

Dear Parents,

Summer is finally here! I am so excited that your child will be joining me in 1st grade in August.

Reading during the summer vacation is so important, especially in the younger grades. It's necessary that the children practice the skills they have learned so far so that they are ready to go when we return to school.

With that in mind, I have put together this summer reading packet for your incoming 1st grader. There are 2 components: daily reading activities that correspond to our phonics reading curriculum and a fun BINGO challenge.

There are six pages of phonics activities. Each page is designed to be 1 week's worth of activities. There are step by step instructions for parents on how to do each activity. They should take less than 20 mins a day to complete.

The BINGO challenge is a collection of fun sheets full of different ways to read books. There will be a prize for any student who brings back one or more of the completed sheets at the beginning of the school year.

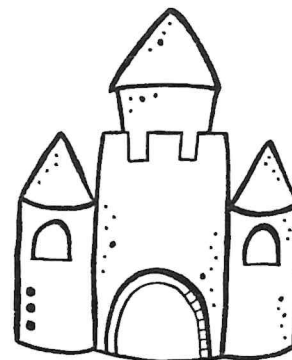
If you have any questions or queries about the phonics or other things, please reach out via email. I will be checking my work email regularly and am more than happy to help.

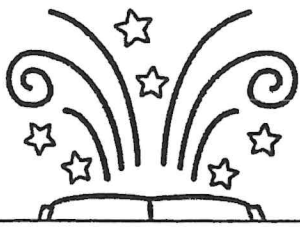
Thank you for taking an active part in your child's learning and blessings on your summer!

In Christ,

Mrs. Baxter

sbaxter@redeemerlutheran.us





CVC WORDS

Guided Phonics + Beyond UNIT 2: SET 1

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

bag

/b/, /a/, /g/
bag

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (map, net, pin, log)

b a g

Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.

bag

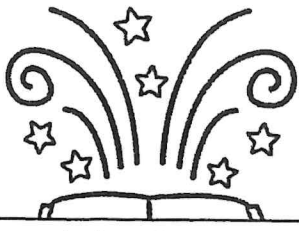
High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

to

We hear 2 sounds. We hear /t/.
The heart sound we hear is /ō/. o spells /ōō/ in to.

/ōō/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
<p>sat</p> <p>Sam is sad.</p>		<p>Listen to an adult and write the following: pup, bed, six</p>	<p>Listen to an adult and map the following: like, got, yes</p>
<p>fin</p> <p>Did the man sit?</p>		<p>Listen to an adult and write the following: ram, not, wag</p>	<p>Listen to an adult and map the following: the, cut, fun</p>
<p>hen</p> <p>Get into bed.</p>	<p>SUMMER</p> <p>At-Home Learning</p> <p>quick-tasks</p>		<p>Listen to an adult and map the following: see, up, man</p>
<p>nod</p> <p>The pot is hot.</p>			<p>Listen to an adult and map the following: to, did, had</p>
<p>jug</p> <p>I am on a bus.</p>		<p>Listen to an adult and write the following: lock, kit, dip</p>	<p>Listen to an adult and map the following: do, let, ten</p>
<p>mad</p> <p>Jed sat in the sap.</p>		<p>Listen to an adult and write the following: sick, top, led</p>	<p>Listen to an adult and map the following: look, if, sat</p>



CVC WORDS

Guided Phonics + Beyond UNIT 2: SET 2

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

sun

/s/, /u/, /n/
sun

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (hat, six, bat, gum)

s u n

Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.

sun

High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

the

We hear 2 sounds. The first heart sound we hear is /th/. th spells /th/. The next heart sound we hear is /ū/. e spells /ū/ in the.

th e

/th/ /ū/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
bet Run to the cab.		Listen to an adult and write the following: pun, wax, had	Listen to an adult and map the following: into, red, can
fig The kid did win.		Listen to an adult and write the following: dock, gap, tan	Listen to an adult and map the following: said, dad, mom
dot I got a red box.	<h1>SUMMER</h1> <h2>At-Home Learning quick-tasks</h2>		Listen to an adult and map the following: like, it, box
sub A bug is in the jug.			Listen to an adult and map the following: the, has, ran
lab Jot it on the pad.		Listen to an adult and write the following: neck, mud, fed	Listen to an adult and map the following: see, am, on
web Ben did not beg.		Listen to an adult and write the following: lid, nod, pick	Listen to an adult and map the following: to, and, his




CVC WORDS

Guided Phonics + Beyond UNIT 2: SET 3


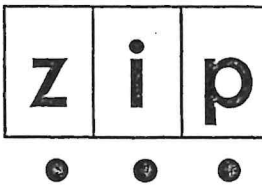
Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.




 /z/, /i/, /p/
 zip

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.


Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (fox, can, sock, lip)






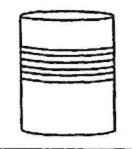

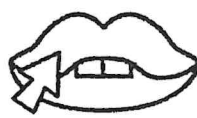
Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.

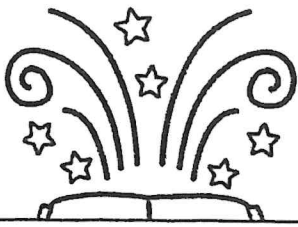



High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.


 We hear 2 sounds. We hear /s/.
 The heart sound we hear is /ē/.
 ee spells /ē/ in to.


 /ē/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
tip The kid bit his lip.		<i>Listen to an adult and write the following:</i> mat, rod, ten	<i>Listen to an adult and map the following:</i> do, as, run
fog I can cut the ham.		<i>Listen to an adult and write the following:</i> rig, pack, hem	<i>Listen to an adult and map the following:</i> look, but, not
cut Set it in the bin.	<h1>SUMMER</h1> <h2>At-Home Learning</h2> <h3>quick-tasks</h3>		<i>Listen to an adult and map the following:</i> into, him, in
wag Look at the red lid.			<i>Listen to an adult and map the following:</i> said, sit, get
net Dad can fix it.		<i>Listen to an adult and write the following:</i> tux, job, den	<i>Listen to an adult and map the following:</i> like, its, big
dim I sat on the dock.		<i>Listen to an adult and write the following:</i> rip, tax, cop	<i>Listen to an adult and map the following:</i> the, us, men




CVC WORDS

**Guided Phonics + Beyond
UNIT 2: SET 4**


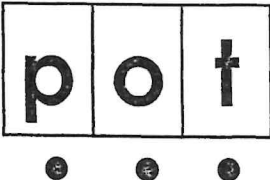
Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

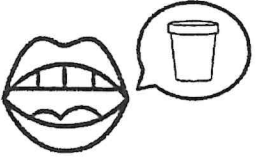


 /p/, /o/, /t/
 pot

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (jug, cut, bus, pig)




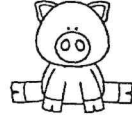



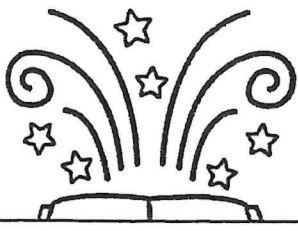
Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.

High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.


 We hear 2 sounds. We hear /d/.
 The heart sound we hear is /oo/. o spells /oo/ in do.
 ♥

 /oo/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
<p>rot</p> <p>The cub is not sad.</p>		<p><i>Listen to an adult and write the following:</i> lick, hum, win</p>	<p><i>Listen to an adult and map the following:</i> like, six, is</p>
<p>sub</p> <p>A duck can quack.</p>		<p><i>Listen to an adult and write the following:</i> sap, led, hog</p>	<p><i>Listen to an adult and orthographically map the following:</i> the, bed, dog</p>
<p>lab</p> <p>The sun is hot.</p>	<p>SUMMER</p> <p>At-Home Learning</p> <p>quick-tasks</p>		<p><i>Listen to an adult and map the following:</i> see, hot, bat</p>
<p>vet</p> <p>A hen can do a lot.</p>			<p><i>Listen to an adult and map the following:</i> to, an, at</p>
<p>hid</p> <p>The cat got a rat.</p>		<p><i>Listen to an adult and write the following:</i> cup, sack, bib</p>	<p><i>Listen to an adult and map the following:</i> do, set, fun</p>
<p>nod</p> <p>The dog can wag.</p>		<p><i>Listen to an adult and write the following:</i> pet, rod, yam</p>	<p><i>Listen to an adult and map the following:</i> look, yes, cat</p>



CVC WORDS

Guided Phonics + Beyond UNIT 2: SET 5

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

wax

• • •

/w/, /a/, /x/

wax

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (wet, box, mop, mad)

w a x

• • •

Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.

wax

High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

look

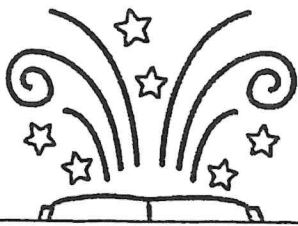
We hear 3 sounds. We hear /l/ and /k/. The heart sound we hear is /ôô/. oo spells /ôô/ in look.

♥

l o o k

/ôô/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
<p>rub</p> <p>Jim led us to him.</p>		<p><i>Listen to an adult and write the following:</i> fix, rock, jab</p>	<p><i>Listen to an adult and map the following:</i> into, ten, sat</p>
<p>bad</p> <p>I am not six yet.</p>		<p><i>Listen to an adult and write the following:</i> cap, fig, hot</p>	<p><i>Listen to an adult and map the following:</i> said, box, ran</p>
<p>wed</p> <p>Mom can do it.</p>	<p>SUMMER</p> <p>At-Home Learning</p> <p>quick-tasks</p>		<p><i>Listen to an adult and map the following:</i> like, got, up</p>
<p>kit</p> <p>The rat did tug at it.</p>			<p><i>Listen to an adult and map the following:</i> the, cut, did</p>
<p>dot</p> <p>I ran into a web.</p>		<p><i>Listen to an adult and write the following:</i> bit, quiz, zag</p>	<p><i>Listen to an adult and map the following:</i> see, let, red</p>
<p>mud</p> <p>Do not lick it.</p>		<p><i>Listen to an adult and write the following:</i> win, pen, yum</p>	<p><i>Listen to an adult and map the following:</i> to, if, dad</p>



CVC WORDS

Guided Phonics + Beyond
UNIT 2: SET 6

Name: _____

Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word and the sentence.

bus

• • •

/b/, /u/, /s/
bus

Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound. **Apply**- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (hug, cop, fan, dad)



b	u	s
•	•	•

Write (dictate)- The student will listen to a word given to them orally. They will then (spell) apply a written letter for each sound that they hear. **Apply**- State aloud a word. The student will write the matching word sound-by-sound/letter-by-letter.

bus

High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write the known sounds and determine if there are ♥ sounds.

into

We hear 4 sounds. We hear /i/, /n/ and /t/. The heart sound we hear is /ōō/. o spells /ōō/ in into.




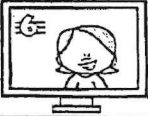



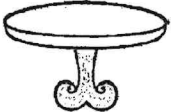



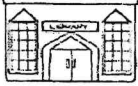


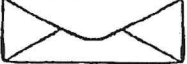
i	n	t	o
----------	----------	----------	----------

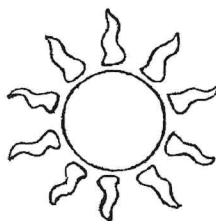
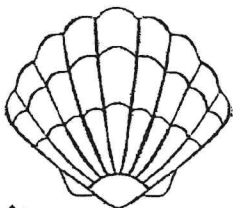
/ōō/ ♥

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
<p>tab</p> <p>I am not mad.</p>		<p><i>Listen to an adult and write the following:</i> tap, mix, van</p>	<p><i>Listen to an adult and map the following:</i> do, man, had</p>
<p>bed</p> <p>A bug got on him.</p>		<p><i>Listen to an adult and write the following:</i> zap, jam, net</p>	<p><i>Listen to an adult and map the following:</i> look, can, mom</p>
<p>rib</p> <p>Dad is in the cab.</p>	<p>SUMMER</p> <p>At-Home Learning</p> <p>quick-tasks</p>		<p><i>Listen to an adult and map the following:</i> into, on, his</p>
<p>top</p> <p>The jet is quick.</p>			<p><i>Listen to an adult and map the following:</i> said, it, am</p>
<p>hut</p> <p>I can zip it up.</p>		<p><i>Listen to an adult and write the following:</i> quit, fig, beg</p>	<p><i>Listen to an adult and map the following:</i> like, has, and</p>
<p>fax</p> <p>A pig likes mud.</p>		<p><i>Listen to an adult and write the following:</i> bud, hop, cob</p>	<p><i>Listen to an adult and map the following:</i> the, but, in</p>

BINGO



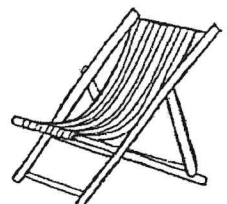
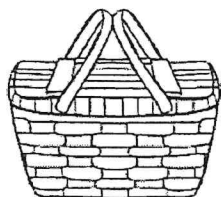
<p>Read a book while eating ice cream</p> 	<p>Read a book and then write a book summary</p> 	<p>Read a book in a new place</p> 	<p>Write and draw a picture about what you read</p> 	<p>Read a book to a grandparent either on a phone or in person</p> 
<p>Read a book in your living room</p> 	<p>Read a non-fiction book</p> 	<p>Read a non-fiction book and write 3 facts you learned</p> 	<p>Read a book while eating popcorn</p> 	<p>Read a book that's also a movie</p> 
<p>Read a fairy tale and complete a story map</p> 	<p>Read a book in your kitchen</p> 	<p>Free</p> 	<p>Read for 20 minutes</p> 	<p>Read a book to an adult, brother, sister, or friend</p> 
<p>Read a book in the grass</p> 	<p>Read a book about an insect</p> 	<p>Read in your pajamas</p> 	<p>Read in a fort</p> 	<p>Visit the local library and read or checkout a new book</p> 
<p>Read a book with no pictures</p> 	<p>Read a book under the stars</p> 	<p>Read a book on a rainy day</p> 	<p>Read a book and then write a book summary</p> 	<p>Read a magazine, letter, or newspaper</p> 



BINGO



<p>Read a biography book</p>	<p>Read a book and then write a book summary</p>	<p>Read a book about dinosaurs</p>	<p>Read a book while eating breakfast</p>	<p>Read a book to an adult</p>
<p>Read a book about the beach</p>	<p>Read a book that has won an award</p>	<p>Read a non-fiction book and write 3 facts you learned</p>	<p>Read a book while eating a popsicle</p>	<p>Read a funny book</p>
<p>Read a fiction book & complete a story map</p>	<p>Read a book after dinner</p>	<p>Free</p>	<p>Read for 30 minutes</p>	<p>Read a book under a tree</p>
<p>Read a book on a Saturday</p>	<p>Write and draw a picture about what you read</p>	<p>Read wearing sunglasses</p>	<p>Read in a fort</p>	<p>Visit the local library and read or checkout a new book</p>
<p>Read in the dark with a flashlight</p>	<p>Read a book outside</p>	<p>Read a book on a sunny day</p>	<p>Read a book and then write a book summary</p>	<p>Read on vacation or at a park</p>



BINGO



<p>Read outside for 30 minutes</p>	<p>Read a book and then write a book summary</p>	<p>Read a poem</p>	<p>Read a book at bedtime</p>	<p>Read a book to an adult</p>
<p>Read under a tree</p>	<p>Read a non-fiction book</p>	<p>Read a non-fiction book and write 3 facts you learned</p>	<p>Read a book in your backyard</p>	<p>Read two books by the same author</p>
<p>Read a fairy tale and complete a story map</p>	<p>Read a book in bed</p>	<p>Free</p>	<p>Read to a pet or stuffed animal</p>	<p>Read a book to a brother, sister, or friend</p>
<p>Read in the car</p>	<p>Read a book about an animal</p>	<p>Read a fiction book</p>	<p>Read a chapter book</p>	<p>Visit the local library and read or checkout a new book</p>
<p>Read in the dark with a flashlight</p>	<p>Read a book under the covers</p>	<p>Read a book in a bathing suit</p>	<p>Read a book and then write a book summary</p>	<p>Read on vacation or at a park</p>

