

FIRST GRADE SUMMER OVERVIEW

Click on the week to find the guide and activities.

WEEK	PHONEMIC AWARENESS	PHONICS	MATH	WRITING
1	<ul style="list-style-type: none"> Counting Phonemes Phoneme Isolation: Short Vowels Short or Long Vowel? Phoneme Blending: CVC Words Phoneme Segmenting: CVC Words 	<ul style="list-style-type: none"> Identifying Short Vowels Decoding CVC Words Spelling CVC Words 	<ul style="list-style-type: none"> Number Sense: Building Numbers to 20, Tally Marks, Odd/Even, Greater Than, Less Than, 100s Chart 	<ul style="list-style-type: none"> Directed Drawing Writing a Sentence about a Topic
2	<ul style="list-style-type: none"> Isolating Phonemes, Blending, and Segmenting: Digraphs Phoneme Substitution: Beginning Sounds Produce a Rhyming Word 	<ul style="list-style-type: none"> Identifying Digraphs Decoding Words with Digraphs Spelling Words with Digraphs Digraph Fluency 	<ul style="list-style-type: none"> Number Sense: Number Words, Ordinal Numbers Skip Counting by 2's, 5's, 10's 	<ul style="list-style-type: none"> Handwriting: Copy the Sentence Punctuation Practice
3	<ul style="list-style-type: none"> Isolating Phonemes, Blending, and Segmenting: Consonant Blends Phoneme Substitution: Beginning Blends Phoneme Addition: Blends 	<ul style="list-style-type: none"> Identifying Consonant Blends Decoding Words with Blends Spelling Words with Blends Consonant Blends Fluency 	<ul style="list-style-type: none"> Place Value: Sorting Groups into 10's and 1's, Tens and Ones Place, 10 Less and 10 More, Write Expanded Form 100's Chart: Comparing Numbers 	<ul style="list-style-type: none"> Fix the Sentence Personal Narrative Writing
4	<ul style="list-style-type: none"> Isolating Phonemes, Blending, and Segmenting: CVCe Words Phoneme Substitution: Middle Sounds Counting Syllables 	<ul style="list-style-type: none"> Decoding CVCe Words Spelling CVCe Words CVCe Word Fluency 	<ul style="list-style-type: none"> Addition: Part-Part Whole, Making 10, Fact Fluency, Word Problems 	<ul style="list-style-type: none"> Sentence Scramble How To Writing
5	<ul style="list-style-type: none"> Isolating Phonemes, Blending, Segmenting and Substitution: Long Vowels Phoneme Deletion: Beginning Sounds 	<ul style="list-style-type: none"> Identifying Long Vowels Decoding Long Vowel Words Spelling Long Vowel Words 	<ul style="list-style-type: none"> Subtraction: Number Line to 10 and 20, Fact Fluency to 10 and 20, Word Problems 	<ul style="list-style-type: none"> Directed Drawing Personal Narrative Writing
6	<ul style="list-style-type: none"> Isolating Phonemes, Blending, Segmenting, and Substitution: R-Controlled Vowels Phoneme Addition: Beginning Sounds 	<ul style="list-style-type: none"> Identifying R- Controlled Vowels Decoding R- Controlled Vowel Words Spelling R- Controlled Vowel Words 	<ul style="list-style-type: none"> Measurement: Comparing Objects, Estimating, Compare Length and Height Time: Tell Time to the Hour, Half Hour, and Quarter 	<ul style="list-style-type: none"> Handwriting: Copy the Sentence Opinion Writing
7	<ul style="list-style-type: none"> Matching Beginning, Middle, or Ending Sounds Phoneme Addition: Beginning Blends Phoneme Deletion: Beginning Blends 	<ul style="list-style-type: none"> Identifying Diphthongs Decoding Diphthongs Spelling Diphthongs Words Identifying Soft vs Hard c and g 	<ul style="list-style-type: none"> Geometry: 2D Shape Attributes, Shapes, and Vertices Fractions 	<ul style="list-style-type: none"> Fix the Sentence Creative Writing
8	<ul style="list-style-type: none"> Phoneme Isolation: Silent Letters Phoneme Blending and Segmenting: 3 Letter Blends Blending and Segmenting: Compound Words 	<ul style="list-style-type: none"> Spelling Words with Silent Letters Identifying 3 Letter Blends Decoding Words with 3 Letter Blends Reading and Spelling Compound Words 	<ul style="list-style-type: none"> Money: Identify and Count Coins, Word Problems Graphing: Data Interpretation 	<ul style="list-style-type: none"> Sentence Scramble Personal Narrative Writing

FIRST GRADE SUMMER REVIEW: PHONEMIC AWARENESS

Phonemic Awareness can be defined as the ability to hear, identify, and manipulate phonemes (aka sounds) in words. This skill is best taught orally, with an “I say, you repeat, think, and solve” type of sequence. While there is a mix of phonological awareness skills (counting syllables, rhyming) in these warm-ups, the main focus is the manipulating of phonemes, creating new words, and isolating specific phonemes in a word. These skills are what will help your students become STRONG readers and writers. You’ll find if your students are struggling with things like blending CVC words, then they need more support in phonemic awareness.

For the lessons, this part you will need to do with your child. The parent guide for the week will tell you exactly what to say. If your child has any experience with learning phonemic awareness, then they should be able to do these with little to no extra help. You can do the first one together so they get the hang of it. If not, use the guiding words to help them. You can also do each part with them, and just have them repeat after you if it is too difficult.

Each day will only focus on a single phonemic awareness skill, usually pairing with the phonics skill. It serves as a “warm-up” to the phonics portion. For example, when practicing CVC words, the phonemic awareness portion practices oral blending, then the child will practice actually reading CVC words in the phonics portion.

Some of these terms may be new to you or you aren’t sure what they mean. You can print the following page for a “cheat sheet” of all these terms and more to help guide you.

You can read more about Phonemic Awareness and how to teach it here:

[A Parent's Guide to Phonemic Awareness](#)

You can view a phonemic awareness lesson in action here:

[Sample Phonemic Awareness Lesson Plan](#)

You can read more about phonics and phonemic awareness here:

[Phonemic Awareness vs Phonics](#)

FIRST GRADE SUMMER REVIEW: PHONICS

Phonics is a fundamental method used to teach children how to read and write. It involves the relationship between sounds (phonemes) and their corresponding letters or groups of letters (graphemes). By learning phonics, children can decode new words by sounding them out and can also spell words by breaking them down into their component sounds.

Some of the phonics skills go hand-in-hand with the phonemic awareness skill of the day. Phonemic Awareness practices the skill orally, then phonics practices the skill visually. For the lesson part, your child will do this on their own. However, you may assist them by doing the first one together, or saying what the picture is. If a child does not know what the picture or word is (for example "blouse") this is a wonderful opportunity for new vocabulary exposure.

Each day will focus on a single phonics skill that your child learned during their First Grade year. It may seem easy the first two weeks, however these skills are crucial to have a firm understanding before going to Second Grade.

The only two skills they may not have learned are soft c and g and 3 letter blends. Some schools introduce them, others wait until Second Grade. If they haven't learned one of the skills yet, I suggest you guide them and do that part together. There is a list of phonics songs on YouTube linked below that can be helpful to show one each day.

You can always extend the learning by having your child spell out the word or use the word in a sentence.

You can read more about how you can help with phonics at home here:

[How Parents Can Help with Phonics at Home](#)

You can find phonics song playlists here:

[Phonics Songs](#)

You can find a video with more phonics teaching tips here:

[How to Teach Phonics](#)

FIRST GRADE SUMMER REVIEW: WRITING

In the writing portion, there are two areas focusing on independent writing. The first portion rotates through a directed drawing, handwriting, fixing sentences, and a sentence scramble. The second portion focuses on creative writing, using various forms of writing such as narrative, expository, and how-to.

For sentence writing, you can read them the topic or question and then help brainstorm if needed. For example, if they are having a hard time thinking of different farm animals, you can prompt them, like "Cows are farm animals. Can you think of another?" And let them think of more. "Okay, now let's pick 1 animal to write about. Okay, you want to write about pigs, what do you know about pigs?" The goal is for your child come up with the sentences and then write it themselves. First, have them say it aloud "The pink pig likes to roll in the mud." Have them count the words, and repeat it. Then start writing, starting with an uppercase letter. Your child should be able to write 2-4 sentences about each topic.

Once they are finished, you can use the sentence writing checklist found on page 14 to help them check their sentence. Then they can draw a picture.

Don't worry about them spelling words correctly- if they ask "how do you spell __?" have them sound out the word and write down the sounds they hear. This is called Phonetic Spelling and its an important developmental piece of the writing process. We don't want to correct their spelling, but rather encourage them when they try to spell harder words.

For drawing, you can either do this before or after writing, as long as the drawing matches the picture. Encourage your child to use lots of details, scenery, and colors for the picture. They may spend more time on the writing portion due to this, but that's okay!

You can read more about writing here:

[6 Tips to Support Independent Writing](#)

[How Directed Drawing Helps Build Confident Writers](#)

FIRST GRADE SUMMER REVIEW: MATH

First Grade math review is designed to help solidify the foundational concepts your child has learned this year and get them ready for the more advanced math they'll encounter in Second Grade. At this stage, the focus is on strengthening number sense, fluency with addition and subtraction, and understanding basic math concepts through engaging, hands-on activities.

In this packet, math will focus on a few key skill areas that are essential for success in Second Grade and beyond. These are all review skills from First Grade—so your child should already be familiar with the concepts.

For each lesson, explain the directions and then encourage your child to complete the activity independently. With each daily math practice, I recommend using manipulatives to keep it hands-on and fun. You can use things like mini erasers, dry pasta, beans, pom poms, coins, or popsicle sticks to help them visualize math problems. If they get stuck, this is a great time to bring out the manipulatives for extra support. Be sure to check their work and help them fix any mistakes together.

You can also connect what they're reviewing to everyday life—counting snacks, measuring ingredients, reading the clock, or comparing prices at the store. These little moments help make math meaningful (and fun)!

You can read more about math standards here:
[National Math Foundation: First Grade Math Standards](#)

PHONOLOGICAL AWARENESS

quick reference guide

Term	Definition	Example
Phoneme	A single sound in a word	/b/ in bug
Onset and Rime	The beginning sound in a word and the ending part of the word.	"cat" Onset: c Rime: -at
Blending onset and rime	Hearing the onset, then the rime and blending it to make a word.	c...at- What's the word? "cat"
Segmenting onset and rime	Breaking apart a word into the onset and rime.	cat- "/c/...-at"
Phoneme Isolation	Identifying a single sound in of a word, either the beginning, middle, or ending sound.	The word is hat. What's the beginning sound? /h/
Phoneme Blending	Blending individual sounds to make a word.	What word does the sounds p-i-g make? "pig"
Phoneme Manipulation	Refers to the substitution, addition, or deletion of phonemes in a word.	See below
Phoneme Substitution	Changing one sound in a word to another to create a new word.	The word is dog. Change the /d/ to a /h/. What's the word? "hog"
Phoneme Deletion	Taking out one sound in a word to say what's left.	The word is bed. Take out the /b/, what's left? "ed"
Phoneme Addition	Adding one sound to part of a word to create a new word.	Say "it". Add /s/ to the beginning. What word is it? "Sit"
Phoneme Segmentation	Splitting up a word into single sounds.	What sounds make up the word jet? "j-e-t"
Phoneme Location	Identifying where a single phoneme is found in a given word.	The word is bake. Where is the /b/ sound? "beginning"

PHONOLOGICAL AWARENESS

quick reference guide

Term	Definition	Example
Matching Sounds	Saying two words and identifying if they both start with the same sound. (Also use middle/ending)	Does rag and rap start with the same sound? "Yes, /r/"
Counting Syllables	Counting how many parts make up a word.	How many syllables does umbrella have? "um-brella: 3 syllables"
Rhyming Pairs	Saying two words and identifying if they both rhyme or not.	Does dog and log rhyme? "Yes"
Rhyming Match	Saying three words and identifying the two that rhyme.	lid, kit, kid- Which two words rhyme? "lid, kid"
Produce Rhyming Word	Finding a word that rhymes with a given word.	What is a word that rhymes with nap? "cap, gap, lap, etc"
Syllable Blending	Saying the parts of a multi-syllabic word with a pause. Blending the parts together to say the word.	What word is this? sky-scraper "skyscraper"
Syllable Manipulation	Substituting or deleting a syllable in a multi-syllabic word.	See below
Syllable Deletion	Deleting a syllable in a multi-syllabic word.	The word is snowman. Take out snow, what's left? "man"
Syllable Substitution	Substituting a syllable in a multi-syllabic word.	The word is fireman. Switch man with house. What's the word? "firehouse"
Alliteration	Naming the similar sound in a group of words.	Sally sells six soups. What sound is the same? "/s/"
Compound Words	Segmenting a compound word into it's two single words.	The compound word is firefly. What two words do you hear? "Fire, fly"

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Counting Phonemes	"Listen to the word and repeat it. Now tell me how many individual sounds (phonemes) you hear." Have your child clap or tap for each sound. Emphasize that letters and sounds are not always the same—this is about the sounds in the word.	1. sun (3) 2. day (2) 3. ship (3) 4. frog (4)
P: Short Vowels	Color by Beginning Sound: Read the directions on page. Extend it by having them practice writing the letter or spelling the words.	Pictures are log, pen, cut, bat, map, bug, vet, mop, net, fox, lip, six, tag
M: Teen Numbers	Teen Numbers Ten Frames: Read directions on page.	Pencil
W: Drawing/ Topic Sentence	Draw the fish using the directed drawing. Color in the fish and add more details around the picture. Write 2–3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation– Middle Sound	"Listen to the word. Repeat it. What is the vowel sound in the middle of the word?" We want them to say the sound (like /a/), not the letter name.	1. hat (a) 2. pin (i) 3. cup (u) 4. bed (e)
P: Middle Sounds	Dab the Middle Sound. Read the directions. You can extend it by having them write each CVC word underneath.	Pictures are dot, tub, cap, web, mix, net
M: Counting/ Tally Marks	Counting and Writing Numbers: Read directions on page. Count the objects. Write the number. Write the number using tally marks.	Pencil and crayons (optional)
W: Drawing/ Topic Sentence	Draw the bird using the directed drawing. Color in the bird and add more details around the picture. Write 2–3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Short or Long Vowel Identification	"Listen to the word. Repeat it. Is the vowel short or long?" If needed, explain: short vowels have quick sounds (like a in cat), long vowels say their name (like a in cake).	1. rope (long o) 2. leg (short e) 3. gate (long a) 4. win (short i)
P: CVC Words	CVC Word Match: Read the directions on page.	Pictures are map, big, mug, bed, hop
M: Even or Odd?	Even or Odd Numbers: Read directions on page. Color each number following the color code.	Crayons (blue, red)
W: Drawing/ Topic Sentence	Draw the bee using the directed drawing. Color in the bee and add more details around the picture. Write 2–3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 4

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: CVC Words	"I'll say the sounds. You blend them together to say the word." Say the sounds slowly with a pause, like /d/ /o/ /g/.	1. m-a-p (map) 2. p-e-n (pen) 3. h-u-t (hut) 4. l-i-d (lid)
P: CVC Words	Read and Draw CVC Words: Read the Directions on the page.	Pencil and crayons
M: Comparing Numbers	Comparing Numbers: Read directions on page. Have them write the number on each side to help compare.	Pencil
W: Drawing/ Topic Sentence	Draw the frog using the directed drawing. Color in the frog and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 5

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: CVC Words	"I'll say the word. You repeat it, then break it into individual sounds." Stretch out each word if needed to help them isolate sounds.	1. jam (j-e-t) 2. kit (k-i-t) 3. dog (d-o-g) 4. beg (b-e-g)
P: CVC Spelling	Spelling CVC Words: Read the directions on page.	Pencil and dab marker or crayons Pictures are fin, hot
M: 100s Chart	Fill in the 100s Chart: Read the directions on the page.	Pencil
W: Drawing/ Topic Sentence	Draw the cat using the directed drawing. Color in the cat and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

ADDITIONAL NOTES:

- Make sure you are pausing for a good second when doing the phoneme blending exercises.
- Oral Blending and Segmenting are two very important phonemic awareness skills- if you need more help with how to help your child, check out the links and videos below.

- Phonics Links:
- [How to Teach Phoneme Isolation](#)
 - [How to Teach Middle Sounds](#)
 - [Oral Blending Blog Post](#)
 - [Oral Segmenting Blog Post](#)
 - [Short Vowels/Middle Sounds Song Playlist on YouTube](#)

- Writing Links:
- [How to Check a Sentence Independently](#)

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation: Digraphs	"Listen to the word. Repeat it. What digraph sound do you hear at the beginning?" Explain that a digraph is two letters that make one sound, like sh, ch, th.	1. shell (sh) 2. cheese (ch) 3. thumb (th) 4. phone (ph)
P: Digraphs	Missing Digraph: Read the directions on page.	Pictures are <u>sh</u> ell, <u>ch</u> est, <u>ph</u> oto, <u>ch</u> ips, <u>wh</u> ale, <u>th</u> orn
M: Number Words	One to One Correspondence: Read directions on page. Have them cross off or cover as they count. Write the number and number word.	Pencil
W: Handwriting/ Punctuation Practice	Copy the sentence in your neatest handwriting. Finish the drawing. Write 3 sentences about sunglasses using different punctuation for each. (Sentence Examples: I have my sunglasses in my bag. Where did you put your sunglasses? It's so bright I need my sunglasses!)	Pencil and crayons

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: Digraphs	"I'll say the sounds. You blend them together to say the word." Say the beginning digraph sound as one sound: /sh/ /i/ /p/	1. ch-i-p (chip) 2. th-i-n (thin) 3. sh-a-ck (shack) 4. wh-e-n (when)
P: Digraphs	Color by Digraph: Read the directions on page. Extend it by having them practice writing the letter or spelling the words.	Pictures are chair, cheese, shamrock, thermometer, chimney, cherry, shirt, thief, shed, shark, think, chicken, thumb
M: Ordinal Numbers	Ordinal Numbers: Read the directions. Color in the fish with the correct color.	Crayons (A: Sixth is not colored)
W: Handwriting/ Punctuation Practice	Copy the sentence in your neatest handwriting. Finish the drawing. Write 3 sentences about sandcastles using different punctuation for each sentence.	Pencil and crayons

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: Digraphs	"I'll say the word. You repeat it, then break it into individual sounds." Remind them that digraphs count as just one sound. Have them hold up a finger as they say each sound to help practice counting phonemes too.	1. that (th-a-t) 2. chin (ch-i-n) 3. ship (sh-i-p) 4. wheel (wh-ee-l)
P: Digraphs	Read and Draw Digraphs: Read the directions on page.	Pencil and crayons
M: Skip Counting by 10's	Fill in the Blank Skip Counting by 10's: Read the directions on page.	Pencil
W: Handwriting/ Punctuation Practice	Copy the sentence in your neatest handwriting. Finish the drawing. Write 3 sentences about watermelon using different punctuation for each sentence.	Pencil and crayons

DAY 4	Subject/Skill	Directions	Notes/Materials
	PA: Phoneme Substitution- Beginning Sounds	"I'll say a word. We're going to change the first sound. What new word does that make?" Help them stretch out both words if needed.	1. sat: change /s/ to /m/ = mat 2. log: change /l/ to /d/ = dog 3. ten: change /t/ to /h/ = hen 4. pot: change /p/ to /n/ = not
	P: Digraphs	Missing Word Digraphs: Read the directions on page.	Pictures are chin, chip, whale
	M: Skip Counting by 5's	Skip Counting by 5's: Read directions on page.	Pencil
	W: Handwriting/ Punctuation Practice	Copy the sentence in your neatest handwriting. Finish the drawing. Write 3 sentences about shells using different punctuation for each sentence.	Pencil and crayons

DAY 5	Subject/Skill	Directions	Notes/Materials
	PA: Produce Rhyming Word	"Listen to the word. Can you think of a real word that rhymes with it?" You can extend this by having them draw or spell their rhyming word or seeing how many words they can come up with that rhyme with each.	1. cat (hat, bat, fat, sat, etc) 2. log (dog, fog, hog, etc) 3. fin (pin, win, tin, etc) 4. bug (hug, rug, jug, etc)
	P: Ending Digraphs	Word Sort by Color Digraphs: Read the directions on page. Extend it by using each word in a sentence.	Crayons (red, yellow, blue)
	M: Skip Counting by 2's	Skip Counting by 2's: Read directions on page.	Pencil
	W: Handwriting/ Punctuation Practice	Copy the sentence in your neatest handwriting. Finish the drawing. Write 3 sentences about sharks using different punctuation for each sentence.	Pencil and crayons

ADDITIONAL NOTES:

- Phoneme Substitution: This is a more complex phonemic awareness skill, also called Phoneme Manipulation. Sometimes it helps writing out the word and using a sticky note to cover up the sound to create the new word. This visual strategy can help kids understand better.
- Writing: For the drawing, have them draw a scene around the picture. Focus on creating a setting for the picture. For the punctuation practice, it's okay to have a simple sentence, like "where is the shark?" The purpose of this is to get kids thinking about various ways to write sentences and use punctuation correctly.

Phonics Links:
[How to Teach Phoneme Manipulation](#)
[Digraphs and Consonant Blends Songs Playlist on YouTube](#)

Math Links:
[Skip Counting by 2's, 5's, and 10's Song](#)

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation: Consonant Blends	"Listen to the word. Repeat it. What two sounds do you hear at the beginning?" Blends are two separate consonant sounds that are blended together, like bl, gr, or st.	1. broom (b-r) 2. sled (s-l) 3. frog (f-r) 4. clap (c-l)
P: Consonant Blends	Write the Consonant Blend: Read the directions on page.	Pencil Pictures are <u>dr</u> ums, <u>br</u> ead, <u>tr</u> ip, <u>pr</u> ize, <u>fr</u> og, <u>cr</u> own
M: Place Value	Tens and Ones: Read the Directions	Pencil
W: Fix It/ Narrative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Write 2-3 sentences about the topic and draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>We</u> <u>eat</u> lunch outside.

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: Consonant Blends	"I'll say the sounds. You blend them together to say the word." Say each part slowly and clearly, especially the blend. The blend needs to have a pause in between each letter since it is 2 separate sounds. (b-l-ue)	1. s-t-e-p (step) 2. g-l-a-d (glad) 3. f-l-a-t (flat) 4. b-r-u-sh (brush)
P: Consonant Blends	Color by Consonant Blend: Read the directions on page. Extend it by writing the word underneath each picture.	Crayons Pictures are clothes, planet, flamingo, clap, plug, clip, plate, floss, plant, claw, plum, flower, playground, clam, flat
M: Place Value	Place Value Tens and Ones Place: Read the Directions.	Crayons or Bingo Dabber markers
W: Fix It/ Narrative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Write 2-3 sentences about the topic and draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>Do</u> you <u>have</u> a hat?

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: Consonant Blends	"I'll say the word. Repeat it, then break it into all the sounds you hear." Have them tap their fingers or use small objects to count each sound. Remind them that blends are 2 separate sounds.	1. crab (c-r-a-b) 2. swim (s-w-i-m) 3. plum (p-l-u-m) 4. trap (t-r-a-p)
P: Consonant Blends	Read and Draw Consonant Blends: Read the directions on page.	Pencil and crayons
M: I Less, I More, IO Less, IO More	I Less, I More, IO Less, IO More: Read the directions on page. The boxes are taken from a hundreds chart. The IO less number goes on top, IO more goes underneath, then the I less goes to the left and the I more goes to the right of each number.	Pencil
W: Fix It/ Narrative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Write 2-3 sentences about the topic and draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>She</u> runs fast <u>with</u> her friend.

DAY 4

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Substitution: Consonant Blends	"I'll say a word. Let's change the beginning blend to a new one. What's the new word?" You can say the new blend for them if needed.	1. glad: change gl to gr = grad 2. slip: change sl to tr = trip 3. drum: change dr to pl = plum 4. stop: change st to dr = drop
P: Consonant Blends	Missing Word Consonant Blends: Read the directions on page.	Pencil and crayons Pictures are desk, dress, spill
M: Expanded Form	Write the Expanded Form: Read directions on page. Follow the example to fill in the rest of the numbers.	Pencil Answers: $40 + 7$, $30 + 2$, $50 + 2$, $20 + 3$, $80 + 8$
W: Fix It/ Narrative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Write 2-3 sentences about the topic and draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>The</u> boat is out in the <u>sea</u> .

DAY 5

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Addition: Consonant Blends	"I'll say a word. Let's add a beginning blend to make a new word. What's the new word?" You can write the base word if they need help visualizing.	1. add /sn/ to -ip = snip 2. add /tr/ to -ain = train 3. add /cl/ to -am = clam 4. add /bl/ to -ink = blink
P: Ending Consonant Blends	Word Sort by Color Consonant Blends: Read the directions on page. Extend it by using each word in a sentence.	Crayons (red, blue, green)
M: 100s Chart	100s Chart: Read the Directions on the page.	Crayons (blue, green, purple, red)
W: Fix It/ Narrative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Write 2-3 sentences about the topic and draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>Where</u> did you go this summer?

ADDITIONAL NOTES:

•Place Value: I suggest watching the video below to review place value before completing the math section.
 •Writing: For the fix it sentences, there are 3 mistakes per sentence. One is a spelling error, which they may or may not catch. Make sure they see both the capitalization and punctuation mistakes.

Phonics Links:
[•Digraphs and Consonant Blends Songs Playlist on YouTube](#)

Math Links:
[•Place Value: Tens and Ones](#)

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation: CVCe Words	"Listen to the word. Repeat it. What is the vowel sound you hear in the middle?" These words have long vowel sounds in the middle, often with a silent 'e' at the end.	1. cube (long u) 2. bike (long i) 3. rope (long o) 4. cake (long a)
P: Reading CVCe Words	Matching CVCe Words: Read the directions on page.	Pencil Pictures are home, game, ride, tube, gate
M: Addition-Part-Part Whole	Fill in the Missing Number: Read the Directions	Pencil Answers: 7, 16, 5, 4, 6, 3, 9, 15
W: Unscramble/How-To Writing	Unscramble the sentence and rewrite it. Draw and write the steps to get ready for bed.	Pencil and crayons Unscramble: We play in the sand.

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: CVCe Words	"I'll say the sounds. You blend them together to say the word." Say the long vowel clearly and pause between each sound.	1. n-o-t-e (note) 2. l-a-k-e (lake) 3. r-i-d-e (ride) 4. t-u-b-e (tube)
P: CVCe Words	Color by Code CVCe Words: Read the directions on page.	Crayons Pictures are hose, mute, lime, robe, note, bone, bike, cube, vine, tape, hide, wave, tune, cake, pole, date
M: Addition-Making 10	Addition Making 10 Fill in the Blank: Read the Directions	Pencil Answers: 6, 3, 7, 1, 5, 2
W: Unscramble/How-To Writing	Unscramble the sentence and rewrite it. Draw and write the steps to take care of a pet (or animal if you do not have a pet).	Pencil and crayons Unscramble: She swims in the pool.

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: CVCe Words	"I'll say the word. You repeat it, then break it into all the sounds you hear." Have them stretch out the word slowly and count each sound (the silent e doesn't make its own sound).	1. vote (v-o-t-e) 2. line (l-i-n-e) 3. game (g-a-m-e) 4. rope (r-o-p-e)
P: CVCe Words	Word Sort by Color CVCe Words: Read the directions on page.	Crayons (yellow, blue, green)
M: Fact Families	Fact Family Houses: Read the directions on page. Example: $5+7=12$, $7+5=12$, $12-5=7$, $12-7=5$	Pencil
W: Unscramble/How-To Writing	Unscramble the sentence and rewrite it. Draw and write the steps to make your lunch.	Pencil and crayons Unscramble: We played at the splash pad.

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation: Long Vowels	"Listen to the word. Repeat it. What long vowel sound do you hear in the middle?" Have your child say the vowel sound they hear – it should be a long vowel (says its name). Have them try and identify the pattern (ea, ai, etc)	1. leaf (ea) 2. train (ai) 3. boat (oa) 4. right (igh)
P: Long Vowels	Missing Word Long Vowels: Read the directions on page.	Pencil Pictures are mail, tray, paint
M: Subtraction to 10	Subtraction Number Line: Read the Directions	Pencil
W: Drawing/ Topic Sentence	Draw the ice cream cone using the directed drawing. Color in the ice cream cone and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: Long Vowels	"I'll say the sounds. You blend them together to say the word." Stretch the vowel team as a single long vowel sound.	1. s-ee (see) 2. r-oa-d (road) 3. p-ai-n (pain) 4. b-ea-m (beam)
P: Long Vowels	Spelling Long Vowels: Read the directions on page.	Pencil and crayons Pictures are team, sheep, beak, heel, feed, leaf
M: Subtraction to 10	Subtraction Color by Code: Read the Directions	Crayons (pink, red, brown, blue, gray)
W: Drawing/ Topic Sentence	Draw the school bus using the directed drawing. Color in the school bus and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: Long Vowels	"I'll say a word. You repeat it, then break it into the sounds you hear." Remind them that vowel teams make one sound.	1. rain (r-ai-n) 2. g-oa-t (goat) 3. m-ee-t (meet) 4. m-ai-l (mail)
P: Long Vowels	Word Sort by Color Long Vowels: Read the directions on page.	Pencil and crayons (yellow, blue, green)
M: Subtraction to 10	Subtraction Fact Fluency: Read the directions on the page. Optional: Use a timer and see how many they can answer in one minute.	Pencil
W: Drawing/ Topic Sentence	Draw the tree using the directed drawing. Color in the tree and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 4

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Substitution: Long Vowels	"I'll say a word. Let's change the middle vowel sound. What's the new word?" All vowel changes are long vowels using vowel teams only.	1. road: change oa to ea = read 2. bait: change ai to oa = boat 3. lead: change ea to oa = load 4. float: change oa to igh = flight
P: Long Vowels	Color by Code Long Vowels: Read the directions on the page.	Pencil and crayons Pictures are toe, coat, hoe, toad, road, boat, bow, toast, pillow, goat, tow, mow, doe)
M: Subtraction to 20	Subtraction Number Line: Read the directions on the page.	Pencil
W: Drawing/ Topic Sentence	Draw the globe using the directed drawing. Color in the globe and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

DAY 5

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Deletion: Beginning Sounds	"Listen to the word. We are going to take out the beginning sound. Take out the __ (say beginning sound). What's left?" Say the word, have your child repeat, and have them take out the beginning sound. You can use your hands to motion you are throwing it away. If they have trouble, you can write the word and erase or cross off the first letter to visually show them. Then try it orally. Do the first one or two with them if they need help.	1. chain: take away ch = ain 2. coat: take away c = oat 3. snail: take away s = nail 4. steam: take away s = team
P: Long Vowels	Read and Draw Long Vowels: Read the directions on the page.	Pencil and crayons
M: Subtraction	Subtraction Word Problems: Read the Directions on the page.	Pencil
W: Drawing/ Topic Sentence	Draw the book using the directed drawing. Color in the book and add more details around the picture. Write 2-3 sentences about the topic. Encourage more sentences and details if able.	Pencil and crayons

ADDITIONAL NOTES:

- For Phoneme Deletion, it helps to do a throwing away motion for "deleting" the beginning sound. You can also use a sticky note to cover up the beginning sound of the word. Sometimes this visual helps it "click" for kids.
- For Subtraction using a Number Line, have your child draw lines and count backwards to find the answer.

Phonics Links:
[How to Teach Long Vowels Blog Post](#)
[Long Vowels Song Playlist on YouTube](#)

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation: R-Controlled Vowels	"Listen to the word. Repeat it. What vowel sound do you hear in the middle?" We're focusing on r-controlled vowels like ar, er, ir, or, and ur. These make a unique sound controlled by the r.	1. bird (ir) 2. car (ar) 3. fork (or) 4. nurse (ur)
P: R- Controlled Vowels	Spelling R- Controlled Vowels: Read the directions on page.	Pencil and Dab Marker or Craton Pictures are cart, horn
M: Measurement	Comparing Objects: Read the Directions	Pencil
W: Handwriting/ Opinion Writing	Copy the sentence in your neatest handwriting. Read the "Would you rather" prompt. Color in which you would prefer and explain why in 2-3 sentences. Draw a picture to match.	Pencil and crayons

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: R-Controlled Vowels	"I'll say the sounds. You blend them together to say the word." Say each part clearly, with the r-controlled vowel team as one sound.	1. h-ar-d (hard) 2. s-t-or-m (storm) 3. t-ur-n (turn) 4. sh-ir-t (shirt)
P: R- Controlled Vowels	Color by R- Controlled Vowels: Read the directions on page.	Crayons (green, pink, blue) Pictures are spider, circle, skirt, bird, baker, shirt, hammer, stir, purse, flower, nurse, turtle, water
M: Measurement	Estimating Length: Read the Directions	Pencil
W: Handwriting/ Opinion Writing	Copy the sentence in your neatest handwriting. Read the "Would you rather" prompt. Color in which you would prefer and explain why in 2-3 sentences. Draw a picture to match.	Pencil and crayons

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: R-Controlled Vowels	"I'll say a word. You repeat it, then break it into the sounds you hear." They should separate out each sound, including the r-controlled vowel as one sound.	1. barn (b-ar-n) 2. fern (f-er-n) 3. curl (c-ur-l) 4. first (f-ir-s-t)
P: R- Controlled Vowels	Read and Draw R- Controlled Vowels: Read the directions on page.	Pencil and crayons
M: Measurement	Comparing Measurement: Read the directions on the page.	Pencil and crayons
W: Handwriting/ Opinion Writing	Copy the sentence in your neatest handwriting. Read the "Would you rather" prompt. Color in which you would prefer and explain why in 2-3 sentences. Draw a picture to match.	Pencil and crayons

DAY 4	Subject/Skill	Directions	Notes/Materials
	PA: Phoneme Substitution: R- Controlled Vowels	"I'll say a word. Let's change the middle r-controlled vowel sound. What's the new word?" All examples involve changing one r-controlled vowel to another to form a real word.	1. born: change or to ar = barn 2. farm: change ar to or = form 3. park: change ar to or = pork 4. skort: change or to ir = skirt
	P: R- Controlled Vowels	Word Sort by Color R- Controlled Vowels: Read directions on page.	Crayons (orange, purple, green)
	M: Time	Matching Time: Read directions on page.	Pencil
	W: Handwriting/ Opinion Writing	Copy the sentence in your neatest handwriting. Read the "Would you rather" prompt. Color in which you would prefer and explain why in 2-3 sentences. Draw a picture to match.	Pencil and crayons

DAY 5	Subject/Skill	Directions	Notes/Materials
	PA: Phoneme Addition: Beginning Sounds	"Listen to the word. We are going to add a beginning sound. Add the __ (say sound) to the word. What word is it?" Say the word, have your child repeat, and have them add a beginning sound. If they have trouble, you can write the word and then add the first letter to visually show them. Then try it orally. Do the first one or two with them if they need help. After each one they color in a watermelon.	1. tar (+s) = star 2. arm (+h) = harm 3. art (+ch) = chart 4. port (+s) = sport
	P: R- Controlled Vowels	Spelling R- Controlled Vowels: Read the directions on page.	Pencil and crayons Pictures are turn, dirt, storm, harp, corn, yarn
	M: Time	Writing the Time: Read directions on page.	Pencil
	W: Handwriting/ Opinion Writing	Copy the sentence in your neatest handwriting. Read the "Would you rather" prompt. Color in which you would prefer and explain why in 2-3 sentences. Draw a picture to match.	Pencil and crayons

ADDITIONAL NOTES:

•For the opinion writing, make sure they use the word "because" to tell why. You can write it at the top of their page so they can copy it correctly.

Phonics Links:
[•R- Controlled Vowels Song Playlist on YouTube](#)

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Matching Beginning Sounds	"I'll say three words. Two of them start with the same sound. Repeat all three, then tell me which two have the same beginning sound." You can ask: Which words start the same?	1. fox, fan, sun (fox, fan- f) 2. rock, map, rake (rock, rake- r) 3. desk, duck, ten (desk, duck- d) 4. log, bat, bug (bat, bug- b)
P: Diphthongs	Color by Code Diphthongs: Read the directions on page.	Crayons (blue, green, red, orange) Pictures are snout, pause, brow, towel, laundry, saw, straw, crown, house, paw, sauce, draw, mouse
M: Shapes	Shape Attributes: Read the Directions	Pencil Answers: Pentagon because it does not have 3 sides. Circle because it does not have 4 sides. Triangle because it does not have 0 sides.
W: Fix It/ Creative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Finish the sentence, then write 2-3 sentences about the topic. Draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>Do</u> you <u>know</u> how to surf?

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Matching Middle Sounds	"I'll say three words. Two of them have the same vowel sound in the middle. Repeat all three, then tell me which two match." Focus on short vowel sounds here.	1. pen, ten, pig (pen, ten- e) 2. cup, bug, cap (cup, bug- u) 3. tip, bin, tap (tip, bin- i) 4. hat, red, bat (hat, bat- a)
P: Diphthongs	Word Sort by Color Diphthongs: Read the directions on page.	Pencil and crayons (orange, purple, green)
M: Shapes	Shapes and Attributes: Read the Directions	Pencil Answers: Pentagon (5, 5) Rhombus (4,4), Triangle (3,3), Hexagon (6, 6)
W: Fix It/ Creative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Finish the sentence, then write 2-3 sentences about the topic. Draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>It</u> is <u>fun</u> to play tag with you.

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Matching Ending Sounds	"I'll say three words. Two of them end with the same sound. Repeat all three, then tell me which two have the same ending sound." Encourage them to stretch out the ending.	1. hop, cap, sit (hop, cap- p) 2. bell, pill, dog (bell, pill- l) 3. kit, net, map (kit, net- t) 4. leg, rug, man (leg, rug- g)
P: Diphthongs	Read and Match Diphthongs: Read the directions on page.	Pencil Pictures are frown, coin, town, boy, mouth
M: Shapes	Trace 2D Shapes: Read the directions on the page.	Pencil
W: Fix It/ Creative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Finish the sentence, then write 2-3 sentences about the topic. Draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>I</u> want to <u>fly</u> a kite.

DAY 4	Subject/Skill	Directions	Notes/Materials
	PA: Phoneme Addition- Beginning Blend	"I'll say a word. Let's add a sound to the beginning to make a new word starting with a consonant blend. What's the new word?" Use simple endings and prompt the blend if needed.	1. add s to tick = stick 2. add b to land = bland 3. add g to lad = glad 4. add t to rip = trip
	P: Diphthongs	Spelling Diphthongs: Read the directions on the page.	Pencil and crayons Pictures are point, clown, pause, count, crawl, toys
	M: Fractions	Matching Fractions: Read the directions on the page.	Pencil
	W: Fix It/ Creative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Finish the sentence, then write 2-3 sentences about the topic. Draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>I</u> <u>like</u> the warm weather.

DAY 5	Subject/Skill	Directions	Notes/Materials
	PA: Phoneme Deletion: Beginning Blends	"I'll say a word. Let's take off the beginning sound in the consonant blend. What word is left?" Ask: What do you hear after we take off the beginning part?	1. flip: take out f = lip 2. trap: take out t = rap 3. sled: take out s = led 4. spot: take out s = pot
	P: Soft vs Hard c and g	Color by Code Soft vs Hard c and g: Read the directions on page.	Crayons (blue, green, pink, yellow) Pictures are game, circus, cake, gem, cereal, gorilla, camera, gingerbread, gate, gym, celery, cactus, giraffe
	M: Fractions	Writing Fractions: Read the directions on the page.	Pencil
	W: Fix It/ Creative Writing	Read the sentence. Fix the mistakes and rewrite the sentence. Finish the sentence, then write 2-3 sentences about the topic. Draw a picture to match. Encourage more sentences and details if able.	Pencil and crayons Fix It Sentence: <u>Do</u> <u>you</u> want to play in the sand?

ADDITIONAL NOTES:

•For fractions, I suggest watching the video below first.

Phonics Links:

•[Diphthongs Song Playlist on YouTube](#)

Math Links:

•[2D Shapes Song](#)

•[Fractions Song](#)

DAY 1

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Isolation: Silent Letters	"Listen to the word. Repeat it. What sound do you hear at the beginning?" Even though the first letter is silent, we're focusing on the first sound they actually hear.	1. knit (n- silent k) 2. gnome (n- silent g) 3. write (r- silent w) 4. knock (n- silent k)
P: Silent Letters	Missing Word Silent Letters: Read the directions on page.	Pencil and crayons Pictures are knock, sign, knit
M: Money	Coins: Read the Directions	Pencil
W: Unscramble/ Personal Narrative	Unscramble the sentence and rewrite it. Draw and write 3+ sentences about your favorite place to go in the summer.	Pencil and crayons Unscramble: He goes to the park.

DAY 2

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Blending: 3 Letter Blends	"I'll say the sounds. You blend them together to say the word." These all begin with 3-letter blends like spl, scr, str. Say the blend clearly as a single chunk.	1. s-t-r-i-ng (string) 2. s-p-l-a-t (splat) 3. s-c-r-a-tch (scratch) 4. s-p-r-i-ng (spring)
P: 3 Letter Blends	Missing 3 Letter Blends: Read the directions on page.	Pencil Pictures are splash, thread, scrub, spray, shrimp, strong
M: Counting Money	Counting Coins: Read the Directions	Pencil Answers: 8¢, 75¢, 30¢, 32¢, 24¢, 73¢
W: Unscramble/ Personal Narrative	Unscramble the sentence and rewrite it. Draw and write 3+ sentences about what you do on a summer day.	Pencil and crayons Unscramble: She has new red flip flops.

DAY 3

Subject/Skill	Directions	Notes/Materials
PA: Phoneme Segmenting: Digraphs	"I'll say a word. You repeat it, then break it into all the sounds you hear." The beginning 3-letter blend should be split into 3 individual sounds. Have them hold up a finger as they count each sound.	1. strap (s-t-r-a-p) 2. split (s-p-l-i-t) 3. scrub (s-c-r-u-b) 4. spray (s-p-r-a-y)
P: 3 Letter Blends	Word Sort by Color 3 Letter Blends: Read the directions on page.	Crayons (orange, purple, green)
M: Money	Money Word Problems: Read the directions on the page.	Pencil Answers: 38¢, 35¢, 25¢, Yes- 30¢
W: Unscramble/ Personal Narrative	Unscramble the sentence and rewrite it. Draw and write 3+ sentences about your favorite memory from this summer.	Pencil and crayons Unscramble: I can dig deep in the sand.

DAY 4	Subject/Skill	Directions	Notes/Materials
	PA: Blending Compound Words	"I'll say two small words. You blend them together to make a compound word." Say the words with a short pause between, then ask what new word they make.	1. sun + set = sunset 2. cup + cake = cupcake 3. rain + bow = rainbow 4. tooth + brush = toothbrush
	P: Compound Words	Matching Compound Words: Read directions on page.	Pencil
	M: Graphs	Graph and Data Collection: Read directions on page.	Pencil and crayons
	W: Unscramble/ Personal Narrative	Unscramble the sentence and rewrite it. Draw and write 3+ sentences about what you are excited for most in 2 nd grade.	Pencil and crayons Unscramble: We drink cold lemonade outside.

DAY 5	Subject/Skill	Directions	Notes/Materials
	PA: Segmenting Compound Words	"I'll say a big word. You tell me the two smaller words that make it." Encourage them to break the compound word into its parts.	1. backpack (back + pack) 2. snowman (snow + man) 3. football (foot + ball) 4. bedroom (bed + room)
	P: Compound Words	Spelling Compound Words: Read the directions on page.	Pencil and crayons Pictures are toothpaste, cupcake, sunglasses, fishbowl, raincoat, cowboy
	M: Graphs	Graphs and Data Collection: Read directions on page.	Pencil
	W: Unscramble/ Personal Narrative	Unscramble the sentence and rewrite it. Draw and write 3+ sentences about what you hope to learn this year in 2 nd grade.	Pencil and crayons Unscramble: She floats on her pink raft.

ADDITIONAL NOTES:
 •For money, I recommend using actual coins to practice counting.