

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.

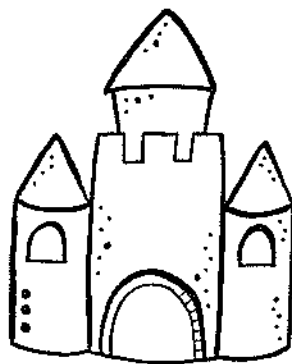
If you have any questions or queries about the phonics or other things, please reach out via email. I will be checking my work email regularly and am more than happy to help.

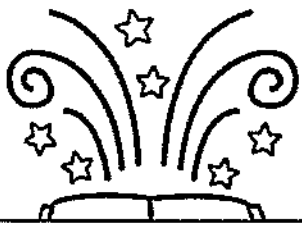
Thank you for taking an active part in your child's learning and blessings on your summer!

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.

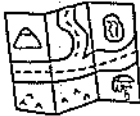
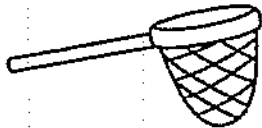



bag
• • •


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 /ôô/. o spells /ôô/ in to.

t o
/ôô/

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 At-Home Learning 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>

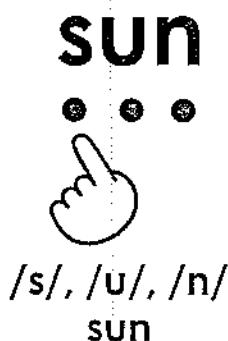


CVC WORDS

Guided Phonics + Beyond UNIT 2: SET 2

Name: _____

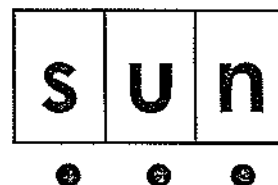
Decode (read)- The student will tap each individual sound within a word to read it. The student will then blend the sounds back together to state the word. The student might also read the entire word without stating the individual sounds. This is the goal. **Apply**- Student will decode (read) the word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



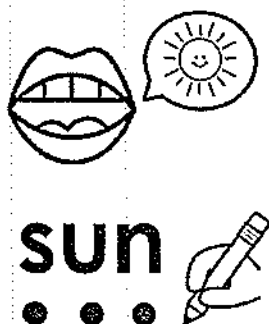
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



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)



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.

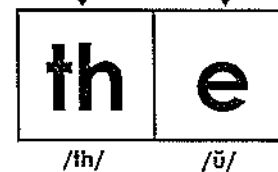


High Frequency (Sight) Words -

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.

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.



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.

zip



/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.

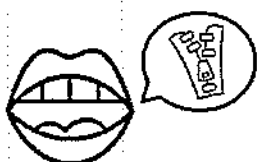


Apply- Point to the picture below. Have the student count the number of sounds in the word and push up a chip for each sound. Write the letters. (fox, can, sock, lip)

z i p



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.



zip



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.

see

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

s ee

/ē/

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

pot
• • •

/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)

p o t
• • •

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.

pot
• • •

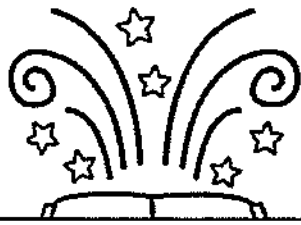
High Frequency (Sight) Words - Words that a student will know by sight. Some contain irregular sounds and can not be "sounded out" when reading or spelling. These sounds are oftentimes called heart sounds as we remember them by ♥. **Apply**- How many sounds do you hear? Draw that many lines/boxes. Write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

do

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

d o
/oo/

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



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

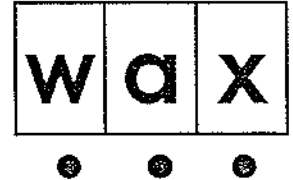


/w/, /a/, /x/
wax

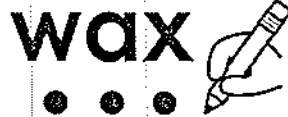
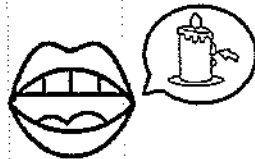
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



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, map, mad)



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.

look

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



/ôô/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
rub Jim led us to him.		Listen to an adult and write the following: fix, rock, jab	Listen to an adult and map the following: into, ten, sat
bad I am not six yet.		Listen to an adult and write the following: cap, fig, hot	Listen to an adult and map the following: said, box, ran
wed Mom can do it.	<h1>SUMMER</h1> <h2>At-Home Learning quick-tasks</h2>		Listen to an adult and map the following: like, got, up
kit The rat did tug at it.			Listen to an adult and map the following: the, cut, did
dot I ran into a web.		Listen to an adult and write the following: bit, quiz, zag	Listen to an adult and map the following: see, let, red
mud Do not lick it.		Listen to an adult and write the following: win, pen, yum	Listen to an adult and map the following: to, if, dad



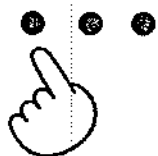
CVC WORDS

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

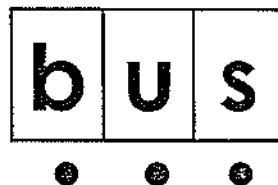


/b/, /u/, /s/
bus

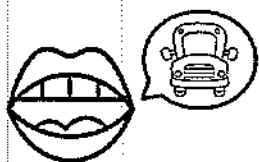
Encode (map)- The student will say a picture name, tap the number of sounds in the word, map the sounds in the word by drawing boxes or lines, and then write the matching letter for each sound.



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)



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.

into

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


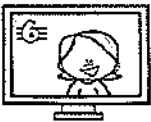




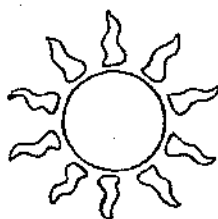
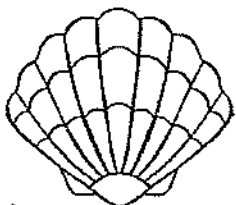
/ōō/

Decode (read):	Encode (map):	Write (dictate):	High Frequency Words:
tab I am not mad.		Listen to an adult and write the following: tap, mix, van	Listen to an adult and map the following: do, man, had
bed A bug got on him.		Listen to an adult and write the following: zap, jam, net	Listen to an adult and map the following: look, can, mom
rib Dad is in the cab.	<h1>SUMMER</h1> <h2>At-Home Learning quick-tasks</h2>		Listen to an adult and map the following: into, on, his
top The jet is quick.			Listen to an adult and map the following: said, it, am
hut I can zip it up.		Listen to an adult and write the following: quit, fig, beg	Listen to an adult and map the following: like, has, and
fax A pig likes mud.		Listen to an adult and write the following: bud, hop, cob	Listen to an adult and map the following: the, but, in

BINGO



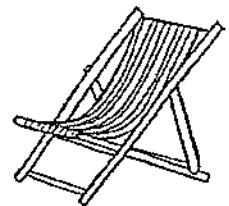
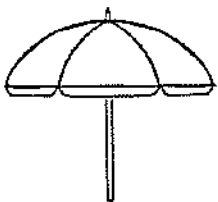
<p>Read a book while eating ice cream</p> 	<p>Read a book and then write a book summary</p> 	<p>Read a book in a new place</p> 	<p>Write and draw a picture about what you read</p> 	<p>Read a book to a grandparent either on a phone or in person</p> 
<p>Read a book in your living room</p> 	<p>Read a non-fiction 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



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



BINGO



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

