



In Tandem at Home

First Grade, Lessons 1-24

Directions:

This resource provides activity ideas to support your class phonics instruction at home and reinforce new and review concepts. After completing **Day 2** of the In Tandem lesson plan, fill out and copy this sheet for each student to send home along with the Take-Home Phonics Storybook from their Activity Book. Be sure to print out the In Tandem at Home and Activity Descriptions pages, front and back, for parents to reference. See the directions below, including the completed example, for tips on completing this resource.

- 1. Current Phonics Focus:** Write the current phonics focus. Then list 5–7 words that contain the phonics focus.
- 2. Review Phonics Focus:** Write the review phonics focus you would like to target. Keep in mind, you may choose to review more than one. Then list 5–7 words that contain those review phonic elements.
- 3. Sight Words:** Write the current sight word from the lesson plan. Then look at prior lessons taught and choose two sight words to list for review.
- 4. Dictated Sentences:** Generate two dictated sentences that contain both the sight word and at least one word with the current phonics focus. If possible, consider also including words that contain the review phonics focus. The two sentences do not need to be related to each other. Furthermore, they do not need to be related to the books read during the lesson, although they can be.
- 5. Comprehension and Fluency:** Record the title of the Phonics Storybook and the Paired Book on the In Tandem at Home resource.

Assigning Activities:

You may choose to highlight activities you want students to complete at home, or you may allow students and parents to choose. If giving students and parents the option to choose, be sure to indicate the number of activities you would like them to complete.



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Our classroom is currently using Pioneer Valley Books In Tandem lessons to build a strong foundation in phonemic awareness, phonics, reading, and writing. This resource provides activity ideas to support this work at home and reinforce new and review concepts.

<p>Current Phonics Focus: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Activity (Choose ____):</p> <ul style="list-style-type: none"> • Draw and Label • Read the Word • Scavenger Hunt • Write a Sentence • Write and Check • Write the Room • _____ • _____ • _____
<p>Review Phonics Focus: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Sight Words:</p> <p>Current: _____</p> <p>Review: _____, _____</p>	<p>Activity (Choose ____):</p> <ul style="list-style-type: none"> • Rainbow Write • Scavenger Hunt • Sight Word Hide-and-Seek • Sight Word Tic-Tac-Toe • Write and Check • Write a Sentence • _____ • _____
<p>Dictated Sentences:</p> <ul style="list-style-type: none"> • _____ • _____ 	<p>Directions:</p> <p>Use the following directions for each sentence, one at a time.</p> <ul style="list-style-type: none"> • Read the sentence to your child and have them repeat it. • Have your child say each word as they write it.
<p>Comprehension and Fluency:</p> <p>Take-Home Story (Phonics Storybook):</p> <p>_____</p> <p>Digital Reader (Paired Book):</p> <p>_____</p>	<p>Take-Home Story Activities:</p> <ul style="list-style-type: none"> • Reread • Scavenger Hunt <p>Digital Reader Activities:</p> <ul style="list-style-type: none"> • Reread • Word Study Activity





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Activity Descriptions

- **Digital Reader Word Study Activity:** Each story has a word study activity included with it on the Digital Reader. Have your child complete the activity before or after they reread the story.
- **Draw and Label:** In this activity, your child will draw pictures of things that contain the target phonic element. If they are practicing /sh/, they could draw a *shirt* or *dish*, or they can draw a few of the words from the word list. Then have your child write the word to label what they drew.
- **Rainbow Write:** This activity can be done with either dry-erase markers or regular markers, colored pencils, or crayons. Students will choose a sight word and write it in one color. Then have your child trace the sight word using different colors, one color at a time.
- **Read the Word:** You can choose to have your child read the word list words on this paper, or you can write the words on index cards and have them read those. If they are having trouble, remind them to say the sounds they see and blend the sounds together to read the word.
- **Reread:** Your child will be getting two stories to reread at home: the Phonics Storybook and the Paired Book. For the Phonics Storybook, your child may choose to read the physical take-home book or read the book on the Digital Reader. For the Paired Book, teachers will assign it on the Digital Reader for students after it has been read in the classroom later in the week. Have your child read each story to you. Listen for them to read the words accurately, smoothly, and with expression.
- **Scavenger Hunt:** Using the Take-Home Story, old magazines, or newspapers, have your child search to find any words that have the target phonic element or sight words and circle or highlight them. In magazines and newspapers, they can even search for images that have the target phonic element sound.
- **Sight Word Hide-and-Seek:** Write the new and review sight words on index cards or sticky notes and hide them around the house. Your child will have fun searching for them. Have them read the word when they find it.
- **Sight Word Tic-Tac-Toe:** This sight word game is similar to traditional tic-tac-toe, but instead of each player using an X or O, each player chooses a sight word to play with. Begin by drawing the hashtag tic-tac-toe game board. Have each player choose the new sight word or a review sight word and write it in a box. Each player reads the sight word after they write it in their chosen tic-tac-toe box. The first person to get three words in a row wins.
- **Write a Sentence:** Have your child create sentences using the words on the word list and/or the sight word. Remind them that the sentences can be serious or silly, but they have to make sense. When they are finished, have your child go back and circle the words that have the phonic element.
- **Write and Check:** Have your child pick a word from the list, then cover the word and write it. Then have them check the word to see if they wrote it correctly. Repeat this activity with a few words from the list. Remind them to say the word slowly to hear each sound as they write the word.
- **Write the Room:** Give your child something to write with and a piece of paper and have them walk around any room or outside area, looking for objects that have the target phonic element. Have them make a list of words as they record what they find.