Dear Family, Your child is learning to recognize the different parts of a book.

• Pick any book and look on the cover for the title.

• Write the title on this line:

• Read the author’s name on the book cover. Write the name on this line:

• Open the book to the title page and write the title on the line:

• Read the author’s name on the title page and write the name on the line:

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________

2/Can Name Book Titles and Authors/1
Dear Family, Your child is learning to recognize and use the different parts of a book.

The **table of contents** is in the front of the book. It shows the contents of the book and on what page stories or chapters begin in the book.

Look at the **table of contents**. Answer these questions:

- The first story is called “The 3 Pigs.” What is the name of the second story?

- On what page does the second story begin?

- What is the last story in the book? On what page does this story begin?
Authors like to write different kinds of books. Here are two different kinds of books.

**Fiction**
writing that is *make-believe*

**Nonfiction**
writing that is *true*

- Here are four book covers. Read the titles.
- Write **F** for **fiction** or **NF** for **nonfiction** on the lines below the books.

Child’s name ______________________________________

Child’s signature ____________________________________

Parent’s (Learning Partner’s) signature ____________________

2/Reads and Comprehends Both Fiction and Nonfiction/1
Poetry books are full of poems. Poems often have words that end with the same sounds (they rhyme).

• Here is a poem. Read the poem aloud. Listen to how two lines rhyme.

The Sand Crab

Down by the ocean,

Down by the sea,

There sat a sand crab,

Looking at me!

• Tell your family which two lines rhyme.

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature __________________

2/Demonstrates Familiarity with Different Types of Text/1
There are things to read everywhere. All you have to do is look. You may find a . . .

- book
- newspaper
- magazine
- TV guide
- dictionary, or a telephone book.

- Look around your house to find as many different kinds of reading materials as possible.
- What else can you find to read? Collect as many things as you can.
- Write down what you have found. Share your list with your family.

_______________________  ____________________
_______________________  ____________________
_______________________  ____________________

Child’s signature ________________________________________
Parent’s (Learning Partner’s) signature _______________________

Dear Family, Your child is learning that there are many different kinds of things to read.

Child’s name _____________________________________________

2/Demonstrates Familiarity With Different Types of Text/2
**What You Want to Know**
- A phone number for a pizza restaurant
- What time your favorite cartoon is on TV
- How to make peanut butter cookies
- How to spell a word
- A news story about the President’s trip to China

**Where to Look**
- Cookbook
- TV guide
- Dictionary
- Telephone book
- Newspaper

---

**Child’s name**

Dear Family, Your child is learning that there are many different kinds of books and magazines that are used for different purposes.

Reading is fun. Reading helps us learn. There are many things to read.

- Draw a line from what you want to know in column 1 to the place where you would find it in column 2.

---

**Parent’s (Learning Partner’s) signature**
Each letter has at least one sound. Sometimes you can put two letters together and make a new sound.

Example:

\[ \begin{align*} 
&c + h = \text{“ch” as in cheap} \\
&t + h = \text{“th” as in think} \\
&s + h = \text{“sh” as in shop} 
\end{align*} \]

- Read the following silly sentences.
- Circle the two letters that make a new sound. Write the two letters on the lines.

- **Cheap Chuckie choked on cheeseburgers.**
  
  \[ \text{__c__ h} \]

- **Shy Sharon shivered in the shade.**
  
  \[ \text{__ sh} \]

- **Thad thought of thirteen things to think about.**
  
  \[ \text{__ th} \]

- **More Fun:** What sound does a train make? Write this word. Circle the two letters that make this new sound.

Child’s name ____________________________________________

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________

2 / Uses Knowledge of Print-Sound Mappings / 1
Each letter has at least one sound. Sometimes you can put two letters together and make a new sound.

Examples:
w + h = “wh” as in white
e + a = “ea” as in head
o + o = “oo” as in cook

• Read the following silly sentences.
• Circle the two letters that make a new sound.
• Write the two letters on the lines.

“Why white wheels?” Whitney whispered.  w  h

Look! The cook is reading a book.

When the weather is cold, I wear a sweater, leather shoes, and a hat on my head.

• More Fun: When ghosts make the sound “Whooooo,” does this sound remind you of anything? What?

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________

2/Uses Knowledge of Print-Sound Mappings/2
Each letter has at least one sound. Sometimes you can put two letters together and make a new sound.

Examples:

a + w = “aw” as in paw
a + u = “au” as in saucer

• Read the following silly sentences.
• Circle the two letters that make a new sound.
• Write the two letters on the lines.

I saw a fawn sitting on the lawn.  

We can’t do the laundry or wash the saucers because the faucet is broken.

It was hard to draw the paw, the claw, and the jaw of the bear.

• More Fun: Write a sentence using “aw” words.

Child’s name ____________________________

Dear Family, Your child is learning to put two sounds together to make a new sound.

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ____________________________

2/Uses Knowledge of Print-Sound Mappings/3
Child’s name ________________________________

Dear Family, Your child is learning to read words that use short vowels and have the same ending.

- Read the words in the box below.

<table>
<thead>
<tr>
<th>rat</th>
<th>sing</th>
<th>hat</th>
<th>wing</th>
</tr>
</thead>
<tbody>
<tr>
<td>king</td>
<td>sat</td>
<td>mat</td>
<td>thing</td>
</tr>
</tbody>
</table>

- Look at the endings of the words.
- Write the words that rhyme with cat and ring on the lines below.

   c-at   r-ing

   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________

Child’s signature ________________________________
Parent’s (Learning Partner’s) signature ________________________________

2/ Accurately Reads Common Word Endings/1
Dear Family, Your child is learning to read words that use long vowels and have the same ending.

- Read the words in the box.

<table>
<thead>
<tr>
<th>lake</th>
<th>say</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake</td>
<td>may</td>
<td>lay</td>
</tr>
</tbody>
</table>

- Look at the endings of the words.
- Write the words that rhyme with **hay** and **cake** on the lines below.

<table>
<thead>
<tr>
<th>h-ay</th>
<th>c-ake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

2/Accurately Reads Common Word Endings/2
Dear Family, Your child is learning to read new words by breaking them into syllables.

One way to help you read a word you don’t know is to divide it into parts called **syllables**. Every **syllable** has a vowel sound.

**Example:**  
rab • bit

**Rabbit** has two vowel sounds and two **syllables**. You can sound out **rab** and **bit** to make **rabbit**.

- Say these words. Clap once for each part of the word to tell how many **syllables** are in the word. Write the number of syllables on the line in front of each word.

<table>
<thead>
<tr>
<th></th>
<th>rab • bit</th>
<th></th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>win • dow</td>
<td></td>
<td>pic • ture</td>
</tr>
<tr>
<td></td>
<td>out • side</td>
<td></td>
<td>home • work</td>
</tr>
<tr>
<td></td>
<td>kit • ten</td>
<td></td>
<td>air • plane</td>
</tr>
</tbody>
</table>

- **More Fun:** Break the name of your school into syllables. Clap for each syllable as you say the name.

Child’s signature

Parent’s (Learning Partner’s) signature
Dear Family, Your child is learning to read new words by breaking them into syllables.

One way to help you read a word you don’t know is to divide it into parts called syllables. Every syllable has a vowel sound.

**Example:**  
num • ber

**Number** has two vowel sounds and two syllables. You can sound out num and ber to make number.

- Say these words. Clap once for each part of the word to tell how many syllables are in the word. Write the number of syllables on the line in front of each word.

<table>
<thead>
<tr>
<th></th>
<th>num • ber</th>
<th></th>
<th>bird</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pup • py</td>
<td></td>
<td>sun • shine</td>
</tr>
<tr>
<td></td>
<td>tur • key</td>
<td></td>
<td>cat</td>
</tr>
<tr>
<td></td>
<td>birth • day</td>
<td></td>
<td>eye • brow</td>
</tr>
</tbody>
</table>

**More Fun:** Say the names of two friends. Break the names into syllables. Then clap each time you hear a syllable.
Dear Family, Your child is learning that two words can be put together to make a compound word like football.

Sometimes two words are put together to make a new word, such as **base + ball**, which makes **baseball**. We call these words **compound words**.

- Read the words below.

- Then draw a line that separates the compound word into two small words.

  - base/ball         bedroom
  - hallway          railroad
  - sailboat         raincoat

- **More Fun:** Look for compound words in books you read. Write two compound words below:

  ________________________

  ________________________

**Child’s signature**  __________________________________________

**Parent’s (Learning Partner’s) signature**  ______________________

2/ Accurately Decodes Multisyllable Words/3
Child’s name ______________________________________

SCHOOL-HOME LINKS

Dear Family, Your child is learning that two words can be put together to make a compound word like football.

Sometimes two words are put together to make a new word, such as hot + dog, which makes hotdog. We call these words compound words.

• First read the words below.
• Then draw a line that separates the big word into two small words.

  hot/dog         notebook
  football       blackboard
  sandbox        bathtub

• Look for compound words in books you read. Write two compound words below:

• Listen for compound words in conversation around you. Write two compound words you heard below:

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature _________________________
Dear Family, You child is learning that two words can be put together to make a compound word.

- Help your child match a word in column A with a word in column B to make a compound word.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Compound Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>camp</td>
<td>book</td>
<td>__________________</td>
</tr>
<tr>
<td>dog</td>
<td>time</td>
<td>__________________</td>
</tr>
<tr>
<td>cook</td>
<td>fire</td>
<td>__________________</td>
</tr>
<tr>
<td>day</td>
<td>house</td>
<td>__________________</td>
</tr>
</tbody>
</table>

- Help your child fill in the blanks with the correct compound word.

railroad    moonlight    football    hilltop

1. The light we see at night:____________________________

2. The highest part of a hill:____________________________

3. The place where trains run:____________________________

4. A ball you can kick:____________________________

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature

2/Accurately Decodes Multisyllable Words/5

Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
Dear Family, Your child is learning that two words can be put together to make a contraction like “can’t.” Practice making contractions with your child.

Sometimes two words go together to make a new word that is easier to say than the two words. The new word is called a contraction. In a contraction, one or more letters are left out and an apostrophe (’) takes their place.

Here are some contractions:

- isn’t (is + not)
- don’t (do + not)
- wasn’t (was + not)
- he’ll (he + will)
- I’ve (I + have)
- I’m (I + am)

• Draw a line to match each word with its contraction.

  - she will
  - isn’t
  - is not
  - wouldn’t
  - would not
  - they’ll
  - here is
  - she’ll
  - they will
  - here’s

• More Fun: Turn on the television and listen to a show for five minutes. Write down all the contractions you hear.
Dear Family, Your child is learning that two words can be put together to make a contraction like “can’t.” Practice making contractions with your child.

Sometimes two words go together to make a new word that is easier to say than the two words. The new word is called a contraction.

Here are some contractions:

- can’t (can + not)  
- don’t (do + not)  
- wasn’t (was + not)  
- he’ll (he + will)  
- I’ve (I + have)  
- I’m (I + am)

- Draw a line to match the words with their contractions.

  - were not  
  - didn’t  
  - it is  
  - weren’t  
  - did not  
  - we’re  
  - we are  
  - it’s

Child’s signature

Parent’s (Learning Partner’s) signature

2/Shows Evidence of Expanding Language Repertoire/2
Dear Family, Your child is learning that some words show that things belong to someone or something, as “the teacher’s pencil.”

Sometimes we want to show that something belongs to someone or something. To do this, we use a symbol called an **apostrophe** (‘).

- Read the sentences below.

- Choose the correct word from the box and write it on the line.

<table>
<thead>
<tr>
<th>clock’s</th>
<th>mouse’s</th>
<th>teacher’s</th>
</tr>
</thead>
</table>

1. The _____________ tail is long.

2. The _____________ hands are broken.

3. The _____________ pencil is sharp.

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________
Child’s name ______________________________________

Dear Family, Your child is learning that some words show that things belong to someone or something, like “the teacher’s pencil”. Sometimes we want to show that something belongs to someone or something. To do this, we use a symbol called an apostrophe (‘).

• Read the sentences below. Choose the correct word from the box and write it on the line.

| elephant’s | flower’s | sun’s |

1. The ____________ ears are big and gray.
2. The ____________ petals are white.
3. The ____________ rays are bright and warm.

• More Fun: Make up a sentence that uses three contractions. Say it to your family.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ______________________

2/Shows Evidence of Expanding Language Repertoire/4
Dear Family, Your child is learning to read new words by asking, “Does this word make sense here?” and “Does it sound right?”

Sometimes you can figure out a new word from the other words in a sentence. You can ask yourself, “Does the word make sense here?” and “Does it sound right?” and “Does it look right?”

Example: The elephant has big, gray ears. You already know the words the, has, big, gray and ears. You can guess elephant.

Remember to ask:
- “Does it make sense here?” Yes.
- “Does it sound right?” Yes.
- “Does it look right?” Yes.

• Let’s try these sentences. Ask the three questions for each sentence:

  A triangle has three sides. The telephone is ringing.

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature __________________________
Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of long words.

You can figure out the meaning of a new word by learning about its parts. The root word is the word base. The prefix is the part in front of the root word.

• Put the prefixes and root words together to make new words. Write the new words on the lines and read them aloud.

Prefix + Root word = New word
non + fat = ________________
re + read = ________________
un + safe = ________________
dis + like = ________________
un + kind = ________________

• More Fun: Look in a newspaper or magazine. Find three words beginning with the prefix un-. Write them here.

_________________ ________________ _______________

Child’s name ________________________________

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of the long words.

You can figure out the meaning of a new word by learning about its parts. The root word is the word base. The suffix is the part at the end of the root word.

- Put the root words and suffixes together to make new words. Write the new words on the lines and read them aloud.

<table>
<thead>
<tr>
<th>Root word</th>
<th>+</th>
<th>Suffix</th>
<th>=</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach</td>
<td></td>
<td>er</td>
<td></td>
<td></td>
</tr>
<tr>
<td>help</td>
<td></td>
<td>ful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>care</td>
<td></td>
<td>less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>friend</td>
<td></td>
<td>ly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rain</td>
<td></td>
<td>ing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- More Fun: Write four words that end in er as in teacher.

_________________  __________________  __________________  __________________

Child’s name ____________________________________________

Parent’s (Learning Partner’s) signature ___________________
Dear Family, Your child is learning to read words with several syllables by finding the beginning, middle, and the end of long words.

Here are some words that begin with prefixes:

- rewrite
- unfold
- respell
- unhappy
- reread

Look at the definitions given below. Then ask your child to pick the word that fits each definition.

1. To spell a word: __________________________

2. Sad; not happy: __________________________

3. To write something over again: _______________

4. To spread something out flat: ________________

5. To read again: ____________________________

Child’s name __________________________________________

Parent’s (Learning Partner’s) signature ___________________
Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.

  across    been
  full      high
  always    best
  grow      both
  because   heard
  close     hot

- Now read the words from the bottom to the top.

- **More Fun:** Make flashcards using the words on the list. Use the cards to practice the words.
Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.

  keep          mean
  done          even
  leave         might
  draw          every
  left          most
  enough        open

- Now read the words from the bottom to the top.

- More Fun: Make flashcards using the words on the list. Use the cards to practice the words.
Child’s name ______________________________________

Dear Family, Your child is learning to read many common words.

• Practice reading these word lists from the top to the bottom.

  near  thought
  need  through
  once  today
  only  together
  said  toward
  round  turn

• Now read the words from the bottom to the top.

• More Fun: Make flashcards using the words on the list. Use the cards to practice the words.

Child’s signature________________________________________

Parent’s (Learning Partner’s) signature _______________________

2/Recognizes Words by Sight/3
Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.
  
  same  upon  
  short  use  
  six  warm  
  small  well  
  start  while  
  ten  yet  

- Now read the words from the bottom to the top.

- **More Fun:** Make flashcards using the words on the list. Use the cards to practice the words.
Dear Family, Your child is learning to read with expression. His or her reading is starting to sound like natural speech.

- Ask someone in your family to read the story below to you.
- Then practice reading the story by yourself. Make it sound as though the people are really talking.
- Now read the story to your family. Try to read it better each time.
- Read the story to your teacher.

We Love Rainy Days!

Jimmy and Kate love the rain. When the sky gets dark, rain starts to pour. Kate yells “Hurrah!” Kate and Jimmy put on their raincoats, boots, and hats. They run outside. They jump into all the puddles. They splash water everywhere. Jimmy likes to tip his head back to feel the cool rain on his face. Then they go inside. They listen to the rain hitting the roof. Pitter patter, pitter patter, goes the rain.

- More Fun: Tell your family what you like about the rain.

Child’s signature ________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, By reading and being read to, your child is learning to read smoothly and without stopping.

- Write the titles of five books you have read or someone has read out loud to you.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

- More Fun: Tell your family which of these books is your favorite, and why.

Child’s signature _____________________________________________

Parent’s (Learning Partner’s) signature __________________________
Child’s name ______________________________________

Dear Family, Your child is learning to correct his or her own reading mistakes while reading sentences more than once.

You will learn to read better if you practice reading. When you practice reading you will understand what you read better. You will hear your reading mistakes and learn how to fix them.

• Read each sentence below three times. Mark an X in the box each time you read.

1. Tyrone has three cats.  
2. The dog’s fur was wet.
3. She hit the ball.
4. What time is it?

• More Fun: Think about this: If you say a word wrong when talking to your friend, you fix your mistake. When you read, you fix your mistakes too.

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________

2 /Can Blend or Segment Phonemes/ 1
Dear Family, Your child is learning that some words start with two consonants that go together, called a blend. In the word “grass”, the g and r blend together to make the beginning sound.

- Find the correct word for each picture using the words in the strip. Write the word on the line. Then circle the blend.

<table>
<thead>
<tr>
<th>snow</th>
<th>frog</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>drum</td>
<td>truck</td>
<td>stop</td>
</tr>
</tbody>
</table>

Child’s name __________________________________________

Parent’s (Learning Partner’s) signature _____________________

2/Can Blend or Segment Phonemes/2
Dear Family, Your child is learning that some words start with two consonants that go together to make a blend. In the word “grass,” the g and r blend together to make the beginning sound.

- Pick the correct word for each picture below from the words in the strip. Write the word on the line. Then circle the blend.

<table>
<thead>
<tr>
<th>sheep</th>
<th>plane</th>
<th>crayon</th>
</tr>
</thead>
<tbody>
<tr>
<td>dress</td>
<td>glove</td>
<td>stamp</td>
</tr>
</tbody>
</table>

_________  __________  _________

_________  __________  _________

Child’s name ______________________________________

Child’s signature __________________________________

Parent’s (Learning Partner’s) signature ________________
Dear Family, Your child is learning that two vowels can go together to make a new sound.

- Trace the name of each picture. Read each “oi” word.
Dear Family, Your child is learning to put two sounds together to make two new sounds.

Each letter has at least one sound. Sometimes you can put two vowels together to make two new sounds.

**Examples:**
- \( o + i = \text{“oi” as in oil} \)
- \( o + y = \text{“oy” as in toys} \)

- Look at the pictures below.
- Say the names of the pictures.
- Write the letters on the line under each picture to make new words.

```
__ __ l
```
```
t __ __
```
```
b __ __
```

Child’s signature _____________________________________________
Parent’s (Learning Partner’s) signature _________________________

2/ Accurately Reads Diphthongs/2
Dear Family, Your child is learning to put two sounds together to make two new sounds.

Each letter has at least one sound. Sometimes you can put two letters together to make two new sounds.

**Examples:**
- o + u = “ou” as in house
- o + w = “ow” as in how

- Look at the pictures below.
- Say the names of the pictures.
- Write the letters on the line under each picture to make new words.

h __ __ s e

Child’s signature ________________________________________________________________

Parent’s (Learning Partner’s) signature ____________________________________________

2/Accurately Reads Diphthongs/3
Dear Family, Your child is learning that two vowels can go together and make a new sound.

- Name the picture. Then circle the correct word.
- Listen for the vowel sound.

<table>
<thead>
<tr>
<th>start</th>
<th>couch</th>
<th>horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>shout</td>
<td>catch</td>
<td>house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>count</th>
<th>part</th>
<th>cloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>pout</td>
<td>close</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>makes</th>
<th>hound</th>
<th>river</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td>hatch</td>
<td>round</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mouth</th>
<th>gloves</th>
<th>pouch</th>
</tr>
</thead>
<tbody>
<tr>
<td>march</td>
<td>ground</td>
<td>paint</td>
</tr>
</tbody>
</table>

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________

2/ Accurately Reads Diphthongs/4
Reprinted by permission from *How To Tutor Your Child in Reading and Writing* by ERIC and the Family Learning Association
**Dear Family,**

Your child is learning that two vowels can go together and make a new sound.

- Name the picture. Then circle the correct word.
- Listen for the vowel sound.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paul</strong></td>
<td><strong>sky</strong></td>
<td><strong>table</strong></td>
</tr>
<tr>
<td><strong>pony</strong></td>
<td><strong>saw</strong></td>
<td><strong>talk</strong></td>
</tr>
<tr>
<td><strong>seeds</strong></td>
<td><strong>deer</strong></td>
<td><strong>yawn</strong></td>
</tr>
<tr>
<td><strong>straw</strong></td>
<td><strong>dawn</strong></td>
<td><strong>year</strong></td>
</tr>
<tr>
<td><strong>walk</strong></td>
<td><strong>claw</strong></td>
<td><strong>pony</strong></td>
</tr>
<tr>
<td><strong>wind</strong></td>
<td><strong>card</strong></td>
<td><strong>paw</strong></td>
</tr>
<tr>
<td><strong>crawl</strong></td>
<td><strong>claw</strong></td>
<td><strong>vault</strong></td>
</tr>
<tr>
<td><strong>cave</strong></td>
<td><strong>card</strong></td>
<td><strong>voice</strong></td>
</tr>
<tr>
<td><strong>dance</strong></td>
<td><strong>saucer</strong></td>
<td><strong>stalk</strong></td>
</tr>
<tr>
<td><strong>draw</strong></td>
<td><strong>street</strong></td>
<td><strong>step</strong></td>
</tr>
</tbody>
</table>

**Child’s signature** ____________________________________________

**Parent’s (Learning Partner’s) signature** _________________________

2/Accurately Reads Diphthongs/5

Reprinted by permission from *How To Tutor Your Child in Reading and Writing* by ERIC and the Family Learning Association
Dear Family, Your child is learning that some words start with two consonants to make a blend. In the word grass, the g and r blend together to make the beginning sound.

- Pick the correct word for each picture below from the words in the strip. Write the word on the line. Then circle the blend.

<table>
<thead>
<tr>
<th>clock</th>
<th>star</th>
<th>grapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>snail</td>
<td>snake</td>
<td>tractor</td>
</tr>
</tbody>
</table>

---

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________

2/ Accurately Reads Diphthongs/6
Dear Family, Your child is learning that some words have two vowels that go together to make a new sound. In the word coin, the o and the i blend together to make one, new sound.

**oi**

- Write the name of each picture on the line below the picture.

  [Image of coins]  [Image of a coin]

  _________  __________

- **More Fun:** Look in a magazine for more **oi** words. Which ones did you find? Write them below.

  _________  __________
  _________  __________
  _________  __________
Dear Family, Your child is learning that some words have two vowels that go together to make a new sound. In the word “boy”, the o and the y blend together to make one, new sound.

oy

- Write the name of each picture on the line below the picture.

Child’s name ______________________________________

___________________

Parent’s (Learning Partner’s) signature ________________________

2/Accurately Reads Diphthongs/8
Dear Family, Your child is learning that some words have two letters that go together to make a new sound. In the word cow, the o and the w blend together to make one, new sound.

**OW**

- Write the name of each picture on the line below the picture.

  ![Cow](image1)  ![Crown](image2)

  ___________  ___________

- **More Fun:** Do you know any other ow words? What are they?

  ___________  ___________  ___________

**Child’s signature**

**Parent’s (Learning Partner’s) signature**
Dear Family, Your child is learning that some words have two vowels that go together to make a new sound. In the word mouse, the o and the u blend together to make one, new sound.

ou

• Write the name of each picture on the line below the picture.

__________ ____________

• More Fun: Find one other ou word. Write the word below and draw a picture of that word.

__________________________

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________

2/Accurately Reads Diphthongs/10
Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Cut along the dotted line. Give your child the bottom half of the paper.

- Slowly read each word below to your child and pause to let your child write the missing letters to complete the word on the paper. Have your child read the completed word back to you.

1. church 4. queen
2. drum 5. touch
3. dream

1. c h u ___ ___ ___ 4. q u ___ ___ n
2. ___ r u ___ 5. ___ o u ___ ___
3. ___ ___ e a ___

Child’s signature

Parent’s (Learning Partner’s) signature

2/ Accurately Decodes Words/1
Child’s name ______________________________________

Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

• Cut along the dotted line. Give your child the bottom half of the paper.

• Slowly read each word below to your child and pause to let your child write the missing letters to complete the word on the page. Have your child read the completed word back to you.

1. stuck 4. crush
2. brave 5. skate
3. sweep

1. ___ t ___ c k 4. c r ___ ___ ___
2. ___ ___ ___ v e 5. ___ ___ a t ___
3. ___ ___ ___ p

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

2/Accurately Decodes Words/2
SCHOOL-HOME LINKS

Child’s name ___________________________________________

Dear Family, Your child is learning to correct his or her own mistakes while reading sentences more than once.

You will learn to read better if you practice reading. When you practice reading, you will understand what you read better. You will hear your reading mistakes and learn how to fix them.

- Each sentence below has a mistake. Find each mistake and write the correct spelling on the line after the sentence.

- Read each sentence three times and mark an X in the box each time you read.

1. Tyrone hs three cats. ______________
   1 2 3

2. The dog’s fur was wot. ______________
   1 2 3

3. She hit the boll. _____________________
   1 2 3

4. What tme is it? _____________________
   1 2 3

Child’s signature________________________________________

Parent’s (Learning Partner’s) signature _____________________

2/Correctly Spells Previously Studied Words/1
Child’s name __________________________________________

Dear Family, Your child is learning to spell familiar words that he or she can read.

When vowels are followed by the letter r, their sounds change.

-ar -er -ir -or -ur

• Choose a word from the words in the strip to complete each sentence below. Write the word on the line.

| turkey | dirt | letter | color | dark |

1. It was __________outside.

2. The pilgrims ate __________on Thanksgiving.

3. We planted the seeds in the________. 

4. I gave a __________to Mom.

5. Purple is my favorite __________.

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ______________________

2/Correctly Spells Previously Studied Words/2
Dear Family, Your child is learning to spell familiar words that he or she can read.

When vowels are followed by the letter r, their sounds change.

- ar   -er   -ir   -or   -ur

• Choose a word from the words in the strip to complete each sentence. Write the word on the line.

<table>
<thead>
<tr>
<th>star</th>
<th>more</th>
<th>her</th>
<th>girl</th>
<th>sure</th>
</tr>
</thead>
</table>

1. My little sister wants __________ ice cream.

2. __________, I will go with you.

3. Look at the __________ in the sky.

4. The __________ had short, black hair.

5. __________ party was so much fun!

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

2/Correctly Spells Previously Studied Words/3
Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Look for the word in each row that is spelled correctly. Use the spelling rules you know to make your best guess. Ask yourself, "Does it look right?" and "Does it sound right?"

- Circle the word that is spelled correctly.

1. cote  coat  koat  coate
2. black  blake  blak  blacke
3. smoll  smale  small  smal
4. becuz  bekus  becoze  because

- More Fun: What word do you always have trouble spelling? Write it below correctly four times.

____________  ____________  ____________  ____________

Child’s signature ________________________________________________
Parent’s (Learning Partner’s) signature ___________________________
Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Look for the word in each line that is spelled correctly. Use the spelling rules you know to make your best guess. Ask yourself, “Does it look right?” and “Does it sound right?”

- Circle the word that is spelled correctly.

1. ryde ried ride ryd

2. good gud gode doog

3. littel litle lital little

4. enuf anuff enough enogh

- **More Fun:** What is the longest word that you know how to spell correctly? Write it below.
Child’s name ______________________________________

SCHOOL-HOME LINKS

Dear Family, Your child is learning to spell the words used most often in reading and writing.

• Practice reading and writing these words.

  across ________________ full ________________
  always ________________ grow ________________
  because ________________ heard ________________
  been ________________ high ________________
  best ________________ hot ________________
  both ________________ I’m ________________
  close ________________ keep ________________
  done ________________ leave ________________
  draw ________________ left ________________
  enough ________________ mean ________________
  even ________________ might ________________
  every ________________ most ________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

2/Correctly Spells Previously Studied Words/6
Dear Family, Your child is learning to spell the words used most often in reading and writing.

- Practice reading and writing these words.

  near ________________ through ________________
  need ________________ today ________________
  once ________________ together ________________
  only ________________ toward ________________
  open ________________ turn ________________
  round ________________ upon ________________
  same ________________ use ________________
  short ________________ warm ________________
  six ________________ well ________________
  small ________________ while ________________
  start ________________ yet ________________

Child’s name ________________________________

Child’s signature ___________________________________________________________________

Parent’s (Learning Partner’s) signature ______________________________

2/Correctly Spells Previously Studied Words/7
Dear Family, Your child is learning to use a dictionary to check the spelling of words.

A Sample Dictionary Page

**Show** - a radio or television program
Sarah watched the show on TV.

**Shout** - a noise made with a loud voice
Joe shouts across the playground.

**Shovel** - a long-handled tool used for digging
You can dig a hole with a shovel.

Use the dictionary page above to check the spelling of the underlined words in the sentences below. Write the correct spelling of each word on the line next to the sentence.

1. Do not **shout** in the classroom. __________________________

2. The **shoe** was about horses. __________________________

3. The **shovel** was very dirty. __________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

2/Correctly Spells Previously Studied Words/8
Dear Family, Your child is learning new words from reading.

- Visit your classroom, school, or community library.
- Find 2 different books you think are interesting.
- Check them out of the library and take them home.
- Which 2 books did you choose?

• ____________________________
• ____________________________

• After you read the books, find one new word in each book. What are they?
  1. _____________  2. _____________

• What do you think each word means?
  1. _______________________________________________________
  2. _______________________________________________________
  3. _______________________________________________________
  4. _______________________________________________________
Dear Family, Your child is learning to use a sentence to figure out the meaning of a word.

- Read the following sentence:

The water in the glass is clear.

- What does the word **clear** mean in this sentence?

- Now read the next sentence:

Please clear the dishes from the table.

- What does the word **clear** mean in this sentence?

- Does the word clear have the same meaning in both sentences?

- What is different?

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

2/Building Vocabulary/2
Dear Family, Your child is learning that one word can have more than one meaning.

Some words can look the same but have different meanings. Think about the word bark. It could mean the noise a dog makes or it could mean the covering on the trunk of a tree.

- Write 2 different sentences that show the different meanings of the following words.

**row**

1. 

2. 

**ship**

1. 

2. 

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Child’s name ______________________________________

Dear Family, Your child is learning to put words into groups.

Here is a list of words.
camel  horse  apple  zebra  banana  rabbit
orange  monkey  grapes  pear  chair

• Can you put these words into 2 different groups?

1. ______  ______  ______  ______  ______

2. ______  ______  ______  ______  ______

• Can you think of a heading for each group?

1. ___________________________ 2. ___________________________

• Which word does not belong in either group?___________

• Can you write another group of words that belong together?

__________________________________________________________

• These words are in the same group because:

__________________________________________________________

Child’s signature _________________________________________

Parent’s (Learning Partner’s) signature _______________________

2/Building Vocabulary/4
Dear Family, Your child is learning about prefixes.

- A **prefix** is a word part that comes at the beginning of the word. Prefixes can help us learn the meanings of words.

  **Un-** is a prefix. It means “not”.
  Look how the prefix **un-** changes the meaning of this sentence:

  I am *able* to read this book.
  I am *unable* to read this book.

- Can you change the meaning of the following sentence by adding the prefix **un-**?

  She *tied* her shoes.

  ____________________________________________________________

- Change this sentence by adding the prefix **un-**.

  I *locked* the door.

  ____________________________________________________________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________
Dear Family, Your child is learning about words that have opposite meanings.

- Some words mean the opposite of other words. The words **day** and **night** are opposites. The words **hot** and **cold** are opposites. Many words have opposites.

- Can you think of opposites for these words?
  
  tall ________________
  
  slow ________________
  
  above ________________

- Can you think of some other opposites?
  
  ________________________  ________________________
  
  ________________________  ________________________
  
  ________________________  ________________________

- Read your list out loud to your family.

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature _________________________
Dear Family, Your child is learning to follow 3-step directions.

- Ask someone in your family to read these directions out loud.

DIRECTIONS:
- Think about a favorite story you read or heard this week.
- Draw a picture about the story in the space below.

- Write a sentence about the picture.

______________________________
______________________________
______________________________

Title:________________________

Child’s signature______________________________
Parent’s (Learning Partner’s) signature ________________

2/Follows Oral Directions/1
Child’s name ______________________________________

Dear Family, Your child is learning to listen carefully to poems read aloud.

• Find a poem for your family to read to you.
• The name of the poem is:

__________________________________________________________

• The author is:

__________________________________________________________

• Listen carefully to the poem.
• What is the poem mostly about?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

• Did you hear any new words in the poem?
• Write the new words you heard.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Child’s signature _____________________________________________

Parent’s (Learning Partner’s) signature __________________________

2/Lists for Meaning - Poem/1
Dear Family, Your child is learning to answer questions about some information presented out loud.

- Ask a member of your family to tell you about a favorite relative. Listen carefully.

- Write down 3 questions you have about your relative.

- Then ask your family for the answers to your questions.

- What did you learn?

Child’s name ____________________________

Parent’s (Learning Partner’s) signature ____________________________
Child’s name ________________________________

Dear Family, Your child is learning to leave space between the words in a sentence.

- Write four sentences that describe your favorite food.
  1. ______________________________________________
  2. ______________________________________________
  3. ______________________________________________
  4. ______________________________________________

- Ask your family to check your writing.
- Are all the uppercase letters the same size?
- Are all the lowercase letters the same size?
- Did you remember to leave space between the words?

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________

2/Forms Letters/1
Dear Family, Your child is learning to use capital letters and punctuation correctly.

- When we need more than one word to say what we mean, we connect words together to make a sentence.
- A sentence starts with a capital letter.
- A sentence ends with a punctuation mark, like a . or ? or !
- Write some sentences about your friends in school.

______________________________________________ ____________
______________________________________________ ____________
______________________________________________ ____________
______________________________________________ ____________
______________________________________________ ____________

- When you finish writing your sentences, go back and check. Did you start each sentence with a capital letter? Did you remember to use a punctuation mark at the end of each sentence?
- Read your sentences out loud to someone in your family.

Child’s signature______________________________________________
Parent’s (Learning Partner’s) signature ________________________

2/Attends to Mechanics/1
Dear Family, Your child is learning to write complete sentences that tell about something.

- Write a story about a special day with your family.

- Remember to use capital letters at the beginning of each sentence.

- Be sure to use punctuation at the end of each sentence.

Title: ________________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature _____________________________
Child’s name ______________________________________

Dear Family, Your child is learning that words in a sentence must agree.

- Look at the following sentences:
  1. The man walks down the street.
  2. Many men walk down the street.

In Sentence 1, there is only one man. The word that tells what he does, walks, must have an “s” at the end.
In Sentence 2, there are a lot of men. The word that tells what they do, walk, should not have an “s” at the end.

- Here are two more sentences:
  1. My cat sits in the sun.
  2. Ten cats sit in the sun.

- Do you see how it works?

- Write two sentences of your own on the back of this page. In Sentence 1, tell what one person or thing does. In Sentence 2, tell what many persons or things do.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

2 / Attends to Mechanics / 3
Child’s name ______________________________________

Dear Family, Your child is learning to write different kinds of sentences.

Good writers use different kinds of sentences when they write. Some sentences ask questions: **Is your dog happy?** Some sentences tell information: **My dog is happy.**

- Write a story about an animal you like. Use different kinds of sentences to write your story.

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

Child’s signature____________________________________
Parent’s (Learning Partner’s) signature ________________

2/Uses Language Patterns/1
Child’s name ______________________________________

Dear Family, Your child is learning to plan his or her own writing.

- You are going to write a story about your favorite toy. Before you begin, make a list of words that describe your toy:

  ____________________________________________________

  ____________________________________________________

- Now write your story using your list:

  Title: ____________________________________________

  ____________________________________________________

  ____________________________________________________

  ____________________________________________________

  ____________________________________________________

- Read your story out loud to someone in your family.

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________

2/Uses Writing Process - Prewriting/1
Dear Family, Your child is learning to write down ideas before writing.

- You are going to write a story about your favorite place to play. Before you begin to write, answer these questions:

1. Where will your story take place?

2. What would be a good way to start your story?

3. What would be a good way to end your story?

4. What should come in the middle of your story?

5. What do you think you will name your story?

- Use the back of this paper to write your story.

Child’s signature ____________________________________________
Parent’s (Learning Partner’s) signature __________________________
Dear Family, Your child is learning to think of ideas before writing.

- Think about the weather.
- How many words can you think of to describe the weather?

  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________

- Use these words to tell a story about the weather to someone in your family.
- Write your story down.

**Title:** ____________________________________________

  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________

- Read your story out loud to someone in your family.

**Child’s signature** _______________________________________

**Parent’s (Learning Partner’s) signature** ____________________
Dear Family, Your child is learning to stick to the topic when writing.

- Write a story about what you did yesterday at home or at school.

  Title: __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- Go back and reread your story.

- Do all your sentences tell what happened yesterday? If they don’t, change them so that all the sentences in your story are about the same thing.

Child’s signature ________________________________________________
Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning to make his or her writing better by reading it over and making changes.

- Think about something interesting you would like to write about.
- Write your story on the lines that follow.

**Title:**

- Have someone in your family read the story with you. Can they give you ideas to make it better and more interesting? Is there something you forgot to say? Did you remember to use capital letters to begin each sentence? Did you end each sentence with a punctuation mark?

**Child’s signature**

**Parent’s (Learning Partner’s) signature**

2/Revises Writing/2
Dear Family, Your child is learning to add words that describe and make his or her writing better.

Here is a sentence.

This is an apple.

• Can you think of words that describe the shape and color of the apple?

______________ ______________ ______________

• Can you think of words that describe how the apple tastes?

______________ ______________ ______________

• Write the sentence below. Add some of the words you listed above to describe the apple in your new sentence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

• Why is this sentence more interesting now?

________________________________________________________________________

Child’s name ________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Child’s name ________________________________

Dear Family, Your child is learning to write more interesting sentences.

• Read these sentences:
  I like school.
  School is fun.
  We read a lot in school.

• Can you put these sentences together to make one longer, more interesting sentence? Write your new sentence and read it out loud to your family.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

• Write another sentence that combines three ideas.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________
Dear Family, Your child is learning to recall information in writing.

- Tell your family 4 things that happened in school today.
- After telling them, write the events down in 4 sentences.
  1. ________________________________________________________________
  2. ________________________________________________________________
  3. ________________________________________________________________
  4. ________________________________________________________________

- Read your sentences to your family.
- Ask them if they have any questions about your day at school. Write down what they asked.
  ________________________________________________________________
  ________________________________________________________________

Child’s signature ________________________________________________
Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning to write stories with more than one paragraph.

- You are going to write a story about the kitchen in your house. In the first paragraph, write some sentences about how the kitchen looks.

- In the second paragraph, write some sentences that tell what you do in the kitchen.

- In the third paragraph, write some sentences that tell how the kitchen smells.

Child’s name __________________________________________

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ____________________
Child’s name ______________________________________

Dear Family, Your child is learning to write a story with a clear beginning, middle, and end.

• Write a story about a birthday party you went to. At the beginning of the story, tell whose birthday party it was, where it took place, and who went to the party.

______________________________________________ ____________
______________________________________________ ____________
______________________________________________ ____________

• In the middle of the story, tell what you did at the party.

______________________________________________ ____________
______________________________________________ ____________
______________________________________________ ____________

• At the end of the story, tell how this party ended.

______________________________________________ ____________
______________________________________________ ____________
______________________________________________ ____________

• Write your story on the back of this paper.
• Read the story out loud to someone in your family.

Child’s signature ______________________________________
Parent’s (Learning Partner’s) signature ____________________

2/Produces Written Work - Story/1
Child’s name ________________________________

Dear Family, Your child is learning to write a letter.

- Write a letter to your teacher to thank him or her for helping you to learn.

Dear Teacher,

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

______________________________________________ ____________

Sincerely,

______________________________________________ ____________

- Have someone in your family reread your letter with you.
- Make any changes you need to improve your letter.

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature __________________________

2/Produces Writing - Letter/1
Dear Family, Your child is learning to listen to stories read aloud.

Ask someone in your family to read a book out loud to you. Write the title and author below.

Title:______________________________________________

Author:______________________________________________

• Listen carefully to the story, then answer these questions:

1. What is the most important thing that happened in the story?

________________________________________________________________________

2. Why do you think this is so important?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Child’s signature____________________________________

Parent’s (Learning Partner’s) signature ____________________
<table>
<thead>
<tr>
<th>Child’s name ____________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dear Family, Your child is learning to read and listen to stories for understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read each story out loud. Then answer each question</td>
</tr>
<tr>
<td>• Circle the answer below.</td>
</tr>
</tbody>
</table>

| 1. Jay is my friend.                      | 1. Mindy and I have a party for Jay. |
|                                         | Other friends come to the party, too. |
| Mindy is my friend, too.                 | There are many presents.             |
| I sit with Jay and Mindy in the lunchroom. |                                     |
| The name of the story is:               | The name of the story is:            |
| *In the Lunchroom*                      | *A Party for Jay*                    |
| *My Friends*                            | *Other Friends*                      |
| *I Like to Read*                         | *A Sad Day*                          |

| 2. The presents are funny. | 1. Jay likes the party. |
|                           | He likes the presents. |
|                           | Jay is happy at his party. |
| The presents are funny.   |                           |
| There is a green lizard.  | The name of the story is: |
| There is a little mouse.  | *The Presents*            |
|                           | *Jay Is Happy*            |
|                           | *A Little House*          |

| The name of the story is: | The name of the story is: |
| *A Green Lizard*          | *The Presents*            |
| *The Box*                 | *Jay Is Happy*            |
| *Funny Presents*          | *A Little House*          |

<table>
<thead>
<tr>
<th>Child’s signature ____________________________________________</th>
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<tbody>
<tr>
<td>Parent’s (Learning Partner’s) signature ______________________</td>
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</table>

2/Listens for Meaning - Story/2
Reprinted by permission from *How To Tutor Your Child in Reading and Writing* by ERIC and the Family Learning Association
Child’s name ______________________________________

Dear Family, Your child is learning to read and listen to stories for understanding.

- Read each story out loud. Then answer each question
- Circle the answer below.

1. Tina is all alone. She would like to have some friends. But Tina doesn’t know any people. It is hard for Tina to make new friends.
   Tina feels:
   - glad
   - lonely
   - surprised

2. Henry is making funny faces. He is dancing around on one leg. He is making people laugh at him.
   Henry feels:
   - silly
   - tired
   - proud

3. Ted doesn’t like to be alone in the house. He hears funny noises sometimes. The noises make Ted want to run away from the house.
   Ted feels:
   - scared
   - angry
   - silly

4. Maria is laughing. She is having a good time playing with her friends. She likes the games they are playing.
   Maria feels:
   - sad
   - disgusted
   - happy

Child’s signature ______________________________________

Parent’s (Learning Partner’s) signature ______________________

2/Listens for Meaning - Story /3
Reprinted by permission from How To Tutor Your Child in Reading and Writing by ERIC and the Family Learning Association
<table>
<thead>
<tr>
<th>Child’s name</th>
<th>Dear Family, Your child is learning to read and listen to stories for understanding.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Read each story out loud. Then answer each question.</td>
</tr>
<tr>
<td></td>
<td>• Circle the answer below.</td>
</tr>
<tr>
<td>The name of this story is: A Country House</td>
<td>The name of this story is: A Ride in a Car</td>
</tr>
<tr>
<td>Kate and the City</td>
<td>A Ride in the Country</td>
</tr>
<tr>
<td>A Ride on a Bus</td>
<td></td>
</tr>
<tr>
<td>2. Ben likes to see Kate. Ben calls Kate. “Come to my house and see me,” says Ben</td>
<td>4. Kate says, “I will come to see you, Ben.”</td>
</tr>
<tr>
<td>The name of the story is: My House</td>
<td>Kate rides the bus to the country.</td>
</tr>
<tr>
<td>A Big Dog</td>
<td>Kate likes to see Ben.</td>
</tr>
<tr>
<td>Ben Calls Kate</td>
<td>The name of the story is:</td>
</tr>
<tr>
<td>82</td>
<td>Kate Sees Ben</td>
</tr>
<tr>
<td></td>
<td>Kate Rides A Pony</td>
</tr>
<tr>
<td></td>
<td>In The Country</td>
</tr>
</tbody>
</table>

**Child’s signature**

**Parent’s (Learning Partner’s) signature**
Child’s name ________________________________

Dear Family, Your child is learning to read and listen for understanding.

- Read each story out loud. Then answer each question.
- Circle the answer below.

1. Alice went to see her grandma. Grandma lived in a small town in the desert. Alice liked her grandma’s home. But she didn’t like the desert. It was hot and dry. She couldn’t see any plants. Grandma laughed. She told Alice to wait and see.

The name of the story is:
- Grandma’s House
- A Small Town
- I Like Flowers

Alice liked:
- to play football
- the desert
- her grandma’s house

2. Alice stayed with Grandma for a long time. Alice walked around in the desert. She found many plants. They were called cactus plants. Some plants had flowers. Each day, Alice found new things in the desert. Alice decided that she liked the desert now.

The name of the story is:
- Grandma’s Cactus Plants
- Alice Liked The Desert
- In the Big City

Alice found:
- cactus plants
- Grandma
- a house

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning to understand characters in a story.

- Read a book with your family. Write the title and author below:

Title: ____________________________________________

Author: ____________________________________________

- Who is the main character?
- How do the main character’s feelings change in the story?

____________________________________________________________________

- How does the author let you know how the main character feels?

____________________________________________________________________

- What actions show you how the main character feels?

____________________________________________________________________

____________________________________________________________________

Child’s signature  ____________________________________________

Parent’s (Learning Partner’s) signature ________________________

2/Reads and Comprehends at Grade Level/1
Dear Family, Your child is learning how to guess what will happen in the story.

- Read a book with your family. Write the title and author below:

  Title:______________________________________________________
  Author:______________________________________________________

- Before you read the book with your family, look at the cover of the book. Look at the pages. Notice the pictures. What do you think this story is about?

  __________________________________________________________
  __________________________________________________________

- Now read the story. Stop when you are halfway through. What do you think will happen next?

  __________________________________________________________
  __________________________________________________________

- Finish reading the story. Did you guess right?

  __________________________________________________________
  __________________________________________________________

Child’s signature____________________________________________________

Parent’s (Learning Partner’s) signature ________________________________
Dear Family, Your child is learning to answer what if, why, and how questions.

- Read a book with your family. Write the title and author below.

  Title: __________________________________________________________
  Author: __________________________________________________________

- How does the story end?

  _______________________________________________________________
  _______________________________________________________________
  _______________________________________________________________
  _______________________________________________________________

- What if the author asked you to change the ending of the story? How would you change it?

  _______________________________________________________________
  _______________________________________________________________
  _______________________________________________________________
  _______________________________________________________________

Child’s signature _________________________________________________

Parent’s (Learning Partner’s) signature ______________________________

SCHOOL-HOME LINKS / BOOK LINKS
Dear Family, Your child is learning to retell main ideas.

• Read a book with your family. Write the title and author below.

Title:__________________________________________________________
Author:________________________________________________________

• What is this story mostly about?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

• What do you think the writer wants readers to know?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Child’s signature _________________________________________
Parent’s (Learning Partner’s) signature ________________________

2/Reads and Comprehends at Grade Level/4
Dear Family, Your child is learning to compare a story to real life experiences.

- Read a book with your family. Write the title and author below.

Title:  

Author:  

- What problem did the main character have in the story?

- How did the main character solve the problem?

- How would you solve the same problem in real life?

Child’s signature ____________________________

Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning to find things that are similar and different in stories read.

- **Read a book with your family.** Write the title and author below.

  **Title:** ____________________________________________________________

  **Author:** __________________________________________________________

- **Write in your own words what the story is about.**

  __________________________________________________________

  __________________________________________________________

  __________________________________________________________

- **Is there another story you have read that this story reminds you of? What is the name of that story?**

  __________________________________________________________

- **How is the story you read today like or different from that story?**

  __________________________________________________________

  __________________________________________________________

**Child’s signature** ________________________________________________

**Parent’s (Learning Partner’s) signature** ____________________________
Dear Family,

Your child is learning to answer questions and talk about what was read.

- Read a book with your family.
- Make a list of interesting things you learned from your book.

- Read your list to your family.
- Tell them about the story you read.
- Ask them if they have any questions about what you read.
- Answer the questions if you can.
- Write down the questions they asked.

Child’s signature

Parent’s (Learning Partner’s) signature
Dear Family, Your child is learning to answer questions about stories.

• Read a book with your family. Write the title and author below.

Title:______________________________________________________________

Author:____________________________________________________________

• Who is the main character in the story?

______________________________________________________________

• How does the story begin?

______________________________________________________________

______________________________________________________________

• How does the story end?

______________________________________________________________

______________________________________________________________

• What is the most important event in this story?

______________________________________________________________

______________________________________________________________

Child’s signature__________________________________________________

Parent’s (Learning Partner’s) signature _______________________________
Dear Family, Your child is learning to remember what happened in a book.

- Read a book with your family. Write the title and author below.

  Title:________________________________________________________

  Author:_______________________________________________________

- List all the important things that happened in the book.

  ____________________________________________________________

  ____________________________________________________________

  ____________________________________________________________

  ____________________________________________________________

  ____________________________________________________________

- Now put them in the order in which they happened.

  ____________________________________________________________

  ____________________________________________________________

  ____________________________________________________________

  ____________________________________________________________

  ____________________________________________________________

Child’s signature_______________________________________________

Parent’s (Learning Partner’s) signature ___________________________
Dear Family, Your child is learning to spend more time reading silently.

- Read a book with your family. Write the title and author below.
  
  Title:_____________________________________________________
  
  Author:_____________________________________________________

- Now reread the story to yourself silently.
- Tell about your favorite part of the story.
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- Why did you choose this part of the story?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- Try to spend some time every day reading silently.

Child’s signature___________________________________________

Parent’s (Learning Partner’s) signature_________________________
Dear Family,

Your child is learning to ask questions and reread information that is unclear.

- Read a book with your family. Write the title and author below.

Title: ____________________________________________________________

Author: __________________________________________________________

- Stop after reading a few pages and ask yourself these questions:
  1. What is the story about so far?

     ________________________________________________________________
     ________________________________________________________________
     ________________________________________________________________

  2. What is the main problem in the story?

     ________________________________________________________________
     ________________________________________________________________
     ________________________________________________________________

  3. If you are unsure of the answers, go back and reread the pages.

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ______________________________

2/Rereads for Understanding/1
Dear Family, Your child is learning how to use a simple chart.

- Read a book with your family. Write the title and author below.

Title: __________________________________________________________

Author: _________________________________________________________

- Ask your family to help you make a chart of all the new words you learned this week. Write your new words down each day.

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</table>

- How many new words did you learn this week? __________

- On which day did you learn the most words? __________

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature _________________________
Dear Family, Your child is learning to answer questions about stories.

- Read a book with your family. Write the title and author below.

  Title:______________________________________________________________
  Author:______________________________________________________________

- Who is the main character in the story?
  ________________________________________________________________

- How does the story begin?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

- How does the story end?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

- What is the most important event in this story?
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________

Child’s signature____________________________________________________
Parent’s (Learning Partner’s) signature ______________________________
Dear Family, Your child is learning how to tell about events in a story in the order they happened.

• Read a book with your family. Write the title and author below.

Title:__________________________________________________________
Author:________________________________________________________

• Tell what happened in the story. Start at the beginning of the book and include what happened at the end.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

• When you finish writing, read what you wrote out loud to your family. Did you tell the events in the story in the order they happened?

________________________________________________________________________

• Did you leave anything out?

________________________________________________________________________

Child’s signature______________________________________________________
Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning how to tell where and when a story takes place.

- Read a book with your family.
- Answer these questions:

1. Where does the story take place?

2. How do you know? What words does the writer use that help you to know?

3. When does the story take place?

4. How do you know? What words does the writer use that help you to know?

Child’s name ____________________________

Child’s signature ________________________

Parent’s (Learning Partner’s) signature _________________
Dear Family, Your child is learning to check for understanding while reading.

• Read a book with your family. Write the title and author below.

Title: __________________________________________________________

Author: _________________________________________________________

• While you are reading, stop every so often to make sure you understand what you are reading. Ask yourself, “Does this make sense?”

• Tell how checking like this helps you to be a better reader.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________
Dear Family, Your child is learning and using new words.

- Read a book with your family. Write the title and author below.

Title: __________________________________________________________

Author: _________________________________________________________

- Find 4 new words in your Book Links book and write them in the spaces below.

  ___________________ _______________________

  ___________________ _______________________

- Talk with your family about what they mean.

- How did you figure out their meaning?

  ____________________________________________

  ____________________________________________

- Write two of the new words in a sentence.

  ____________________________________________

Child’s signature ________________________________________________

Parent’s (Learning Partner’s) signature ____________________________

2/Builds Vocabulary/1