**Phonics**

**Week of June 1 - Monday**

Parents, this is what we do during phonics. It should take approx. 10-15 min to complete. If you can print this page your child can return it to school. If you cannot print, that’s ok. Your child can write the answers on a sheet of paper & return it to school. First, your child should sound out the words below.

I can read words with the **igh, \_y, ie**

\*they all make the **long I** sound. **Long I** says its name, **I**

high my sight

dries tie try

lie fly bright

Point to the igh, \_y, ie in each word. If you can print/are handwriting the page, circle them in each word.

Complete the sentences –

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to jump rope.

2. The bird can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up high.

3. Can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your shoe?

**Tuesday, June 2**

Parents, this is what we do during phonics. It should take approx. 10-15 min to complete. If you can print this page your child can return it to school. If you cannot print, that’s ok. Your child can write the answers on a sheet of paper & return it to school. First, your child should sound out the words below.

I can read words with the **igh, \_y, ie**

\*they all make the **long I** sound. **Long I** says its name, **I**

thigh spy pie

sky cries tight

why might cry

Point to the igh, \_y, ie in each word. If you can print/are handwriting the page, **circle** them in each word.

Complete the sentence –

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are you sad?

2. I like to eat apple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Do you see the blue \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

4. My shoe is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on my foot.

**Wednesday, June 3**

Parents, this is what we do during phonics. It should take approx. 10-15 min to complete. If you can print this page your child can return it to school. If you cannot print, that’s ok. Your child can write the answers on a sheet of paper & return it to school. First, your child should sound out the words below.

I can read words with the **igh, \_y, ie**

\*they all make the **long I** sound. **Long I** says its name, **I**

dry sigh light

by dried try

right fry fright

Point to the igh, \_y, ie in each word. If you can print/are handwriting the page, circle them in each word.

Complete the sentence-

1. Go to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the end of the block.

2. I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the food in the pan.

3. Will you turn on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Thursday, June 4**

Parents, this is what we do during phonics. It should take approx. 10-15 min to complete. If you can print this page your child can return it to school. If you cannot print, that’s ok. Your child can write the answers on a sheet of paper & return it to school. First, your child should sound out the words below.

I can find the **adjective** in the sentence

**Adjectives** are words that describe a noun in a sentence.

Remember: a *noun* is a person, place or thing in a sentence.

A *verb* is the action word in a sentence.

Here are some examples of adjectives: smooth, salty, big, yellow, ten

You can use the names of shapes, sizes, colors or numbers as examples of adjectives.

Directions: Read the sentence. Circle the adjective in the sentence.

1. I can see the large airplane in the sky.

2. I ate a sour grape today.

3. The sand paper is rough to touch.

4. The girl will count six kids on the rug.

5. I saw the blue sky today.

**Friday, June 5**

Parents, this is what we do during phonics. It should take approx. 10-15 min to complete. If you can print this page your child can return it to school. If you cannot print, that’s ok. Your child can write the answers on a sheet of paper & return it to school. First, your child should sound out the words below.

I can find the **adjective, noun and verb** in the sentences

**Adjectives** are words that describe a noun in a sentence.

A ***noun*** is a person, place or thing in a sentence.

A ***verb*** is the action word in a sentence.

Directions: Circle the ***adjective***, underline the ***nouns***, and draw a box around the ***verb*** in each sentence. \*More than 1 noun in each sentence. \*There can be two adjectives in a sentence.

1. The quiet boy sat on the orange rug.

2. A dog barked at the fat cat in the tall tree.

3. The loud phone rang in my ear.

4. The little girl ran up ten steps.

5. The man can see the small drone in the cloudy sky.