (Learning Partner’s) signature

K/Recognizes and Can Name All Uppercase and Lowercase Letters/6
Dear Family, Your child is learning to spot letters that are the same within a row of letters. Please read this page to your child.

- Use a pencil to circle the two letters that are the same in each row.

- Name the matching letters.

1. R T L T M
2. A D I N I
3. J B K R B
4. O U X X C

- More Fun: Name all of the letters in all of the rows.

Child’s name ________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/7
Dear Family, Your child is learning to name all the lowercase letters of the alphabet. Please read this page to your child.

- Read all the letters of the alphabet in order from left to right.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>k</td>
<td>l</td>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
<td>q</td>
<td>r</td>
</tr>
<tr>
<td>s</td>
<td>t</td>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
<td>z</td>
<td></td>
</tr>
</tbody>
</table>

- **More Fun:** What is the first letter of the alphabet? What is the last?
Dear Family, Your child is learning to name all the uppercase letters of the alphabet. Please read this page to your child.

- Read all the letters of the alphabet in order from left to right.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

- More Fun: Write the initials of your first and last names in uppercase letters.

Child’s name ______________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _______________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/9
Dear Family, Your child is learning to name each uppercase and lowercase letter of the alphabet. Please read this page to your child.

- Point to one letter at a time and name it.

<table>
<thead>
<tr>
<th>m</th>
<th>R</th>
<th>E</th>
<th>I</th>
<th>a</th>
<th>H</th>
<th>C</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>O</td>
<td>X</td>
<td>u</td>
<td>K</td>
<td>D</td>
<td>w</td>
<td>p</td>
<td>T</td>
</tr>
<tr>
<td>k</td>
<td>B</td>
<td>U</td>
<td>d</td>
<td>F</td>
<td>Q</td>
<td>c</td>
<td>h</td>
<td>G</td>
</tr>
<tr>
<td>S</td>
<td>f</td>
<td>b</td>
<td>J</td>
<td>A</td>
<td>N</td>
<td>X</td>
<td>L</td>
<td>R</td>
</tr>
</tbody>
</table>

Child’s signature______________________________________________
Parent’s (Learning Partner’s) signature _________________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/10
Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet. Please read this page to your child.

- Cut apart the uppercase and lowercase letters in the boxes below. Put all of them face up in front of you.
- Show your child six pairs of cards at a time (A, a; B, b; C, c). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td></td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
</tbody>
</table>

Child’s signature __________________________
Parent’s (Learning Partner’s) signature ________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/11
Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet.

- Cut apart the uppercase and lowercase letters. Put all the letters face up in front of you.
- Show your child six pairs of cards at a time (example: K, k; L, l; M, m). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

<table>
<thead>
<tr>
<th>K</th>
<th>l</th>
<th>m</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>q</td>
<td>r</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>k</td>
<td>L</td>
<td>M</td>
<td>n</td>
<td>o</td>
</tr>
<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>s</td>
<td>t</td>
</tr>
</tbody>
</table>

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

K / Recognizes and Can Name All Uppercase and Lowercase Letters / 12
Child’s name ______________________________________

Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet.

- Cut apart the uppercase and lowercase letters.
- Put them all face up in front of you.
- Show your child six pairs of cards at a time (example: U, u; V, v; W, w). Match the pairs of uppercase and lower case letters.
- Repeat until your child has matched all of the pairs.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>x</td>
<td>y</td>
<td>z</td>
<td>Y</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>Z</td>
</tr>
</tbody>
</table>

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/13
Dear Family, Your child is learning to recognize uppercase and lowercase letters of the alphabet. Please read this page to your child.

- Read each letter.
- Draw a circle around each lowercase letter.

More Fun: Ask your family for a newspaper or a magazine. Find one sentence. Circle one lowercase letter in each word in that sentence.
Dear Family, Your child is learning to read uppercase and lowercase letters of the alphabet. Please read this page to your child.

- Read each letter.
- Draw a circle around each uppercase letter.

More Fun: Ask your family for a newspaper or a magazine. Find one sentence. Circle all the uppercase letters in that sentence.

Child’s signature______________________________
Parent’s (Learning Partner’s) signature ________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/15
Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Read the letters and numbers on car license plates below with your child.
- Ask your child to read the letters or numbers on the plates:

  2PHY471  4LMO231  9JME831
  6CRLO11  5BTH0867  ADQ438

- **More Fun:** Go out into your neighborhood. Look at car license plates. Read the letters and the numbers on the license plates.

Child’s name ______________________________________
Child’s signature____________________________________
Parent’s (Learning Partner’s) signature _________________

K/Recognizes and Can Name All Uppercase and Lowercase Letters/16
Dear Family, Your child is learning to put sounds together to read simple words. Please read this page to your child.

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

fun can dip
cat ten fox

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature _______________________

K / Understands That Words Consist of a Sequence of Phonemes / 1
Dear Family, Your child is learning to listen for each sound in a short word. Please read this page to your child.

- Cut out the words in the boxes below.
- Look at one word at a time and name the sounds you hear in the word.
- Say the word.

<table>
<thead>
<tr>
<th>m-e-t</th>
<th>s-a-t</th>
<th>b-i-g</th>
<th>h-i-t</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-i-p</td>
<td>r-u-n</td>
<td>a-s-k</td>
<td>c-u-p</td>
</tr>
<tr>
<td>s-a-t</td>
<td>s-i-p</td>
<td>p-a-t</td>
<td>g-e-t</td>
</tr>
</tbody>
</table>

Child’s name ______________________________________

Child’s signature___________________________________

Parent’s (Learning Partner’s) signature ______________

K/Understands That Words Consist of Sequences of Phonemes/2
Dear Family, Your child is learning to listen for sounds at the beginning of words.

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rake</td>
<td>/r/</td>
<td>6. van</td>
</tr>
<tr>
<td>2. sock</td>
<td>/s/</td>
<td>7. has</td>
</tr>
<tr>
<td>3. tire</td>
<td>/t/</td>
<td>8. wagon</td>
</tr>
<tr>
<td>5. nose</td>
<td>/n/</td>
<td>10. lamp</td>
</tr>
</tbody>
</table>

- **More Fun:** Pick words from books you are reading with your child. Say a word to your child. Ask your child to tell you what sound he or she hears at the beginning of the word.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _____________________

K / Understands That Words Consist of Sequences of Phonemes / 3
Dear Family, Your child is learning to listen for each sound in a short word.

- Point to each word and say it slowly for your child.
- Ask your child to listen for all the sounds in the word.
- Repeat the word for your child.
- Ask your child to name the sounds.

K/Understands That Words Consist of Sequences of Phonemes/4
Dear Family, Your child is learning that several words can begin with the same sound. Please read this page to your child.

- Name the first picture in each row.
- Look at the other two pictures in the same row. Which one has the same beginning sound? Circle it.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _____________________

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SCHOOL-HOME LINKS

Child’s name ________________________________

Dear Family, Your child is learning to name letters by the sounds they make. Please read this page to your child.

• For each letter, say the sound that the letter makes.

• Name the letter that matches the sound.

1. /r/ as in rat
2. /u/ as in under
3. /i/ as in igloo
4. /p/ as in pet
5. /h/ as in hot
6. /y/ as in yes
7. /x/ as in x-ray
8. /m/ as in mom

• More Fun: Write your name. Say the names of the letters in your name.

Child’s signature________________________________

Parent’s (Learning Partner’s) signature _____________

K/Learns One-to-One Letter/Sound Correspondences/2
Dear Family, Your child is learning that beginning sounds in a word can be represented by letters. Please read this page to your child.

- Name each picture. Listen to the beginning sound in the word.
- Circle the letter with the same sound.

**Child’s name ________________________________**

**Child’s signature ______________________________**

**Parent’s (Learning Partner’s) signature ________________**
Dear Family, Your child is learning that every word has an ending sound. Please read this page to your child.

- Name each picture. Listen for the last sound.
- Write the letter for the last sound you hear.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to say the sound of each letter in a word. Please read this page to your child.

• Look at each word (cat).
• Point to each letter and make that letter’s sound (/c/a/t/).
• Repeat with each word on the page.


• More Fun: Sound out the letters in your name, one at a time.

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

K/Learns One-to-One Letter/Sound Correspondences/5
Dear Family, Your child is learning the sound that each letter makes.

- Read each line to your child (A is for “apple”).
- Have your child tell the letter for the sound he or she hears at the beginning of the word.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A is for “apple”</td>
<td>7.</td>
<td>S is for “sock”</td>
</tr>
<tr>
<td>2.</td>
<td>M is for “man”</td>
<td>8.</td>
<td>T is for “turtle”</td>
</tr>
<tr>
<td>3.</td>
<td>R is for “rain”</td>
<td>9.</td>
<td>I is for “ice cream”</td>
</tr>
<tr>
<td>4.</td>
<td>B is for “blue”</td>
<td>10.</td>
<td>L is for “lion”</td>
</tr>
<tr>
<td>5.</td>
<td>P is for “puppy”</td>
<td>11.</td>
<td>G is for “girl”</td>
</tr>
<tr>
<td>6.</td>
<td>D is for “drum”</td>
<td>12.</td>
<td>N is for “nut”</td>
</tr>
</tbody>
</table>

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________

K/Learns One-to-One Letter/Sound Correspondences/6
Dear Family, Your child is learning to read some words quickly without sounding them out.

- Tell your child that some of the words below can not be sounded out (is, are, the, my, you, I, of). They need to be remembered.
- Read the words on each strip to your child.
- Ask your child to practice reading the words with you.

<table>
<thead>
<tr>
<th>a</th>
<th>is</th>
<th>can</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>my</td>
<td>you</td>
<td>me</td>
</tr>
<tr>
<td>I</td>
<td>and</td>
<td>of</td>
<td>we</td>
</tr>
</tbody>
</table>

- More Fun: Can you find any of the words above in a book you are reading with your family?

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________

K/Recognizes Some Words by Sight/1
Dear Family, Your child is learning to read some words without sounding them out.

- Read the story below to your child, pointing out the words as you read.
- Read the story again and when you come to an underlined word, ask your child to read the word to you.

I Like My Cat

I like my cat. My cat is a good cat.

We like to play. Do you like cats?

Child’s signature

Parent’s (Learning Partner’s) signature

K / Recognizes Some Words by Sight / 2
Dear Family, Your child is learning that speech can be written down and has special meaning.

- Ask your child to look at the picture on the page and to tell you about the picture.
- Write down what your child says under the picture.
- Read your child’s words back to him/her.

Child’s name __________________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Connects Information and Events in Texts to Life and Life to Texts/1
Dear Family, Your child is learning that speech can be written down and has special meaning. Please read this page to your child.

- Make a list of your favorite animals.
- Make a list of three people in your family.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Names of family members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________</td>
<td>1. _____________________</td>
</tr>
<tr>
<td>2. _______________</td>
<td>2. _____________________</td>
</tr>
<tr>
<td>3. _______________</td>
<td>3. _____________________</td>
</tr>
</tbody>
</table>

- Make another list of your favorite foods or favorite colors.

1. _____________________
2. _____________________
3. _____________________

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

K/Connects Information and Events in Texts to Life and Life to Texts/2
Child’s name ______________________________________

Dear Family, Your child is learning that speech can be written down and has special meaning. Please read this page to your child.

• Draw a picture in the box below.
• Tell someone about your picture.
• Ask a person in your family to write down what you said.
• Read the words together.

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

K/Connects Information and Events in Texts to Life and Life to Texts/3
Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Cut apart the words in the boxes.
- Get a fork, bag, pan, and cup from your kitchen.
- Read the words.
- Put the word in front of the item.
- Read the words again.

Child’s signature

Parent’s (Learning Partner’s) signature
Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Cut apart the words in the boxes.
- Tape the label to the item in your home.
- Read and reread the paper signs.

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature ____________________

Child’s signature ____________________________________

K/Connects Information and Events in Texts to Life and Life to Texts/5
Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Read these signs with someone in your family.
- Talk about what each sign means.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Icon" /></td>
<td>This sign tells you where to find a boys’ or men’s bathroom.</td>
</tr>
<tr>
<td><img src="image2" alt="Icon" /></td>
<td>This sign tells you where to find a girls’ or women’s bathroom.</td>
</tr>
<tr>
<td><img src="image3" alt="Icon" /></td>
<td>This sign tells you where you can leave a building.</td>
</tr>
<tr>
<td><img src="image4" alt="Icon" /></td>
<td>This sign tells you to stop.</td>
</tr>
</tbody>
</table>

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _________________________

K/Connects Information and Events in Texts to Life and Life to Texts / 6
Child’s name ____________________________

Dear Family, Your child is learning to repeat sentences out loud. Please read this page to your child.

• Read the following sentence with your family.
  My dog loves to run and jump.
• Now repeat the sentence exactly the way you heard it.
• Draw a picture of a dog who loves to run and jump.

• Tell your family what other things dogs like to do, other than to run and jump.

Child’s signature ____________________________
Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to listen when read to. Please read this page to your child.

- Listen carefully to books and stories and poems your family reads to you.

- What can you remember from what your family read to you? Write three things you remember. Ask your family for help if you need it.

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

- **More Fun:** Ask your family to tell you a story about themselves. When the story is over, tell them three things you remember about their story.

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Listens Attentively to Books Read/1
Dear Family, Your child is learning that some words are alike and some are different. Please read this page to your child.

- Say the three words in each row.
- Pick the word that does NOT belong.

1. cat  ran  cat
2. bird  fit  fit
3. pet  pet  rock
4. rabbit  hot  hot
5. cut  jump  cut

- **More Fun:** Cut out the word cards above. Match every pair of words that are the same.

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Within Sets of Words Can Identify Which Are the Same and Which Differ / 1
Dear Family, Your child is learning that some sounds are alike and some are different. Please read this page to your child.

- For each row, point to each letter and say the sound that it makes.
- Tell which sound in the row is different (does NOT belong).

<table>
<thead>
<tr>
<th></th>
<th>/m/</th>
<th>/p/</th>
<th>/m/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/l/</td>
<td>/l/</td>
<td>/h/</td>
</tr>
<tr>
<td>2</td>
<td>/n/</td>
<td>/v/</td>
<td>/n/</td>
</tr>
<tr>
<td>3</td>
<td>/s/</td>
<td>/s/</td>
<td>/d/</td>
</tr>
<tr>
<td>4</td>
<td>/b/</td>
<td>/r/</td>
<td>/b/</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s signature _____________________________________________________________

Parent’s (Learning Partner’s) signature ________________________________

K/Within Sets of Sounds Can Identify Which Are the Same and Which Differ/2
Dear Family, Your child is learning that some words are alike and some are different. Please read this page to your child.

- Say the three words in each row.
- Use a pencil to circle the word that is different (does **NOT** belong).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>sun</td>
<td>fun</td>
</tr>
<tr>
<td>2.</td>
<td>hat</td>
<td>hat</td>
</tr>
<tr>
<td>3.</td>
<td>lip</td>
<td>lip</td>
</tr>
<tr>
<td>4.</td>
<td>up</td>
<td>up</td>
</tr>
<tr>
<td>5.</td>
<td>open</td>
<td>over</td>
</tr>
</tbody>
</table>

Child’s name ________________________________

Parent’s (Learning Partner’s) signature ________________

K / Within Sets of Sounds Can Identify Which Are the Same and Which Differ / 3
Dear Family, Your child is learning to recognize words that rhyme. Please read this page to your child.

- Point to each word and read it.
- Put an X on each word that rhymes with cat.

1. mat car jam
2. tree bat sat
3. red cup rat
4. hat fat sun

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature ____________________________

K / Within Sets of Words Can Identify Words Sharing the Same Sound / 1
Dear Family, Your child is learning the sound each letter makes in a word.

- Say each word to your child with a short pause between the letters \( b-o-x \).
- Have your child repeat the letter sounds back to you \( b-o-x \).
- Repeat each word with a shorter pause between the letters \( box \).
- Have your child say the word \( box \).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>b-o-x</td>
<td>box</td>
</tr>
<tr>
<td>2.</td>
<td>c-a-p</td>
<td>cap</td>
</tr>
<tr>
<td>3.</td>
<td>d-o-g</td>
<td>dog</td>
</tr>
<tr>
<td>4.</td>
<td>c-u-p</td>
<td>cup</td>
</tr>
<tr>
<td>5.</td>
<td>c-a-t</td>
<td>cat</td>
</tr>
<tr>
<td>6.</td>
<td>p-o-t</td>
<td>pot</td>
</tr>
<tr>
<td>7.</td>
<td>b-e-d</td>
<td>bed</td>
</tr>
<tr>
<td>8.</td>
<td>h-i-t</td>
<td>hit</td>
</tr>
<tr>
<td>9.</td>
<td>s-a-t</td>
<td>sat</td>
</tr>
</tbody>
</table>

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning to notice the number of syllables in a word.

- Read each word.
- Have your child clap once for each syllable in the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>cat</td>
<td>(cat)</td>
</tr>
<tr>
<td>2</td>
<td>sing</td>
<td>(sing)</td>
</tr>
<tr>
<td>3</td>
<td>baby</td>
<td>(ba/by)</td>
</tr>
<tr>
<td>4</td>
<td>silly</td>
<td>(sil/ly)</td>
</tr>
<tr>
<td>5</td>
<td>puppy</td>
<td>(pup/py)</td>
</tr>
<tr>
<td>6</td>
<td>water</td>
<td>(wa/ter)</td>
</tr>
</tbody>
</table>
Dear Family, Your child is learning to listen to the number of syllables in a word.

- Get a spoon or pencil and give it to your child.
- Read each word to your child.
- As you read each word, ask your child to tap the table for each syllable in the word.

1. wagon (wag/on) (2 taps)
2. marigold (mar/i/gold) (3 taps)
3. butter (but/ter) (2 taps)
4. pickles (pick/les) (2 taps)
5. strawberry (straw/ber/ry) (3 taps)
6. chair (chair) (1 tap)
Child’s name ______________________________________

Dear Family, Your child is learning to make a rhyme. Please read this page to your child.

- Point to each word and say it out loud.
- Say a word that rhymes.
- Write the rhyming word on the line.
- Read the rhyming pair out loud.

1. bag__________________________________________
2. cap__________________________________________
3. dish__________________________________________
4. pan__________________________________________
5. bike__________________________________________

Child’s signature____________________________________
Parent’s (Learning Partner’s) signature __________________

K/When Given a Word Can Produce Another Word That Rhymes with It/1
SCHOOL-HOME LINKS

Child’s name ______________________________________

Dear Family, Your child is learning to make a rhyme. Please read this page to your child.

- Point to each word and say it out loud.
- Say a word that rhymes.
- Write the rhyming word on the line.
- Read the rhyming pair out loud.

1. rat __________________________
2. ball __________________________
3. fish __________________________
4. dog __________________________
5. cake __________________________

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

K/When Given a Word Can Produce Another Word That Rhymes with It/2
Dear Family, Your child is learning to spell simple words. Please read this page to your child.

- Look at each picture and name the object.
- Sound out the word for each picture.
- Write the letters that spell each word on the lines under the picture (bus, cat, mop, bat).

<table>
<thead>
<tr>
<th>Bus</th>
<th>Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Broom</th>
<th>Bat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s name ________________________________

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature _________________

K/Uses Phonemic Awareness and Letter Knowledge to Spell/1
Dear Family, Your child is learning to spell simple words. Please read this page to your child.

- Look at each picture and name the object.
- Use a pencil to circle four of the things you like best.
- Sound out each word for the four pictures.
- Write the letters that spell each word on the lines below the picture.

---

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

K/Uses Phonemic Awareness and Letter Knowledge to Spell/2
Dear Family, Your child is learning to write words that are important to know in school.

- Show your child how to write two words that are important to know in school, such as “look.”
  1. _______________________________________________
  2. _______________________________________________

- Ask your child to name and write the first letter of each word.
  1. _______________________________________________
  2. _______________________________________________

- Ask your child to name and write the last letter of each word.
  1. _______________________________________________
  2. _______________________________________________

Child’s name _______________________________________
Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to use new words when speaking.

- Help your child write down three new words he or she has learned at school.

_________  ___________  ___________

- Write a sentence for your child using one of the new words.

____________________________________
____________________________________

- Now read your child’s sentence to him or her.

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature _________________

K/Writes to Express Own Meaning/2
Dear Family, Your child is learning to talk about ideas in sentences. Please read this page to your child.

- Tell your family about your day at school.
- What was your favorite part of the school day? Start with the words, "My favorite part of the school day was..." Ask your family to write the words you say below.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

- Draw a picture of your favorite part of the school day.

Child’s signature ____________________________________________________________
Parent’s (Learning Partner’s) signature ____________________________

K/Writes to Express Own Meaning/3
Child’s name ______________________________________

Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page. Read this page to your child.

• Tell a story about your family in your own words. Ask your family to write it for you below:

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

• Now ask your family to read the story to you.

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

K/Writes to Express Own Meaning/4
Dear Family, Your child is learning to write messages. Please read this page to your child.

Write a message to your teacher.

Dear Teacher,

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Your student,

Child’s name ______________________________________

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature _________________

K/Writes to Express Own Meaning/5
Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is red.

• Draw and color something red in the box.

• Practice writing and saying the word red four times.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ________________________________
SCHOOL-HOME LINKS

Child’s name ________________________________

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is orange.

• Draw and color something orange in the box.

• Practice writing and saying the word orange four times.

  1. _____________________________________
  2. _____________________________________
  3. _____________________________________
  4. _____________________________________

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

K/Builds a Vocabulary of Words/2
Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **yellow**.

- Draw and color something **yellow** in the box.

- Practice writing and saying the word **yellow** four times.

1. _____________________________________
2. _____________________________________
3. _____________________________________
4. _____________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **green**.

- Draw and color something **green** in the box.

- Practice writing and saying the word **green** four times.

  1. ______________________________
  2. ______________________________
  3. ______________________________
  4. ______________________________

Child’s signature ______________________________

Parent’s (Learning Partner’s) signature ____________

K/Builds a Vocabulary of Words/4
Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **blue**.

- Draw and color something **blue** in the box.

- Practice writing and saying the word **blue** four times.

  1. _____________________________________
  2. _____________________________________
  3. _____________________________________
  4. _____________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is purple.

• Draw and color something purple in the box.

• Practice writing and saying the word purple four times.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

Child’s signature____________________________________

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

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **brown**.

- Draw and color something **brown** in the box.

- Practice writing and saying the word **brown** four times.

  1. _____________________________________
  2. _____________________________________
  3. _____________________________________
  4. _____________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Builds a Vocabulary of Words/7
Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **black**.

- Draw and color something **black** in the box.

- Practice writing and saying the word **black** four times.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ________________

K/Builds a Vocabulary of Words/8
Dear Family, Your child is learning about where things are. Please read this page to your child.

- Where is the dog? Is it *inside* the circle or *outside*

  the circle?________________________________________

- Draw a dog outside the house.

  __________________________________________________

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning words that show where something is. Please read this page to your child.

- Draw a ball next to the bat.

- Write the word ball. ________________

- Draw another ball. Then draw a picture of yourself next to the ball.

K/Builds a Vocabulary of Words/10
SCHOOL-HOME LINKS

Child’s name ________________________________

Dear Family, Your child is learning words that show where something is. Please read this page to your child.

• Draw a picture of where you live.
• Draw a picture of yourself standing in front of where you live.
• Write the words I live here under the picture.

____________________________________

• Tell your family where you are in the picture.
• Tell your family what you like about where you live.

Child’s signature ________________________________________

Parent’s (Learning Partner’s) signature ______________________

K/Builds a Vocabulary of Words/11
Dear Family, Your child is learning about connections between words. Please read this page to your child.

Here are some words:
red  green  blue  yellow  brown

• How are these words like each other?

Here are some more words:
dog  cat  cow  hen  horse

• How are these words like each other?

• Can you think of some other words that go together?

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

K/Builds a Vocabulary of Words/12
Dear Family, Your child is learning about shapes. Please read this page to your child.

Each picture is made from a circle.

• Use a crayon to draw around the circles in the pictures.

• Write the word circle twice.

___________________________________________________

___________________________________________________

Child’s name ________________________________

Parent’s (Learning Partner’s) signature __________________________

Child’s signature ____________________________________________
Child’s name ______________________________________

Dear Family, Your child is learning new words through listening. Please read this page to your child.

• What are some new words you heard in school or at home today?

• Do you know what these words mean?

• Ask your family to work with you to write some of them down.

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Builds a Vocabulary of Words/14
Dear Family, Your child is learning to use new words. Please read this page to your child.

- Pick out a book and name its title and author.
  
  Title: ______________________________

  Author: ______________________________

- Read the book with your family.

- Ask your family to help you write down three new words you found in the story.
  
  __________________________________________
  
  __________________________________________
  
  __________________________________________

- Ask your family to help you write a sentence using one of these new words.
  
  __________________________________________
  
  __________________________________________

Child’s name ______________________________________

Parent’s (Learning Partner’s) signature _____________________
Dear Family, Your child is learning to print words. Please read this page to your child.

- Here is a list of words you will see many times when you read. Write each word five times.

  up ______________________________________

  down_____________________________ _____

  in____________________________________

  out____________________________________

- Ask your family to help you write some of these words in a sentence.

  ______________________________________

  ______________________________________

  ______________________________________

  ______________________________________

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ________________

K/Builds a Vocabulary of Words/16
Dear Family, Your child is learning to use new vocabulary words. Please read this page to your child.

Our word for the week is **like**.
- Practice writing the word **like**.

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
4. _________________________________________________
5. _________________________________________________

- Ask your family to help you finish the following sentences:

  I like ____________________________________________
  I like ____________________________________________
  I like ____________________________________________

Child’s signature _______________________________________
Parent’s (Learning Partner’s) signature _____________________
Dear Family, Your child is learning to write his or her name. Please read this page to your child.

- Practice writing your first and last names five times.

1. _____________________________________

2. _____________________________________

3. _____________________________________

4. _____________________________________

5. _____________________________________

- More Fun: Write your name with a crayon and put it on the refrigerator door so you can see it everyday.

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Writing/Writes Own Name/1
Dear Family, Your child is learning to write letters of the alphabet. Please read this page to your child.

- Practice writing the letter **A**.
  
  A_______________________________
  A_______________________________
  A_______________________________

- Practice writing the letter **a**.
  
  a_______________________________
  a_______________________________
  a_______________________________
  a_______________________________

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________

K/Can Write Most Letters and Some Words/1
Dear Family, Your child is learning to write letters of the alphabet. Please read this page to your child.

- Practice writing the letter **M** and **m**.

  M ____  M ____  M ____  
  m ____  m ____  m ____  

- Write the names of the **M** months.

  March ________________________________

  May ________________________________

- Name four things in your home that start with the letter **m**.

  Child’s signature____________________________________

  Parent’s (Learning Partner’s) signature ________________

K/Can Write Most Letters and Some Words/2
Dear Family, Your child is learning to copy words. Please read this page to your child.

- Copy the following words.

the  ______  ______  ______  ______

you  ______  ______  ______  ______

he  ______  ______  ______  ______

she  ______  ______  ______  ______

- More Fun: Point these words out to your family in a magazine.

Child’s signature ___________________________________________

Parent’s (Learning Partner’s) signature ________________________

K/Can Write Most Letters and Some Words/3
Dear Family, Your child is learning to copy words. Please read this page to your child.

- Write these words twice.
  We ________________________________
  We ________________________________
  like _______________________________
  like _______________________________
  books ______________________________
  books ______________________________

- Can you write these three words together?
  We                           like                        books
  ______________          __________          __________

- **More Fun:** Copy a sentence from a book you are reading.

  __________________________________________________

  Child’s signature____________________________________

  Parent’s (Learning Partner’s) signature _________________
Dear Family, Your child is learning to notice each word in a sentence.

- Read each sentence below to your child.
- Have your child clap each time you read a word.

1. The house is big.
2. The mouse is small.
3. I see a tall tree.
4. I like to read.
5. The box is red.
6. I see a green ball.

- More Fun: Speak slowly to your child, pausing between each word. Show your child how to clap once for every word you say.
Dear Family, Your child is learning to follow two-step directions. Please read this page to your child.

- Draw a box on this paper.
- Then draw your favorite toy in the box.

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ________________
Child’s name ______________________________________

Dear Family, Your child is learning about making connections between things that happen in a story. Please read this page to your child.

• Pick out a book and name the title and author.

Title: _________________________________________

Author: _________________________________________

• Draw a picture of the main character in the story and a picture of yourself.

  

  

• Tell how you are like the main person in the book.
• Tell how you are different.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _________________________

K/Connects Information and Events in Texts to Life and Life to Text/1
Dear Family, Your child is learning how to remember important parts of a story without looking at the book. Please read this page to your child.

- Pick out a book and name the title and author.

Title: __________________________________________

Author: _________________________________________

- Read the book with your family.

- Without looking at the book, tell the story in your own words. Ask your family to write your words below:

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature _________________________
Dear Family, Your child is learning that every story has a beginning, a middle, and an end. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _________________________________________

Author: _________________________________________

- Read the book with your family.
- Draw a picture showing what happens in the beginning of the story.

- Draw a picture showing what happens at the end of the story.

Child’s signature _______________________________________

Parent’s (Learning Partner’s) signature ___________________
Dear Family, Your child is learning to recognize the setting of a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _______________________________________

Author: _____________________________________

- Read the book with your family.
- Draw a picture showing where the story takes place. This is called the setting.

- Write about your picture. Ask your family for help if you need it.

___________________________________________________

___________________________________________________

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature _________________

K/Retells Stories or Parts of Stories/3
Dear Family, Your child is learning to remember what happens in a story. Please read this page to your child.

• Pick out a book and name the title and author.

Title: _________________________________________

Author: _______________________________________

• Read the book with your family.
• What happens at the beginning of the story? Ask your family for help if you need it.

___________________________________________________

___________________________________________________

___________________________________________________

• What happens at the end of the story?

___________________________________________________

___________________________________________________

___________________________________________________

Child’s signature _______________________________________

Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to listen for good reading of books and stories. Please read this page to your child.

• Pick out a book and name the title and author.

Title:_____________________________________

Author:_____________________________________

• Listen to a story your family will read out loud to you. Then answer the questions below.

• What do you notice about the way words sound when someone is reading out loud?

• Does the reader say the words one after another as if they were speaking to you? Or do they say one word, wait, then say another word?

• What did you learn from hearing the story read out loud?

Child’s signature_____________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to answer “who” and “what” questions. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _______________________________________

Author: _______________________________________

- Read the book and answer the questions below. Ask your family to help you write your answers, if you need help.

Who is the main character in the story?

What problem does the main character have in the story?

___________________________________________________

___________________________________________________

Child’s signature _______________________________________

Parent’s (Learning Partner’s) signature _______________________

K/Correctly Answers Questions about Stories/1
Dear Family, Your child is learning to listen to a story and answer questions. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _________________________________

Author: _______________________________

- Read the book with your family and answer the questions below. Ask for help if you need it.

Where does this story take place?

____________________________________

____________________________________

Who is the main character in the story?

____________________________________

How are you like, or different from, the main character?

____________________________________

Child’s signature _________________________________

Parent’s (Learning Partner’s) signature ________________

K/Correctly Answers Questions about Stories/2
Dear Family, Your child is learning to read different books every day. Please read this page to your child.

• Pick out a book and name the title and author.

Title: ____________________________________________

Author: __________________________________________

• Read the book with your family. Then answer the questions below. Ask your family for help if you need it.

• Make a list of two other books or stories you read this week.

1. ________________________________________________

2. ________________________________________________

• What is your favorite story?

_____________________________________________________________________

• Why is it your favorite story?

_____________________________________________________________________

_____________________________________________________________________

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________

K/Correctly Answers Questions about Stories/3
Dear Family, Your child is talking about his or her favorite book in school. Please read this page to your child.

Answer the questions below about books you have read. Ask your family for help if you need it.

- What is your favorite book in school?

- Who is the author of your favorite book?

- Draw a picture about something that happens in the book.

- Why do you like this book so much?

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

K/Correctly Answers Questions about Stories / 4
Child’s name _____________________________

Dear Family, Your child is learning about the library. Please read this page to your child.

- Go to your classroom, school, or local library.
- Find a book that you would like to read.
- Ask your teacher or family to help you check it out.

Title: ________________________________

Author: ______________________________

- Read the book with your family.
- Write why you chose this book. Ask your family for help if you need it.

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

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

K/Correctly Answers Questions about Stories/5
Dear Family, Your child is learning to listen to stories and books and to answer questions out loud. Please read this page with your child.

- Pick out a book and name its title and author.

Title: ________________________________

Author: ________________________________

- Read the book with your family.

- Write about how this book is like other books you have read. Ask your family for help if you need it.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Child’s name ______________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature _______________________

K/Correctly Answers Questions about Stories / 6
Dear Family, Your child is learning how to use pictures to guess what might happen in a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: _________________________________________

Author: _______________________________________

- Before you read a book today with your family, look at the cover and at the pictures. Write below what you think will happen in the story.

___________________________________________________

___________________________________________________

___________________________________________________

- After reading the story with your family, write below what really happened. Did you guess right?

___________________________________________________

___________________________________________________

___________________________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ________________________