

Dear Upcoming 1st Grade Families,

We are so excited to have you back at TMS next year! I hope your summer is full of fun, family, and relaxation.

Below you will find a list of skills that will prepare your child for 1st grade. If you have any questions about the following resources please don't hesitate to contact me at tbarnett@telluridemtnschool.org.

★ **Reading-** 20 minutes per day

- Reads short books and texts with cvc and sight words
- Associates letters and sounds
- Practice with the 44 phonemes of the English Language (prioritize the basic sounds)
- Recognizes all the letters in the alphabet in order
- Recognizes rhymes and rhyming patterns
- Understands general book etiquette; reading left to right, reading different genres, can identify title, author, and illustrator names
- Uses personal perspective in responding to stories, such as relating to characters or situations

★ *Note on reading: Early readers often read short books, reading time can include a number of things from rereading familiar stories to practicing with phoneme flashcards. I'd recommend using the 20 minutes per day to practice reading skills like identifying sounds in cvc words and practicing sight words.*

★ *Additionally, information regarding the 44 sounds of the English language is included in this packet. I would recommend ordering a phoneme flashcard deck that includes pictures with a key word for each sound. Students should know the basic sounds and review more complex sounds a few at a time.*

★ **Math-** 10-20 minutes per day

- Names numerals 0-100
- Writes numerals through 30
- Uses counting skills to add to 10 (mental math)
- Counts by 1s, 2s, 5s, and 10s
- Solves problems by using manipulatives or fingers

★ **Writing-** 10 minutes 3 times per week

- Reads and writes own name

- Practice writing lowercase and uppercase letters sequentially
- Tripod pencil grip
- Tells a story using pictures
- Writes all the words they can read

★ **Fry Instant Word Lists**

- An easy way to practice these words is to make flashcards using notecards.
- Special Note: Every child develops at their own rate. Please don't be concerned if they don't have every word memorized by the end of the summer. My recommendation is to practice 5 words at a time until they have mastered each list. If they master a list they can progress to the next column.

Last but not least...

Summer Writing and Reading BINGO- In an effort to make summer homework hands-on and worksheet thin, I have created a BINGO choice board. Please have your child complete one to two spaces per week throughout the summer.

Have a fantastic, adventure-filled summer vacation! I hope to see you around Telluride enjoying a well-deserved holiday.

Sincerely,
Ms. Tara

1st Grade Summer Homework BINGO Choice Board

Draw the alphabet in the sand or dirt	Find a nice tree to read under.	Practice reading a calendar or phone for the date	Find an old magazine or newspaper and "butter the popcorn"- (highlight sight words with a yellow marker)	Write and read a story about your summer
Read a nonfiction book.	Go for a walk and look for 5 new things you observed. Then draw a picture and label it when you get home.	Practice writing your name and each person in your family's name. Use different colored letters	Go for a hike and collect special rocks. Count how many you found	Read to your favorite stuffed animal
Make a list of types of shoes you have. Tally how many shoes your family members have of the same type of shoe	Make notecards for a column of your Fry Instant Word Lists. Practice reading each word 3 times fast.	Have someone help you trace your body in chalk and label your body parts.	Write a postcard to Your grandparents or cousins or friends	Reread a book at your level. Time yourself and see how quickly you can read without any mistakes.
Find as many objects as you can that rhyme with bat	Take a selfie doing something fun and bring in on the first day of school	Count how many forks, spoons and knives are in your silverware drawer. Make a tally and compare to see which you have more of	Use recycled materials or art supplies to create each letter of the alphabet	Count 10 toys and see how many different combinations of 10 you can make Example: $7+3=10$, $4+6=10$
Make a Rhyming Book. Write as many words as you can think of that rhyme with: Bat, Sing, Ball, Man, or Frog	Count how many days are left until school starts!	Design a sign for your bedroom door that lists your favorite things.	Create a "Go Fish" game using sight words and notecards. Write each word two times for up to 12 words. Play with a friend/parent.	Read in a tent or blanket fort

Fry Instant Word Checklists

Fry Instant Words Checklist

Level 1: First Hundred (Red)

Name: _____

Date: _____

Score: _____ / 100

Level 1: First Hundred (Red)

___ the	___ at	___ an	___ would	___ than
___ of	___ be	___ each	___ make	___ first
___ and	___ this	___ which	___ like	___ water
___ a	___ have	___ she	___ him	___ been
___ to	___ from	___ do	___ into	___ called
___ in	___ or	___ how	___ time	___ who
___ is	___ one	___ their	___ has	___ oil
___ you	___ had	___ if	___ look	___ up
___ that	___ by	___ will	___ two	___ now
___ he	___ not	___ other	___ more	___ find
___ was	___ what	___ about	___ write	___ long
___ for	___ all	___ out	___ go	___ down
___ on	___ were	___ many	___ see	___ day
___ are	___ when	___ then	___ number	___ did
___ as	___ your	___ them	___ no	___ get
___ it	___ can	___ these	___ way	___ come
___ his	___ said	___ so	___ could	___ made
___ they	___ there	___ some	___ people	___ may
___ I	___ use	___ her	___ my	___ part
___ with	___ words	___ but	___ we	___ sit

Fry Instant Words Checklist

Level 2: Second Hundred (Green)

Name: _____

Date: _____

Score: _____ / 100

Level 2: Second Hundred (Green)

___ over	___ name	___ boy	___ such	___ change
___ new	___ good	___ follow	___ because	___ off
___ sound	___ sentence	___ came	___ turn	___ play
___ take	___ man	___ want	___ here	___ spell
___ only	___ think	___ show	___ why	___ air
___ little	___ say	___ also	___ ask	___ away
___ work	___ great	___ around	___ went	___ animal
___ know	___ where	___ form	___ men	___ house
___ place	___ help	___ three	___ read	___ point
___ years	___ through	___ small	___ need	___ page
___ live	___ much	___ set	___ land	___ letter
___ me	___ before	___ put	___ different	___ mother
___ back	___ line	___ end	___ home	___ answer
___ give	___ right	___ does	___ us	___ found
___ most	___ too	___ another	___ move	___ study
___ very	___ means	___ well	___ try	___ still
___ after	___ old	___ large	___ kind	___ learn
___ things	___ any	___ must	___ hand	___ should
___ our	___ same	___ big	___ picture	___ America
___ just	___ tell	___ even	___ again	___ world

Reading Log

READING LOG

DATE

TITLE

MINS./
PAGES












The 44 Sounds (Phonemes) of English









A **phoneme** is a speech sound. It's the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds. A **grapheme** is the written representation (a letter or cluster of letters) of one sound. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.

Phonics instruction involves teaching the relationship between sounds and the letters used to represent them. There are hundreds of spelling alternatives that can be used to represent the 44 English phonemes. Only the most common sound / letter relationships need to be taught explicitly.






The 44 English sounds can be divided into two major categories – consonants and vowels. A **consonant** sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a **vowel** sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language. The 44 phonemes represented below are in line with the International Phonetic Alphabet.

Consonants







Sound	Common spelling		Spelling alternatives				
/b/	b ball		bb ribbon				
/d/	d dog		dd add	ed filled			
/f/	f fan		ff cliff	ph phone	gh laugh	lf calf	ft often
/g/	g grapes		gg egg	gh ghost	gu guest	gue catalogue	
/h/	h hat		wh who				
/j/	j jellyfish		ge cage	g giraffe	dge edge	di soldier	gg exaggerate
/k/	k kite		c cat	ch christmas	cc acclaim	lk folk	qu bouquet
			q(u) queen	ck back	X box		
/l/	l leaf		ll spell				
/m/	m monkey		mm summer	mb climb	mn autumn	lm palm	
/n/	n nest		nn funny	kn knight	gn gnat	pn pneumonia	
/ng/	ng ring		n sink	ngue tongue			

/p/	p pig		pp happy				
/r/	r robot		rr carrot	wr wrong	rh rhyme		
/s/	s sun		ss mess ce rice	c circus se horse	sc science	ps psychology	st listen
/t/	t tap		tt batter	th thomas	ed tapped		
/v/	v van		f of	ph stephen	ve five		
/w/	w web		wh why	u quick	o choir		
/y/	y yo-yo		i opinion	j hallelujah			
/z/	z zebra		zz buzz se cheese	s has	ss scissors	x xylophone	ze maze

Digraphs




Sound	Common spelling	Spelling alternatives					
/zh/	s treasure		si division	z azure			
/ch/	ch cheese		tch watch	tu future	ti question	te righteous	
/sh/	sh shark		ce ocean sci conscience	s sure ti station	ci special	si tension	ch machine
/th/ (unvoiced)	th thongs						
/th/ (voiced)	th feather						

Short vowels







Sound	Common spelling		Spelling alternatives				
/a/	a cat		ai plaid				
/e/	e egg		ea bread eo leopard	u bury ei heifer	ie friend ae aesthetic	ai said ay say	a many
/i/	i igloo		e england ie sieve	o women	u busy	ui build	y hymn
/o/	o orange		a swan	ho honest			
/u/	u mug		o monkey	oo flood	ou trouble		
/oo/	oo book		u bush	ou could	o wolf		

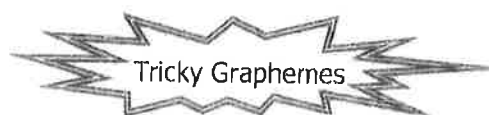
Long vowels

/ā/	ai snail		a baby ei vein	eigh weigh au gauge	aigh straight a-e cake	ay hay ea break	et croquet ey they
/ē/	ee bee		e me ie brief	ea seat i ski	y lady ei receive	ey key eo people	oe phoenix ay quay
/ī/	i spider		y fly ai aisle	igh night is island	ie pie eigh height	uy buy i-e kite	ye rye
/ō/	oa boat		o-e bone eau beau	o open oo brooch	oe toe ew sew	ow low	ough though
/ū/	oo moon		ew screw ui fruit	ue blue o who	u-e flute oeu manoeuvre	oe shoe ou croup	ough through
/y//ü/ (2 sounds)	u uniform		you you eau beauty	ew few ieu adieu	iew view eu feud	yu yule	eue queue

/oi/	oi coin		oy boy	uoy buoy			
/ow/	ow cow		ou shout	ough bough			
/ə/ (Schwa sound)	er ladder		ar dollar	our honour	or doctor	i dolphin	e ticket
			u cactus	ur augur	re centre	eur chauffeur	

R' controlled vowels

/ā/	air chair		are square	ear pear	ere where	eir their	ayer prayer
/ä/	ar car		a bath	au laugh	er sergeant	ear heart	
/û/	ir bird		er term	ur burn	ear pearl	or word	our journey
			yr myrtle				
/ô/	aw paw		a ball	or fork	oor door	ore more	oar board
			our four	augh taught	ar war	ough bought	au sauce
/ēə/	ear ear		eer steer	ere here	ier pier		
/üə/	ure cure		our tourist				



There are some letters that are used to write down sounds already represented by other graphemes. For example we use the letter c to represent the /k/ sound (already represented by the grapheme 'k') and the /s/ sound (already represented by the grapheme 's').

Letter			
c	/k/ as in cat, cot, cup	/s/ as in city, cycle, cents	
x	/k//s/ as in box, fox, fix	/g//z/ as in example, exam	/z/ as in xylophone
q(u)*	/k//w/ as in queen	/k/ as in bouquet, marquis, cheque	

* the q is always paired with the letter u.

For More Information on Phonemes Visit the [Dyslexia Reading Well](http://www.dyslexia-reading-well.com). www.dyslexia-reading-well.com