



Dear Family Member,

In this unit, students will become familiar with daily routines and exercises and will review the sounds and spellings taught in Kindergarten, as well as take placement assessments to determine their knowledge of skills taught already and be introduced to nouns.

What will my student learn?

Students will learn how the lessons are set up and will engage in daily reading activities that help them think about letter-sound relationships and the written English language after the summer break. They will review the spellings for twenty-five of the different consonant sounds, including two letters that make one sound, such as the letters 'ch', which make the sound /ch/; double-letter spellings, such as the letters 'ff', which make the sound /f/; and tricky spellings, where a spelling can make more than one sound, such as the letter 's', which can make the /s/ sound and the /z/ sound, as in *is* or *has*. Students will also review the five short vowel sounds. As students review the spellings, they will cover several things at once, including the sound, the letter name, the lowercase letter, and the uppercase letter.

Students will begin to read stories that follow the spelling ideas they have been taught. These stories, from the Reader *Snap Shots*, are told from the view of a young girl named Beth who travels from the United States to the United Kingdom to visit friends. Students will learn the rules of partner reading and silent reading. They will also answer questions about the stories through spoken and written language.

Additional Practice

Tricky Words					
<i>a</i>	<i>I</i>	<i>of</i>	<i>is</i>	<i>all</i>	<i>some</i>
<i>from</i>	<i>word</i>	<i>are</i>	<i>were</i>	<i>have</i>	<i>once</i>
<i>to</i>	<i>do</i>	<i>two</i>	<i>who</i>	<i>the</i>	<i>said</i>
<i>says</i>	<i>was</i>	<i>when</i>	<i>where</i>	<i>why</i>	<i>what</i>
<i>which</i>	<i>here</i>	<i>there</i>			

Students can practice these words each night by doing the following activities:

1. **Daily Use:** Encourage your student to use Tricky Words in everyday conversations. Prompt them to incorporate Tricky Words into discussions about their day, activities, or observations.

2. **Word Challenges:** Challenge your student to find Tricky Words in books, in magazines, or around the house. When they identify a word, discuss its spelling and meaning.

Words That Follow a Spelling Pattern					
<i>cat</i>	<i>kid</i>	<i>chick</i>	<i>met</i>	<i>did</i>	<i>got</i>
<i>crab</i>	<i>kit</i>	<i>rock</i>	<i>tug</i>	<i>cat</i>	

Students can practice these words each night by doing the following activity:

- **Family Spelling Bee:** Join your student in a friendly contest to spell words with this unit's focus spelling pattern.