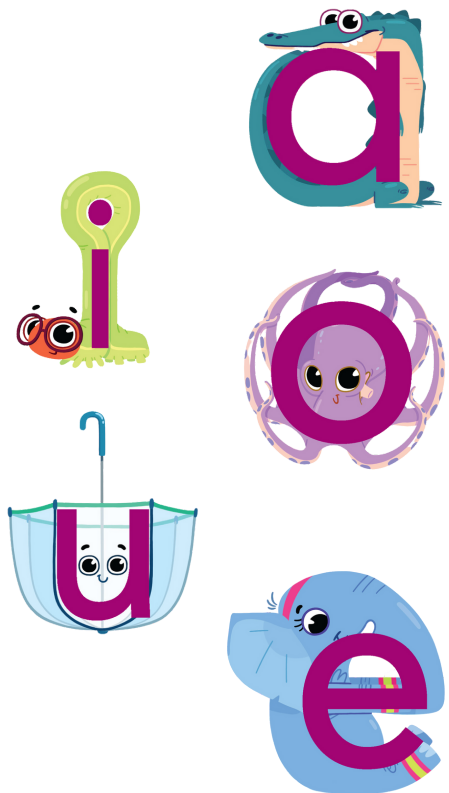


Module 1: Nice to Meet You!

During each module of Into Reading, students will be introduced to specific letters, sounds, and phonics patterns. In Module 1, students will begin with a quick review of short vowel sounds that they learned in Kindergarten. Your child will also learn about different types of syllables that will help them as they start to decode words and read fluently.

Phonics Skills

Phonics Skill	Sound	Alphafriend
short a	/a/ as in apple	Al Alligator
short i	/i/ as in itch	Izzy Inchworm
short o	/o/ as in octopus	Ozzie Octopus
short u	/u/ as in up	Umbie Umbrella
short e	/e/ as in echo	Ethel Elephant



Syllable Types

Syllable Type	Syllable Rule	Examples
Open Syllable	Open syllables have one vowel sound that is not "closed up" by a consonant. The vowel is the last letter in the syllable and makes a long vowel sound.	no, me, go
Closed Syllable	Closed syllables have one vowel letter sound followed by a consonant. The vowel sound is "closed up" by the consonant and makes a short vowel sound.	not, met, got
Closed Syllable Exceptions	Sometimes words have closed syllable exceptions. This means they have vowel followed by a consonant, like other closed syllables, but the vowel does not have the short vowel sound as expected. (-ind, -old, -ild, -olt, -ost)	The <u>kind</u> <u>old</u> man led the <u>wild</u> colt to his <u>post</u> .

Module 1: Focus Words

In Module 1, your child will be learning several irregular and decodable high frequency words. In each Module letter you will find practice strategies and tips to support you in helping your child practice at home. Below you will find the focus words that will be taught during Module 1: Nice to Meet You!

Irregular Words (Heart Words)

was	of	you	or
for	put	push	

- Irregular words are words that have some letters and sounds that can not be sounded out. (said = /s/ /e/ /d/)
- Your child will learn to refer to these as "heart" words, because there are parts students will need to learn by heart. They will need to memorize certain parts of the word that do not follow typical phonics patterns. In the example of said, the vowels combined make the sound of /e/.

Practice Strategy:

Rainbow write the words by sound, using a different color for each letter-sound correspondence. Try this routine with your child:

- Read the word.
- Count the number of letters.
- Identify the number of sounds.
- Write the word using one color for each sound.

push

4 letters (p, u, s, h)

3 sounds (/p/, /u/, /sh/)

p u sh

Decodable High Frequency Words

- Decodable High Frequency words are the words that students can sound out, using phonics strategies taught during structured literacy routines in class. Ex: (at = /a/ /t/)

can	big
sit	bad

Practice Strategy:

Write each word down on a piece of paper or index card. Read the word to your child. Tap each letter and make the sound. Ask your child to blend the word together by tapping their finger on each letter while saying the sound. Then have them drag their finger along the whole word to blend it together.

Example: s i t = sit

Word Search

Practice reading the decodable texts at home. These will be sent home on Friday each week. Have your child search for the words they learned. Ask them to circle the words and then practice reading them quickly.