

# SCHOOL-HOME LINKS

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Child's name \_\_\_\_\_

**Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page.**

Using a book sent home by your child's teacher or one you already have at home:

- Put a book in your child's lap with the cover facing up.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover and on the first page.
- Point to where the story begins and where the story ends.
- Read the first page. Use your finger to point to each word as you read.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

**Child's name** \_\_\_\_\_

**Dear Family, Your child is learning how to hold a book and how to turn the pages properly.**

Using a book sent home by your child's teacher or one you already have at home:

- Put a book in your child's lap with the cover facing up.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover.
- Turn the book over to the back.
- Point out to your child how the front and back of a book are different.
- Open the cover to the first page.
- Show your child how you begin reading on the first page and turn one page at a time.
- Have your child practice turning pages one at a time until you reach the end of the book.
- Read the book together. Allow your child to turn the pages.

**Child's signature** \_\_\_\_\_

**Parent's (Learning Partner's) signature** \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning how to care for a book properly. Please read this page to your child.**

- You are going to make a mini-book called "How to Care for Books."
- Cut out the pages for the mini-book.
- Staple the pages together.
- Turn the pages. Start at the front of the book and move to the back.
- Listen as I read this book to you.

How to Care  
for Books  
1

Keep  
books away  
from food  
and water  
2

Turn book  
pages  
carefully.  
3

Wash your  
hands before  
reading  
a book.  
4

Put books  
away when  
you have  
finished  
reading them.  
5

Return  
library  
books on  
time.  
6

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning how pictures and words go together to tell a story in a book.**

- Put your child in your lap or right next to you.
- Open the book sent home by your child's teacher or one that you already have at home.
- As you read, put your finger under each word.
- Show your child a picture that describes what you have read.
- Ask your child to tell you who or what is in the picture.
- Ask your child to find an important character or special object in the picture.

Child's signature \_\_\_\_\_






Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning that we read English from left to right and from top to bottom.**

- Read the text of the story "Numbers" (below) to your child.
- Use your finger or pencil to point to each word as you read.
- Have your child repeat each line after your read it.

Numbers	
1. One flower	
2. Two socks	
3. Three pumpkins	
4. Four clowns	
5. Five teddy bears	

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning that English reads from left to right and top to bottom.**

- Read the story "I Like to Play" (below) to your child.
- Put the eraser end of a pencil or your finger under each word as it is read.

## **I Like to Play**

I like to run.

I like to skip.

I like to hop.

I like to jump.

I like to play.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_







# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that we read English from left to right and from top to bottom.

- Read the words in "Colors" (below) to your child.
- Put the eraser end of a pencil or your finger under each word as it is read.
- Have your child color each picture.

## Colors

A red apple	
An orange ball	
A yellow star	
Green grass	
Blue jeans	
Purple flowers	

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning where to begin reading on a page.**

- Read the title of the book sent home by your child's teacher or one that you already have at home.
- Look at the cover.
- Open the book to the first page.
- Point to where the text begins on the first page.
- Read the first page. Use your finger to point to each word as you read.
- Have your child point to where the text begins on the second page. Read the second page. Continue until you have read the whole story together.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning what words are and how to find words on a page. Please read this page to your child.

- Use a pencil to circle each word in the story "Good Dog."

## Good Dog



Mia is my dog.

She is a good dog.

Mia can sit.

Mia can stay.

She likes to lick my face.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning what words are and how to point out the spaces between them. Please read this page to your child.

- Use a pencil to draw a line between the words in each line of the story "Yummy!"

## Yummy!

Birds eat seeds.

Mice eat cheese.

Giraffes eat leaves.

I eat many foods! Yummy!

- **More Fun:** Have your family write a sentence about you. Draw a line between the words.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that words are read from left to right. Please read this page to your child.

Circle the beginning of the word.

f o x



Circle the middle of the word.

c a t



Circle the ending of the word.

h a t



Circle the beginning of the word.

b o x



Circle the middle of the word.

c u p



Circle the ending of the word.

s i x



Circle the beginning of the word.

b e d



Circle the middle of the word.

j e t



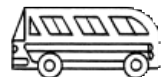
Circle the ending of the word.

p i g



Circle the beginning of the word.

b u s



Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning what a letter is and how to find letters on a page. Please read this page to your child.

- Find the letter "w" in the story below and point it out four times.
- Find a "p" in this story.
- Find all the "m's" in the story.
- Find all the "o's" in the story.

## On the Farm



I saw a pig on the farm.

I saw some chickens on the farm.

I saw a dog on the farm.

I saw a horse on the farm.

I liked the farm.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

K/Recognizes and Can Name All Uppercase and Lowercase Letters/1

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that words are made up of letters. Please read this page to your child.

- Point to the "J" at the beginning of this story, "Jake's Car."
- Draw a box around the first word in the story.
- Underline all the "c's" in the story.
- Circle each word in the story.

## Jake's Car



Jake's car is very dirty.

Jake gets a bucket.

He gets a towel, too.

He fills the bucket.

Jake washes his dirty car.

Now Jake's car is clean.

Jake is all dirty!

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to recite the alphabet. Please read this page to your child.

- Cut out the pieces of the alphabet strip and glue the pieces together to make one strip.
- Put the strip in front of you.
- Sing the Alphabet Song.
- Point to each letter as you sing the name of each letter.

a b c d e f g h i j

k l m n o p q r s t

u v w x y z

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

K/Recognizes and Can Name All Uppercase and Lowercase Letters/3

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to recognize and name each letter. Please read this page to your child.

- Use a pencil to circle the "s" and the "p."

o	s	t	j	p
---	---	---	---	---

- Circle the "n" and the "y."

e	n	y	m	f
---	---	---	---	---

- Circle the "c" and the "o."

c	p	k	o	t
---	---	---	---	---

- Circle the "r" and the "v."

r	t	h	i	v
---	---	---	---	---

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning the name of each letter.

- Read the name of each letter below and ask your child to point to the letter on the chart.
- Continue until you have named each letter in the alphabet.

a	b	c	d	e	f	g	h	i	j
---	---	---	---	---	---	---	---	---	---

k	l	m	n	o	p	q	r	s	t
---	---	---	---	---	---	---	---	---	---

u	v	w	x	y	z
---	---	---	---	---	---

- **More Fun:** Which letter is your favorite letter?  
Write it 5 times.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

K/ Recognizes and Can Name All Uppercase and Lowercase Letters/5



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to match upper- and lowercase letters for the same letter. Please read this page to your child.

- Use a pencil to circle the two letters that are the same in each row of letters.

1. 

H	p	t	l	h
---	---	---	---	---

2. 

A	w	x	a	G
---	---	---	---	---

3. 

Z	z	u	O	N
---	---	---	---	---

4. 

J	c	d	D	E
---	---	---	---	---

5. 

K	b	k	O	L
---	---	---	---	---

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to spot letters that are the same within a row of letters. Please read this page to your child.

- Use a pencil to circle the two letters that are the same in each row.
- Name the matching letters.

1. R T L T M

2. A D I N I

3. J B K R B

4. O U X X C

- **More Fun:** Name all of the letters in all of the rows.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to name all the lowercase letters of the alphabet. Please read this page to your child.

- Read all the letters of the alphabet in order from left to right.

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

- **More Fun:** What is the first letter of the alphabet?  
What is the last?

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to name all the uppercase letters of the alphabet. Please read this page to your child.

- Read all the letters of the alphabet in order from left to right.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

- **More Fun:** Write the initials of your first and last names in uppercase letters.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to name each uppercase and lowercase letter of the alphabet. Please read this page to your child.

- Point to one letter at a time and name it.

m	R	E	I	a	H	C	t	P
j	O	X	u	K	D	w	p	T
k	B	U	d	F	Q	c	h	G
S	f	b	J	A	N	X	L	R

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet. Please read this page to your child.**

- Cut apart the uppercase and lowercase letters in the boxes below. Put all of them face up in front of you.
- Show your child six pairs of cards at a time (A, a; B, b; C, c). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

a	b	c	d	e
f	g	h	i	j
A	B	C	D	E
F	G	H	I	J

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet.**

- Cut apart the uppercase and lowercase letters. Put all the letters face up in front of you.
- Show your child six pairs of cards at a time (example: K, k; L, l; M, m). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

K	l	m	N	O
p	q	r	S	T
k	L	M	n	o
P	Q	R	s	t

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to match the upper- and lowercase letters of the alphabet.**

- Cut apart the uppercase and lowercase letters.
- Put them all face up in front of you.
- Show your child six pairs of cards at a time (example: U, u; V, v; W, w). Match the pairs of uppercase and lowercase letters.
- Repeat until your child has matched all of the pairs.

u	v	w	X
x	y	z	Y
U	V	W	Z

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to recognize uppercase and lowercase letters of the alphabet. Please read this page to your child.

- Read each letter.
- Draw a circle around each lowercase letter.

M	c	R	V	F	O	P	m
A	m	X	D	g	L	H	I
T	E	W	I	J	B	S	z

- **More Fun:** Ask your family for a newspaper or a magazine. Find one sentence. Circle one lower case letter in each word in that sentence.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to read uppercase and lowercase letters of the alphabet. Please read this page to your child.

- Read each letter.
- Draw a circle around each uppercase letter.

l h M c A E m F

l h A G b J f L

D K L B k G c j

- **More Fun:** Ask your family for a newspaper or a magazine. Find one sentence. Circle all the uppercase letters in that sentence.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Read the letters and numbers on car license plates below with your child.
- Ask your child to read the letters or numbers on the plates:

2PHY471

4LMO231

9JME831

6CRLO11

5BTH0867

ADQ438

- **More Fun:** Go out into your neighborhood. Look at car license plates. Read the letters and the numbers on the license plates.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to put sounds together to read simple words. Please read this page to your child.

- Look at each letter in the words below.
- Make all of the sounds of the letters in the word.
- Say the sounds again quickly.
- Say the word.

fun

can

dip

cat

ten

fox

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to listen for each sound in a short word. Please read this page to your child.

- Cut out the words in the boxes below.
- Look at one word at a time and name the sounds you hear in the word.
- Say the word.

m - e - t	s - a - t	b - i - g	h - i - t
t - i - p	r - u - n	a - s - k	c - u - p
s - a - t	s - i - p	p - a - t	g - e - t

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to listen for sounds at the beginning of words.

- Say each word to your child.
- Ask your child to tell you the /sound/ (not the letter) the word starts with.

1.	rake	/r/
2.	sock	/s/
3.	tire	/t/
4.	book	/b/
5.	nose	/n/

6.	van	/v/
7.	has	/h/
8.	wagon	/w/
9.	feet	/f/
10.	lamp	/l/

- **More Fun:** Pick words from books you are reading with your child. Say a word to your child. Ask your child to tell you what sound he or she hears at the beginning of the word.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to listen for each sound in a short word.**

- Point to each word and say it slowly for your child.
- Ask your child to listen for all the sounds in the word.
- Repeat the word for your child.
- Ask your child to name the sounds.



d - i - g



r - u - g



c - a - t



n - e - t



p - i - g



b - o - x

Child's signature \_\_\_\_\_

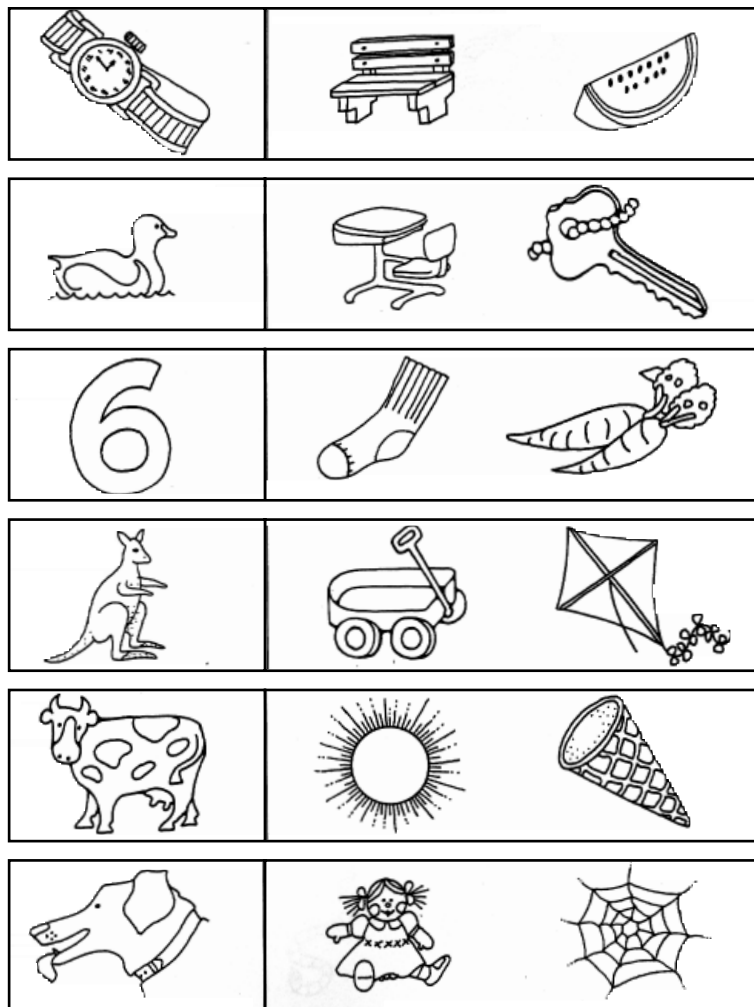
Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that several words can begin with the same sound. Please read this page to your child.

- Name the first picture in each row.
- Look at the other two pictures in the same row. Which one has the same beginning sound? Circle it.



Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to name letters by the sounds they make. Please read this page to your child.

- For each letter, say the sound that the letter makes.
- Name the letter that matches the sound.

1.	/r/ as in <u>r</u> at
2.	/u/ as in <u>u</u> nder
3.	/i/ as in <u>i</u> gloo
4.	/p/ as in <u>p</u> et

5.	/h/ as in <u>h</u> ot
6.	/y/ as in <u>y</u> es
7.	/x/ as in <u>x</u> -ray
8.	/m/ as in <u>m</u> om

- **More Fun:** Write your name. Say the names of the letters in your name.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that beginning sounds in a word can be represented by letters. Please read this page to your child.

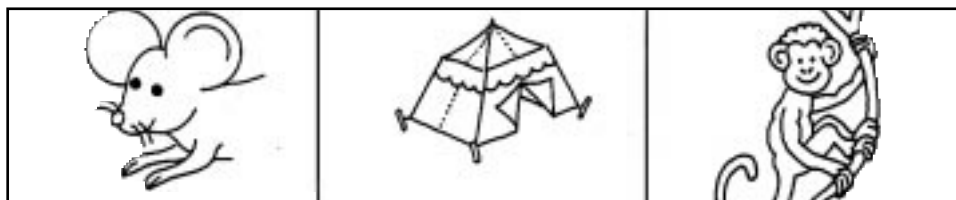
- Name each picture. Listen to the beginning sound in the word.
- Circle the letter with the same sound.



b m t

b m t

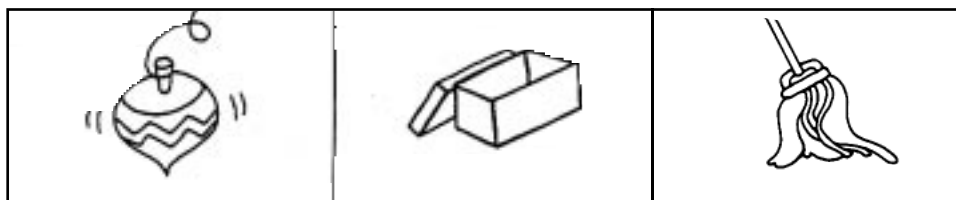
b m t



b m t

b m t

b m t



b m t

b m t

b m t

Child's signature \_\_\_\_\_







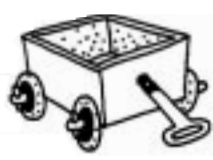

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that every word has an ending sound. Please read this page to your child.

- Name each picture. Listen for the last sound.
- Write the letter for the last sound you hear.

 g n	 g n
 g n	 g n
 g n	 g n
 g n	 g n

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to say the sound of each letter in a word. Please read this page to your child.

- Look at each word (**cat**).
- Point to each letter and make that letter's sound (/c/a/t/).
- Repeat with each word on the page.

1.	cat
2.	in
3.	dip
4.	hit

5.	fun
6.	not
7.	rug
8.	sat

9.	get
10.	can
11.	ten
12.	fox

- **More Fun:** Sound out the letters in your name, one at a time.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning the sound that each letter makes.

- Read each line to your child (**A is for "apple"**).
- Have your child tell the letter for the sound he or she hears at the beginning of the word.

1.	A is for "apple"
2.	M is for "man"
3.	R is for "rain"
4.	B is for "blue"
5.	P is for "puppy"
6.	D is for "drum"

7.	S is for "sock"
8.	T is for "turtle"
9.	I is for "ice cream"
10.	L is for "lion"
11.	G is for "girl"
12.	N is for "nut"

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to read some words quickly without sounding them out.

- Tell your child that some of the words below can not be sounded out (**is, are, the, my, you, I, of**). They need to be remembered.
- Read the words on each strip to your child.
- Ask your child to practice reading the words with you.

<b>a</b>	<b>is</b>	<b>can</b>	<b>are</b>
----------	-----------	------------	------------

<b>the</b>	<b>my</b>	<b>you</b>	<b>me</b>
------------	-----------	------------	-----------

<b>I</b>	<b>and</b>	<b>of</b>	<b>we</b>
----------	------------	-----------	-----------

- **More Fun:** Can you find any of the words above in a book you are reading with your family?

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to read some words without sounding them out.

- Read the story below to your child, pointing out the words as you read.
- Read the story again and when you come to an underlined word, ask your child to read the word to you.

## I Like My Cat

I like my cat. My cat is a good cat.

We like to play. Do you like cats?

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that speech can be written down and has special meaning.

- Ask your child to look at the picture on the page and to tell you about the picture.
- Write down what your child says under the picture.
- Read your child's words back to him/her.



Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that speech can be written down and has special meaning. Please read this page to your child.

- Make a list of your favorite animals.
- Make a list of three people in your family.

Animals
1. _____
2. _____
3. _____

Names of family members
1. _____
2. _____
3. _____

- Make another list of your favorite foods or favorite colors.

1. _____
2. _____
3. _____

Child's signature \_\_\_\_\_

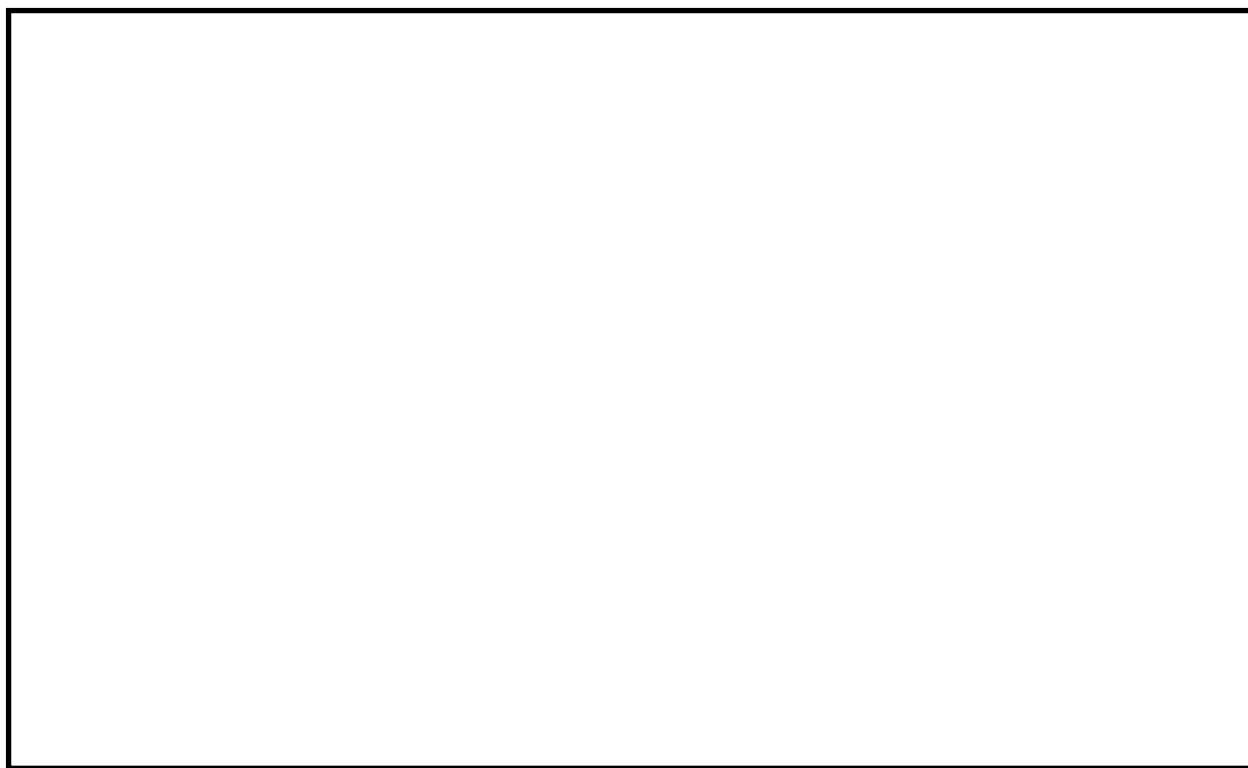
Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that speech can be written down and has special meaning. Please read this page to your child.

- Draw a picture in the box below.
- Tell someone about your picture.
- Ask a person in your family to write down what you said.
- Read the words together.



Child's signature \_\_\_\_\_

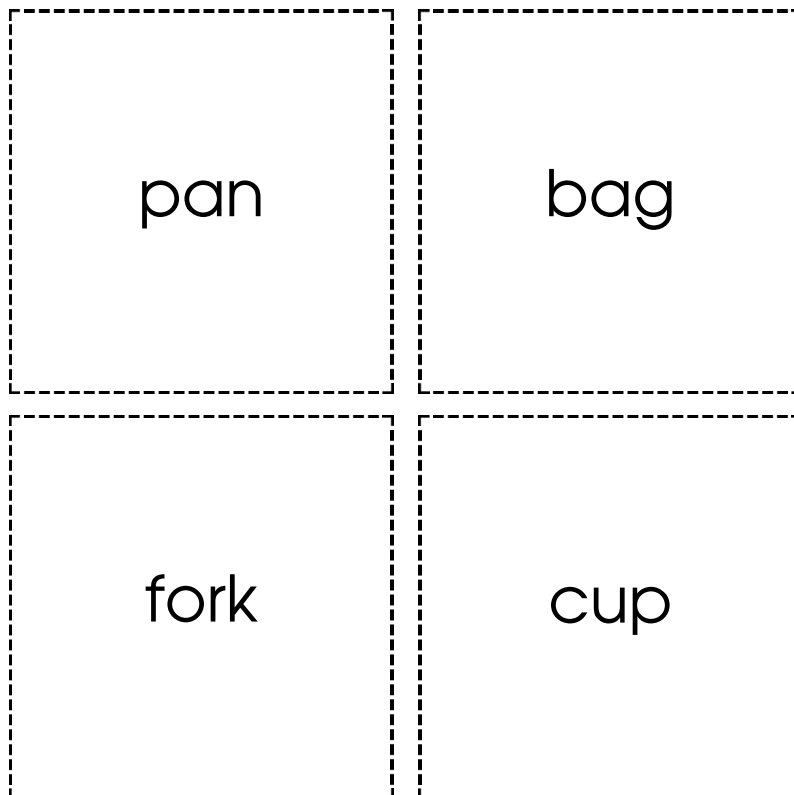
Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.**

- Cut apart the words in the boxes.
- Get a fork, bag, pan, and cup from your kitchen.
- Read the words.
- Put the word in front of the item.
- Read the words again.



Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.

- Cut apart the words in the boxes.
- Tape the label to the item in your home.
- Read and reread the paper signs.

lamp

dresser

bed

floor

chair

door

table

wall

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to get information from different print sources. Please read this page to your child.**

- Read these signs with someone in your family.
- Talk about what each sign means.



This sign tells you where to find a boys' or men's bathroom.



This sign tells you where to find a girls' or women's bathroom.



This sign tells you where you can leave a building.



This sign tells you to stop.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to repeat sentences out loud. Please read this page to your child.**

- Read the following sentence with your family.  
My dog loves to run and jump.
- Now repeat the sentence exactly the way you heard it.
- Draw a picture of a dog who loves to run and jump.



- Tell your family what other things dogs like to do, other than to run and jump.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to listen when read to. Please read this page to your child.

- Listen carefully to books and stories and poems your family reads to you.
- What can you remember from what your family read to you? Write three things you remember. Ask your family for help if you need it.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- **More Fun:** Ask your family to tell you a story about themselves. When the story is over, tell them three things you remember about their story.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that some words are alike and some are different. Please read this page to your child.

- Say the three words in each row.
- Pick the word that does NOT belong.

1.	cat	ran	cat
2.	bird	fit	fit
3.	pet	pet	rock
4.	rabbit	hot	hot
5.	cut	jump	cut

- **More Fun:** Cut out the word cards above. Match every pair of words that are the same.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that some sounds are alike and some are different. Please read this page to your child.

- For each row, point to each letter and say the sound that it makes.
- Tell which sound in the row is different (does **NOT** belong).

1.	/m/	/p/	/m/
2.	/l/	/l/	/h/
3.	/n/	/v/	/n/
4.	/s/	/s/	/d/
5.	/b/	/r/	/b/

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning that some words are alike and some are different. Please read this page to your child.

- Say the three words in each row.
- Use a pencil to circle the word that is different (does **NOT** belong).

1.	sun	fun	sun
2.	hat	hat	mat
3.	lip	lip	lid
4.	up	up	out
5.	open	over	open

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to recognize words that rhyme. Please read this page to your child.

- Point to each word and read it.
- Put an X on each word that rhymes with **cat**.

1.	mat	car	jam
2.	tree	bat	sat
3.	red	cup	rat
4.	hat	fat	sun

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning the sound each letter makes in a word.

- Say each word to your child with a short pause between the letters **(b-o-x)**.
- Have your child repeat the letter sounds back to you **(b-o-x)**.
- Repeat each word with a shorter pause between the letters **(box)**.
- Have your child say the word **(box)**.

1.	<b>b-o-x</b> <b>box</b>
2.	<b>c-a-p</b> <b>cap</b>
3.	<b>d-o-g</b> <b>dog</b>

4.	<b>c-u-p</b> <b>cup</b>
5.	<b>c-a-t</b> <b>cat</b>
6.	<b>p-o-t</b> <b>pot</b>

7.	<b>b-e-d</b> <b>bed</b>
8.	<b>h-i-t</b> <b>hit</b>
9.	<b>s-a-t</b> <b>sat</b>

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to notice the number of syllables in a word.

- Read each word.
- Have your child clap once for each syllable in the word.

1.	cat	(cat)	(1 clap)
2.	sing	(sing)	(1 clap)
3.	baby	(ba/by)	(2 claps)
4.	silly	(sil/ly)	(2 claps)
5.	puppy	(pup/py)	(2 claps)
6.	water	(wa/ter)	(2 claps)

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to listen to the number of syllables in a word.**

- Get a spoon or pencil and give it to your child.
- Read each word to your child.
- As you read each word, ask your child to tap the table for each syllable in the word.

1. wagon (wag/on) (2 taps)

2. marigold (mar/i/gold) (3 taps)

3. butter (but/ter) (2 taps)

4. pickles (pick/les) (2 taps)

5. strawberry (straw/ber/ry) (3 taps)

6. chair (chair) (1 tap)

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to make a rhyme. Please read this page to your child.**

- Point to each word and say it out loud.
- Say a word that rhymes.
- Write the rhyming word on the line.
- Read the rhyming pair out loud.

1. bag \_\_\_\_\_

2. cap \_\_\_\_\_

3. dish \_\_\_\_\_

4. pan \_\_\_\_\_

5. bike \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to make a rhyme. Please read this page to your child.**

- Point to each word and say it out loud.
- Say a word that rhymes.
- Write the rhyming word on the line.
- Read the rhyming pair out loud.

1. rat \_\_\_\_\_

2. ball \_\_\_\_\_

3. fish \_\_\_\_\_

4. dog \_\_\_\_\_

5. cake \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to spell simple words. Please read this page to your child.

- Look at each picture and name the object.
- Sound out the word for each picture.
- Write the letters that spell each word on the lines under the picture (**bus, cat, mop, bat**).



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to spell simple words.  
Please read this page to your child.

- Look at each picture and name the object.
- Use a pencil to circle four of the things you like best.
- Sound out each word for the four pictures.
- Write the letters that spell each word on the lines below the picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to write words that are important to know in school.**

- Show your child how to write two words that are important to know in school, such as "look."

1. \_\_\_\_\_

2. \_\_\_\_\_

- Ask your child to name and write the first letter of each word.

1. \_\_\_\_\_

2. \_\_\_\_\_

- Ask your child to name and write the last letter of each word.

1. \_\_\_\_\_

2. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to use new words when speaking.

- Help your child write down three new words he or she has learned at school.

\_\_\_\_\_

- Write a sentence for your child using one of the new words.

\_\_\_\_\_

\_\_\_\_\_

- Now read your child's sentence to him or her.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to talk about ideas in sentences. Please read this page to your child.

- Tell your family about your day at school.
- What was your favorite part of the school day? Start with the words, "**My favorite part of the school day was...**" Ask your family to write the words you say below.

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- Draw a picture of your favorite part of the school day.



Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page. Read this page to your child.

- Tell a story about your family in your own words. Ask your family to write it for you below:

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- Now ask your family to read the story to you.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to write messages. Please read this page to your child.**

Write a message to your teacher.

Dear Teacher,

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Your student,

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **red**.

- Draw and color something **red** in the box.



- Practice writing and saying the word **red** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



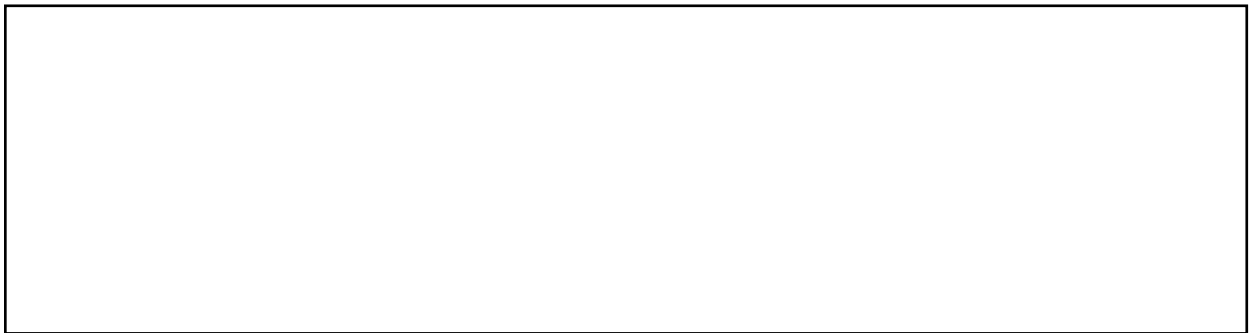
# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **orange**.

- Draw and color something **orange** in the box.



- Practice writing and saying the word **orange** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **yellow**.

- Draw and color something **yellow** in the box.



- Practice writing and saying the word **yellow** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **green**.

- Draw and color something **green** in the box.



- Practice writing and saying the word **green** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_


# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **blue**.

- Draw and color something **blue** in the box.



- Practice writing and saying the word **blue** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **purple**.

- Draw and color something **purple** in the box.



- Practice writing and saying the word **purple** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **brown**.

- Draw and color something **brown** in the box.



- Practice writing and saying the word **brown** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

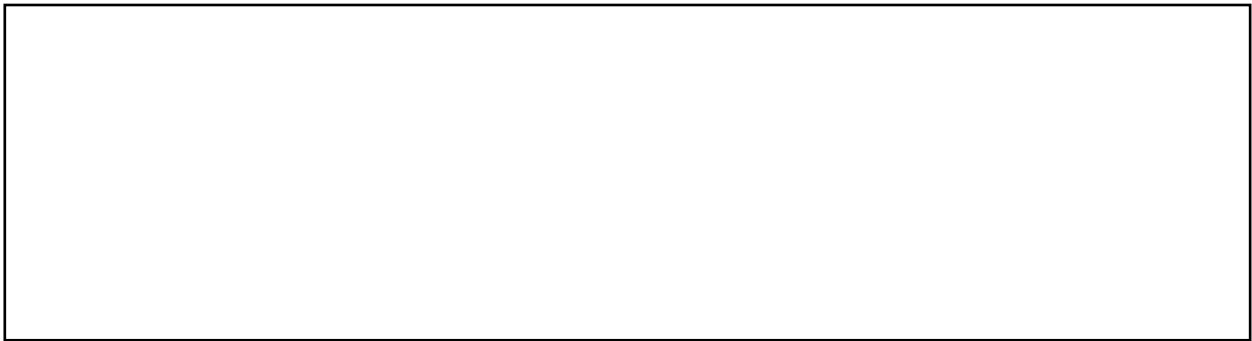
# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about colors. Please read this page to your child.

Our color of the week is **black**.

- Draw and color something **black** in the box.



- Practice writing and saying the word **black** four times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about where things are. Please read this page to your child.



- Where is the dog? Is it **inside** the circle or **outside** the circle? \_\_\_\_\_

- Draw a dog outside the house.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning words that show where something is. Please read this page to your child.

- Draw a ball next to the bat.



- Write the word ball. \_\_\_\_\_
- Draw another ball. Then draw a picture of yourself next to the ball.

Child's signature \_\_\_\_\_

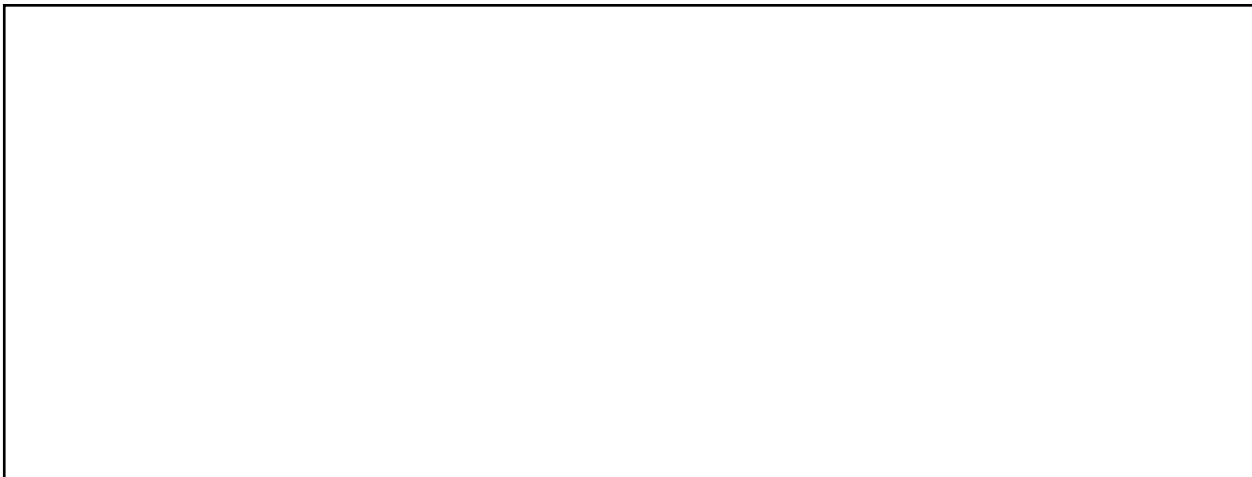
Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning words that show where something is. Please read this page to your child.

- Draw a picture of where you live.
- Draw a picture of yourself standing **in front of** where you live.
- Write the words **I live here** under the picture.



- 
- Tell your family where you are in the picture.
  - Tell your family what you like about where you live.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning about connections between words. Please read this page to your child.**

Here are some words:

red      green      blue      yellow      brown

- How are these words like each other?

Here are some more words:

dog      cat      cow      hen      horse

- How are these words like each other?
- Can you think of some other words that go together?

Child's signature \_\_\_\_\_

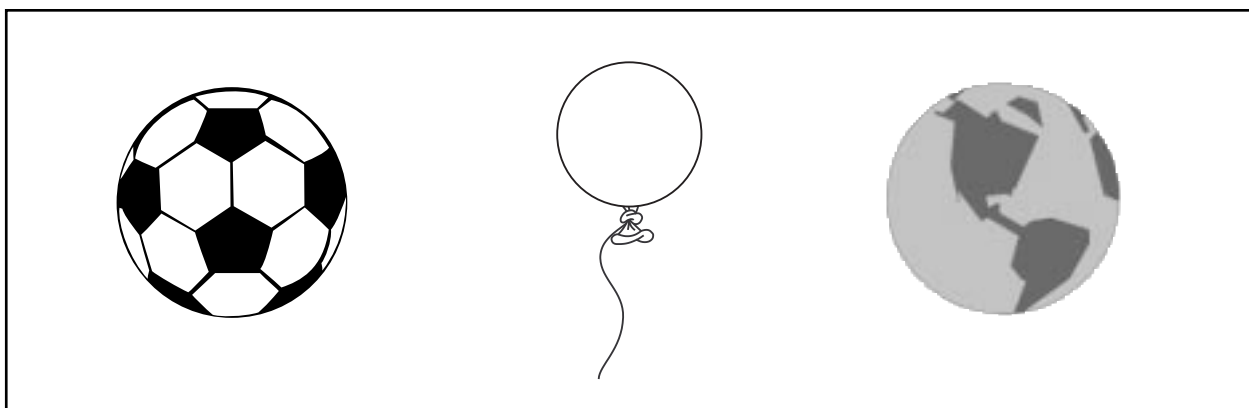
Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about shapes. Please read this page to your child.

Each picture is made from a **circle**.



- Use a crayon to draw around the **circles** in the pictures.
- Write the word circle twice.

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning new words through listening. Please read this page to your child.**

- What are some new words you heard in school or at home today?
- Do you know what these words mean?
- Ask your family to work with you to write some of them down.

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to use new words. Please read this page to your child.**

- Pick out a book and name its title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- Ask your family to help you write down three new words you found in the story.

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- Ask your family to help you write a sentence using one of these new words.

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to print words. Please read this page to your child.**

- Here is a list of words you will see many times when you read. Write each word five times.

up \_\_\_\_\_

down \_\_\_\_\_

in \_\_\_\_\_

out \_\_\_\_\_

- Ask your family to help you write some of these words in a sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to use new vocabulary words. Please read this page to your child.

Our word for the week is **like**.

- Practice writing the word **like**.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- Ask your family to help you finish the following sentences:

I like \_\_\_\_\_

I like \_\_\_\_\_

I like \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to write his or her name. Please read this page to your child.

- Practice writing your first and last names five times.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- **More Fun:** Write your name with a crayon and put it on the refrigerator door so you can see it everyday.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to write letters of the alphabet. Please read this page to your child.

- Practice writing the letter **A**.

**A** \_\_\_\_\_

**A** \_\_\_\_\_

**A** \_\_\_\_\_

- Practice writing the letter **a**.

**a** \_\_\_\_\_

**a** \_\_\_\_\_

**a** \_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to write letters of the alphabet. Please read this page to your child.

- Practice writing the letter **M** and **m**.

**M** \_\_\_\_\_ **M** \_\_\_\_\_ **M** \_\_\_\_\_

**m** \_\_\_\_\_ **m** \_\_\_\_\_ **m** \_\_\_\_\_

- Write the names of the **M** months.

March \_\_\_\_\_

May \_\_\_\_\_

- Name four things in your home that start with the letter **m**.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to copy words. Please read this page to your child.

- Copy the following words.

the \_\_\_\_\_

you \_\_\_\_\_

he \_\_\_\_\_

she \_\_\_\_\_

- **More Fun:** Point these words out to your family in a magazine.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to copy words. Please read this page to your child.

- Write these words twice.

We \_\_\_\_\_

We \_\_\_\_\_

like \_\_\_\_\_

like \_\_\_\_\_

books \_\_\_\_\_

books \_\_\_\_\_

- Can you write these three words together?

We                      like                      books

\_\_\_\_\_

- **More Fun:** Copy a sentence from a book you are reading.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to notice each word in a sentence.

- Read each sentence below to your child.
- Have your child clap each time you read a word.
  1. The house is big.
  2. The mouse is small.
  3. I see a tall tree.
  4. I like to read.
  5. The box is red.
  6. I see a green ball.
- **More Fun:** Speak slowly to your child, pausing between each word. Show your child how to clap once for every word you say.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to follow two-step directions. Please read this page to your child.**

- Draw a box on this paper.
- Then draw your favorite toy in the box.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning about making connections between things that happen in a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Draw a picture of the main character in the story and a picture of yourself.

- Tell how you are like the main person in the book.
- Tell how you are different.

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning how to remember important parts of a story without looking at the book. Please read this page to your child.

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- Without looking at the book, tell the story in your own words. Ask your family to write your words below:

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning that every story has a beginning, a middle, and an end. Please read this page to your child.**

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- Draw a picture showing what happens in the beginning of the story.



- Draw a picture showing what happens at the end of the story.



Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to recognize the setting of a story. Please read this page to your child.**

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- Draw a picture showing where the story takes place. This is called the setting.



- Write about your picture. Ask your family for help if you need it.

\_\_\_\_\_

\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to remember what happens in a story. Please read this page to your child.**

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- What happens at the beginning of the story? Ask your family for help if you need it.

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- What happens at the end of the story?

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to listen for good reading of books and stories. Please read this page to your child.**

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Listen to a story your family will read out loud to you. Then answer the questions below.
- What do you notice about the way words sound when someone is reading out loud?
- Does the reader say the words one after another as if they were speaking to you? Or do they say one word, wait, then say another word?
- What did you learn from hearing the story read out loud?

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning to answer "who" and "what" questions. Please read this page to your child.

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book and answer the questions below. Ask your family to help you write your answers, if you need help.

Who is the main character in the story?

What problem does the main character have in the story?

\_\_\_\_\_  
\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

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Child's name \_\_\_\_\_

**Dear Family, Your child is learning to listen to a story and answer questions. Please read this page to your child.**

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family and answer the questions below. Ask for help if you need it.

Where does this story take place?

\_\_\_\_\_

\_\_\_\_\_

Who is the main character in the story?

\_\_\_\_\_

How are you like, or different from, the main character?

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning to read different books every day. Please read this page to your child.**

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family. Then answer the questions below. Ask your family for help if you need it.
- Make a list of two other books or stories you read this week.

1. \_\_\_\_\_

2. \_\_\_\_\_

- What is your favorite story?

\_\_\_\_\_

- Why is it your favorite story?

\_\_\_\_\_

\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_



# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is talking about his or her favorite book in school. Please read this page to your child.**

Answer the questions below about books you have read. Ask your family for help if you need it.

- What is your favorite book in school?

\_\_\_\_\_

- Who is the author of your favorite book?

\_\_\_\_\_

- Draw a picture about something that happens in the book.

- Why do you like this book so much?

\_\_\_\_\_

\_\_\_\_\_

Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

**Dear Family, Your child is learning about the library. Please read this page to your child.**

- Go to your classroom, school, or local library.
- Find a book that you would like to read.
- Ask your teacher or family to help you check it out.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- Write why you chose this book. Ask your family for help if you need it.

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

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**Child's name** \_\_\_\_\_

**Dear Family, Your child is learning to listen to stories and books and to answer questions out loud. Please read this page with your child.**

- Pick out a book and name its title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Read the book with your family.
- Write about how this book is like other books you have read. Ask your family for help if you need it.

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**Child's signature** \_\_\_\_\_

**Parent's (Learning Partner's) signature** \_\_\_\_\_

# SCHOOL-HOME LINKS / BOOK LINKS

Child's name \_\_\_\_\_

Dear Family, Your child is learning how to use pictures to guess what might happen in a story. Please read this page to your child.

- Pick out a book and name the title and author.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

- Before you read a book today with your family, look at the cover and at the pictures. Write below what you think will happen in the story.

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- After reading the story with your family, write below what really happened. Did you guess right?

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Child's signature \_\_\_\_\_

Parent's (Learning Partner's) signature \_\_\_\_\_