



Dear Families and Caregivers,

During our Phonics Launch lessons, we are learning:

- How to read and spell words with long vowel VCC patterns: for example, *child*, *behind*, *scold*, *bolt*, and *host*.
- How to read and spell words with vowel-*r* combinations (words with a vowel sound that is changed when it's followed by the letter *r*): for example, *charge*, *force*, *better*, *first*, and *return*.
- How to read and spell words with vowel teams (two or three letters that together spell one sound): for example, *feast*, *delay*, *football*, *school*, *cloak*, *bread*, and *flight*.
- How to read and spell words with complex spelling patterns, digraphs (two letters that work together to spell one sound), and trigraphs (three letters that together spell one sound): for example, *kindly*, *dry*, *knight*, *wrist*, *limb*, *patch*, and *bridge*.
- How to read and spell words with diphthong vowel teams: for example, *haul*, *awful*, *flew*, *boil*, *proud*, *frowned*, and *employ*.
- How to read and spell multisyllable words by breaking them apart by syllable: for example, *interest* (*in-ter-est*).

Here are some activities for you to do to help reinforce your child's new learning and review what we have worked on previously.

- **Reread:** Your child will be getting a Phonics Storybook to reread. The Phonics Storybook may be the physical book or a book to read on the Digital Reader. Have your child read the story to you. Listen for them to read the words accurately, smoothly, and with expression.
- **Scavenger Hunt:** Using magazines or newspapers, have your child search to find any words that have the target phonic element and circle or highlight them. Your child can also search for images that have the target phonic element sound.
- **Vocabulary Activity Sheet:** Have your student complete the Vocabulary Activity sheet (teacher supplied).
- **Vocabulary Foldable:** In this activity, your student will select one word listed in the vocabulary or glossary on page 12. Have them fold their paper into four parts. In the first square, they will write the word. Encourage them to write a synonym or antonym if applicable. Then, in a second square, they will draw a picture of the word. In a different square, they will write a brief definition of the word. In the final square, they will write a sentence containing the word.
- **Write a Retell (fiction):** After your child has reread the story, have them write to retell the story. They can choose to write about the Problem and Solution or the Beginning, Middle, and End. Encourage them to use at least one word with the target phonic element.
- **Facts Learned (nonfiction):** After your child has reread the nonfiction book, have them write three to five facts they learned about the topic. Encourage them to use at least one word with the target phonic element.