LCSD 1st Grade

WHAT CAN I DO AT HOME?
READING NEWSLETTER

UNIT 1

Hello!

This newsletter will show you what we are working on with reading and writing at school. Hang this on your fridge and refer to it often to support your child's reading and writing at home!

By simply focusing on the concepts outlined here, you will be setting your child up for success with literacy!

DID YOU KNOW? -ck comes at the end of a word after a short vowel

(rack, pick, sock, tuck, neck)

Phonemic Awareness

This YouTube channel has many phonemic awareness songs that help students to build their ability to play with words! This is the building block of literacy!

WATCH NOW

Phonics Week 1: Short a

hat mad sack fan

ran sat tag nap

fat sad sag sap at

rack pack sack

Phonics Week 2: Short i

rip. rid. rig lip sick

lit lid sip sit fit

fig it Sid pick

Phonics Week 3: Short o

rod rot not nod

lot log fog on mop

Rod sod rock sock dock

Aa

apple

WATCH NOW

Ii

itch

WATCH NOW

Oo

octopus

WATCH NOW

Read to Your Child

Reading stories to your child, whether it is online through some of the following websites, or with actual books, will help strengthen their listening comprehension skills, and their vocabulary, among many other benefits!

- Don't forget about the Lockport Public Library
- www.storylinelone.com
- www.readbrightly.com

Writing

We are seeing that many students are struggling with holding a pencil correctly. Scan this QR code to see how to reinforce the correct grip. Help your child sound out and write at home. Reinforce the correct way to hold a pencil!

WATCH NOW

High Frequency Words - practice reading and spelling

the see go she and

play little you with

for no jump one have

Adding an -s to Words

We add an -s to words to make the noun (person, place, or thing) plural or more than one. For example: cats, dogs, girls. We can also add -s to verbs (action words) to show that the action is happening now (not in the past or future). For example, runs, walks, skips.

TIP: When trying to read or spell words with suffix -s on the end, have your child focus on the baseword first. They can cover the s to decode the baseword first. When spelling, have them think about the baseword first, then add the -s.

If your child does not know all of their letters and sounds, this is a great place to start! Use the last page in this packet to review them often!

Have your child practice reading the following words. They should be practicing blending, or slowly sounding out each part of the word, and then blending the sounds together to read the word fluently. Model this for them if they need it. Practice reading these words over and over again on different days to gain fluency and confidence!

at	sat	bat	cat
an	man	tan	can
nap	map	mat	mad
pan	plan	plant	

it	sit	hit	bit
in	fin	pin	win
fit	fat	big	dig
lick	sick	stick	
at	sat	mat	man
ran	rat	bat	bag

mop	hop	top	pop
lot	not	hot	got
hop	hot	pot	pop
hot	hat	hit	
can	cat	big	dig
win	bag	fan	hit

Have your child practice reading the following decodable passages. Encourage them to sound out the words they do not know automatically. You can also read these with them (both reading and looking at the words at the same time) to support them. The more times they read these, the better!

Plant It!

Dad can plant it.

I can plant it.

I can see an ant.

It ran up the plant.

Can you see the ant?

That ant is fast!

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Rick the Stick Bug

Look at the six sticks.

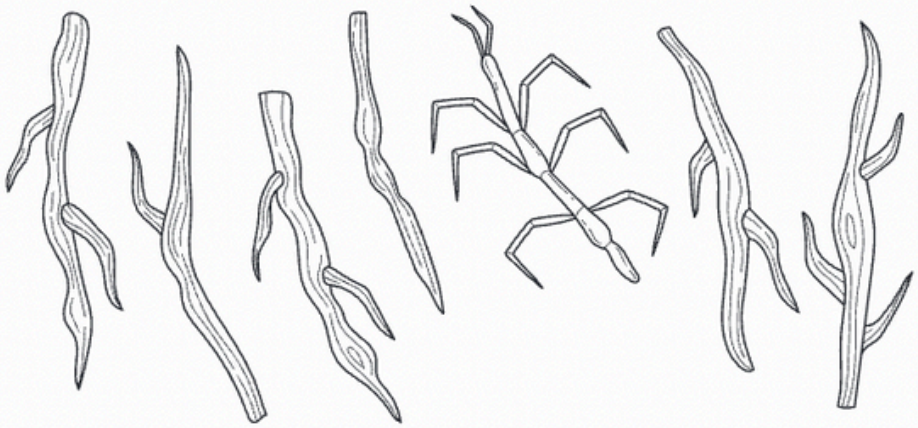
Can you see Rick?

Rick is in the sticks.

Rick is a stick bug.

Rick is as little as a stick.

Can you pick out Rick?



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The Frog

Look at the frog.

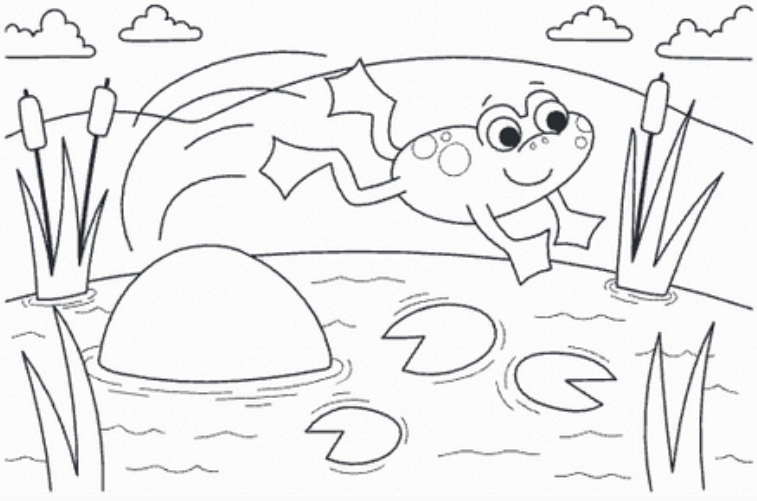
The frog is in the pond.

The frog is big. The frog is green.

The frog has tan spots.

The frog can jump and hop.

The frog hops off the rock!



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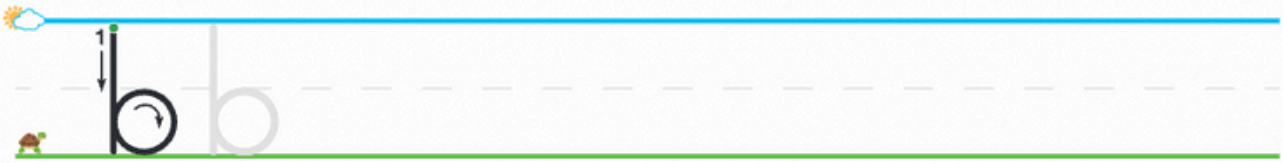
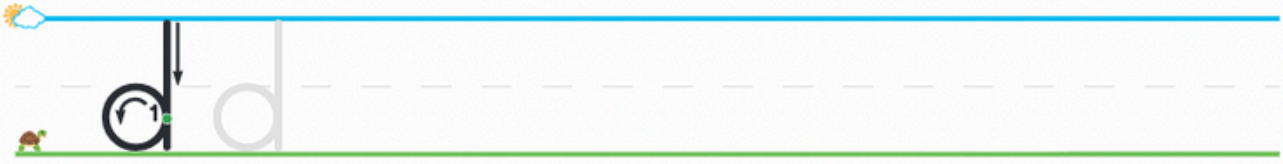
Name: _____ Date: _____

Review **Lowercase b, d**





bit

dot

Go to bed.

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The Alphabet

Aa apple	Bb bicycle	Cc car	Dd dolphin	Ee edge
Ff fan	Gg gorilla	Hh horse	Ii itch	Jj jump
Kk kite	Ll lemon	Mm map	Nn nest	Oo octopus
Pp pencil	Qq question	Rr rabbit	Ss sun	Tt tent
Uu up	Vv van	Ww web	Xx box	
Yy yarn	Zz zipper			

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