



Dear Families and Caregivers,

During our In Tandem lessons, we are learning:

- How to read and spell some challenging high-frequency words.
- How to read and spell common initial blends: for example, **brick**, **slip**, and **flat**.
- How to read simple words by blending four phonemes (letter sounds) together.
- How to spell words with blends by stretching and segmenting the phonemes (letter sounds): for example, *flat* (/f/ /l/ /a/ /t/).

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 two stories to reread: the Phonics Storybook and the Paired Book. For the Phonics Storybook, your child may choose to read the tear-out story from the Activity Book or read the book on the Digital Reader. For the Paired Book, your child's teacher will assign it on the Digital Reader after it has been read in the classroom. Have your child read each story to you. Listen for them to read the words accurately, smoothly, and with expression.
- **Scavenger Hunt:** Using the tear-out story from the Activity Book, 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 also search for images that have the target phonic element sound.
- **Sight Word Tic-Tac-Toe:** This sight word game is like 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.
- **Draw and Label:** In this activity, your child will draw pictures of things that contain the target phonic element. If they are practicing the blend *sl*, they could draw a *sled* or *slice* (a piece of cake). Then have your child write the word to label what they drew.
- **Write a Sentence:** Have your child create sentences using words with the target skill and/or the sight word. Remind them that the sentences can be serious or silly, but they have to make sense. When your child is finished, have them go back and circle the words that have the phonic element.