

Good _orning _oys and _irls,

Today is _onday, September 18, 2023.

The weather is __(see)__ and __(feel)__ outside.

We have _een in school for ____ _ays.

What should you do when you and a friend want the same toy?

Love,

Your teachers

Activities:

TN Foundational Skills Curriculum Supplement Sounds First
Volume 1 **Week 2 Day 1** pp. 37-40

Rhyme Time!	Break it Up!	Snatch the Sound!	
hug, tug	football = foot + ball	coat	coat
Pam, ham	grandson = grand + son	big	big
hop, top	racetrack = race + track	rip	rip
rent, tent	keyboard = key + board		
sit, bit	bedtime = bed + time		

Silly Sentence

The big black bug bit me, ouch!

Goo_ Mornin_ Boy_ and _irls,
 Today is _onday, December 11, 2023.
 The _eather is __ (see) and __ (feel) outsi_e.
 We ha_e bee_ in schoo_ for 74 _ays.
 What have you seen with wheels this morning?

Love,
 _our teachers

TN Foundational Skills Curriculum Supplement Sounds First Volume 2 Week 12 Day 1 pp. 11-22			
Rhyme Time! Do these two words rhyme?		Break it Up! (syllables) Read the sentence.	
sad, mad (yes or no)		Light the <u>lantern</u> at night.	
warm, band (yes or no)		The <u>magnet</u> is strong.	
ride, side (yes or no)		The girl <u>ignored</u> the sound.	
chill, fill (yes or no)		He lived in a big <u>mansion</u> .	
camp, stamp (yes or no)		<u>Answer</u> the question.	
Silly Sentence		Do <u>NOT</u> write the questions in the message.	
<u>Sally sat sulking</u> in front of the broccoli on her plate.		What letter do you hear at the onset (initial or first sound) of each word?	

Suggested Sight Word Activities

- Students can circle words they know.
- Students can circle words the teacher reads.
- Teacher can give students sight word cards. Have students read the word and circle the word that matches the word they have.
- Teacher writes the sight words in a word bank. Teacher writes a sentence containing the sight words. Have students search for the sight word in the sentence and draw a line from the word in the word bank to the sight word in the sentence. Student reads the word.
- Allow students to create/dictate a word with a sight word. Teacher records the sentences on an anchor chart. Throughout the week(s), allow students to read the sentences.

Other skills to practice (optional)

- Students circle uppercase/lowercase letters identified by the teacher.
- Students count the number of words in a sentence. Students write the #.
- Students count the number letters in a word. Students write the #.
- Students clap and identify the number of syllables in a given word.
- T/S create CVC word(s) from letter bundles-blend, read, segment, spell words.