



Dear Families and Caregivers,

During our In Tandem lessons, we are learning:

- How to read and spell words with more complex vowel-*r* combinations (words with a vowel sound that is changed when it's followed by the letter *r*): for example, *share*, *chair*, *roar*, and *store*.
- How to read and spell words with more complex vowel teams (two, three, or four letters that together spell one sound): for example, *light*, *sleigh*, *chief*, and *spread*.
- How to read and spell words with complex spelling patterns, three-letter blends, and less common consonant sounds: for example, *whisper*, *circus*, *giant*, and *judge*.

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, 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.
- **Four Square:** In this activity, your child will draw pictures of words that contain the target phonic element. If they are practicing *igh*, they could draw a lamp for *light*. They can draw a few of the words from the word list or make some up of their own. Then have your child write the word to label what they drew. You may also choose to have them write a definition of 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.