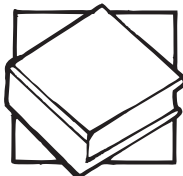


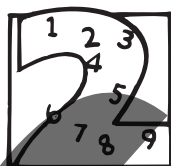
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# Introduction

*Home and Back with Sight Word Packs* provides fun, motivating take-home activity packs that connect children's experiences at school with their daily lives at home. Each pack invites children and their families to read a literature selection and complete related activities using hands-on manipulatives and student recording pages.

Activities are presented two per page. Each activity includes one half-page of assembly directions, followed by the reproducibles needed for that pack. Each pack includes the following suggested items:

## 1) Family Letters

Family letters provide activity introductions and easy-to-follow instructions. Write the sight words that you want children to practice on a copy of the family letter before attaching the letter to the bag. To make a letter more functional and durable, attach it to a sheet of construction paper, add a class list to the back, and laminate the paper. Use curly ribbon to attach the family letter to a bag or tote. Use class lists to track which students have taken packs home.

## 2) Reproducibles

Many packs include corresponding reproducibles, often in the form of journal activities. Include a completed sample in each pack. Bind blank pages behind the sample in a folder or binder, and have students complete a page to make a pre-assembled class journal.

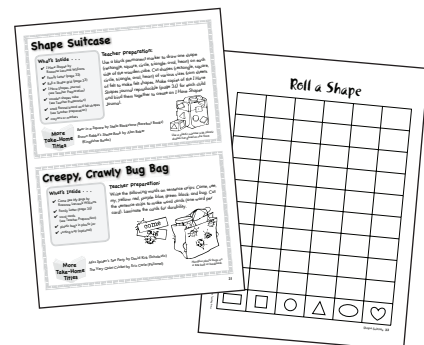
## 3) Manipulatives

Easy-to-find and inexpensive manipulatives such as magnetic letters, plastic bugs, beans, and dice are recommended with many activity packs. Children use these manipulatives in hands-on sorting, counting, patterning, writing, and science activities.

## 4) Emergent Readers

Each pack features a title from the *Sight Word Readers* series of emergent readers published by Creative Teaching Press. The *Sight Word Readers* are excellent complements to the packs. They tie in with the activity themes and reinforce the practice of sight word recognition. The *Sight Word Readers* provide books that children can read on their own and practice with family members.

The activities can be completed using other literature titles as well. Choose titles that correspond to the activity pack theme. Send home more than one selection with each activity to give students a choice and more opportunities for reading. On each directions page, you'll find other suggested reading selections under the heading "More Take-Home Titles."



# Management Tips

- Start slowly. Send home only one or two activities each day until you and your students get used to them. Circulate activities until all students have taken them home.
- Ask families to donate canvas tote bags, plastic canisters, backpacks, or any other useful containers to be used as packs. Invite them to sew labels and decorations on the packs.
- Prepare materials in advance.
- Write the name of each activity and the classroom number on its container in marker or paint pen.
- Enclose loose materials in plastic bags to prevent them from getting lost.
- To prevent family letters or *Sight Word Readers* from getting lost, attach them to their containers with yarn or twine.
- Send home paperback books with the packs whenever possible. Paperbacks are less expensive to replace if lost.
- Display the contents of a pack and demonstrate the activity before sending it home for the first time.
- Be sure students know how many of each manipulative are in the packs and how many are expected to be returned.
- Designate an area for the checkout and return of take-home activities. Store containers on shelves or coat racks. Be sure you check off student names on the class list attached to each pack when it is returned.
- Host a Family Night or set aside time during your Back-to-School presentation to explain the take-home packs and how they will be sent home throughout the year.

In working with the packs, family members may read stories to their children or listen as children read to them. After reading, family members may help their children complete activities that complement the literature. Activities can be easily completed in one evening and returned to school the following day.

As you incorporate take-home activities into your curriculum, students become more motivated to read, enthusiastic about homework, excited about their families' involvement, and eager to handle greater responsibilities. Students' added enthusiasm for reading, coupled with extra opportunities to read, will naturally make them better readers.

You can use the packs in coordination with the themes or skills you are teaching, or to teach the sight words presented in each book. The chart on the following page lists the name of the *Sight Word Reader* available from Creative Teaching Press that reinforces practice of each particular group of sight words. These readers may be purchased online at [www.creativeteaching.com](http://www.creativeteaching.com) or at your local teacher supply store.

# Overview of Skills and Sight Words

Use the following chart to determine which activity pack you would like to send home with children.

Pg #	Activity	Sight Word Book	Sight Words Practiced	Skill(s) or Theme
7	Picnic Pack	<i>A Picnic</i>	we, a, have	letter/sound matching
7	Super Stationery Suitcase	<i>Kids Like</i>	to, we, like	letter writing
11	Puppy Pack	<i>The Dog</i>	can, and, the	rhyming words
11	Mud Monster Bag	<i>We Are the Monsters!</i>	are, down, out, go, can, make, you, we, the, in, up, a	segmenting and blending sounds
19	Soup Sack	<i>Little Red Hen Makes Soup</i>	could, asked, who, find, some, into, what, do, little, we, said, I, make, go, the, and	alphabetical order, matching capital letters to lowercase letters
19	Fairy Tale Tote	<i>Which Way Did They Go?</i>	which, way, did, went, he, that, they, go, you, see, a, is, said, the, this, little, girl, asked, will, where, she, I, and	characters, setting
24	Painting Pack	<i>I Like Colors</i>	I, like	mixing colors, color words
24	Family Fun Bag	<i>Sisters and Brothers, Brothers and Sisters</i>	if, you, will, with, a	complete sentences
31	Shape Suitcase	<i>I Have Shapes</i>	have, I	identifying shapes
31	Creepy, Crawly Bug Bag	<i>Come See My Bugs</i>	come, my, see	sorting and patterning
36	Plane Pack	<i>Look Up! What Can I See?</i>	look, what, up, I, can, see, a	one-to-one correspondence, counting
36	Kitty Case	<i>Here Is My Cat</i>	here, in, is, my, the	number recognition, counting
41	Cookie Carry-All	<i>The Little Cookie Girl</i>	little, girl, she, saw, said, can, the, out, up, down, come, and, we, all, here, have	addition
41	Going Buggy Backpack	<i>Bugs in Your Backyard</i>	many, how, did, under, do, look, your, in, up, the, down, you, can, see, on, one	addition and subtraction
49	Teddy Tote	<i>What Can I Be?</i>	be, what, can, I, a	careers
49	Habitat Handbag	<i>This Is My World</i>	this, is, my, the	animals and habitats
60	Buddy Bag	<i>My Friends</i>	both, make, them, it, for, my, like, to, a, with, I, can, we, you, the	friendship
60	Travel Tote	<i>Where Have You Been?</i>	where, been, were, they, yes, we, you, have, on, to, and, in, the, saw, some	word recognition
64	Birthday Backpack	<i>I See</i>	see, the, I	birthday
64	Building Backpack	<i>On the Wall</i>	is, on, a, the	story retelling
69	Tooth Fairy Tote	<i>My Loose Tooth</i>	put, I, a, it, out, my, in, little, under, look, this, that, like, your, you, will, find, go, to, the, on, saw, have, and, is, with	letter writing, losing a tooth
69	Crafty Carry-All	<i>All Week at School</i>	go, all, and, to, we, on, have, the, will, I, my	days of the week
76	Family Favorites Fun Pack	<i>My Favorites, Your Favorites</i>	your, only, one, my, I, have, it, is, a, what	oral language
76	What's Inside the Bucket?	<i>What Is This?</i>	has, an, what, this, it, is, a, can, on, likes, my, and	oral language, details

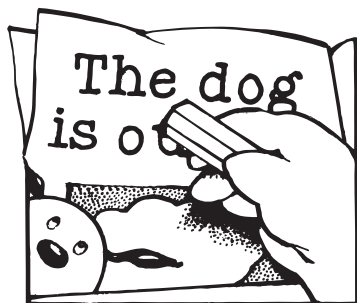
# Sight Word Practice

## Sight Word Rings

Use a hole punch to punch holes in the upper left-hand corner of several blank index cards. Place several cards in separate plastic resealable bags. Place a bag in each literacy pack. To reinforce practice with sight word recognition, send home a binder ring with each child. Explain to parents that each pack will contain blank index cards. Write the sight words that children should practice on each family letter for each pack. Ask parents to write the sight words neatly and clearly on the index cards, place the cards on the binder ring, and help their children practice reading the words. Emphasize the importance of having children practice reading these words throughout the school year. Encourage parents to add new word cards to their child's binder ring each time a pack is sent home.

Make a copy of this page. Cut out the activity directions (below) and place a copy in each pack. Encourage parents to complete the activities with their child to help him or her with sight word recognition.

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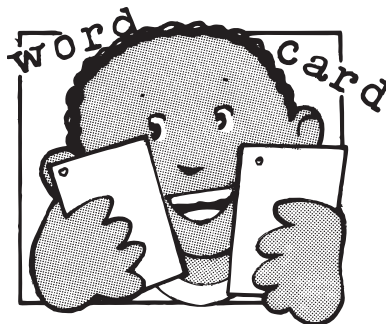


### Sight Word Search

Give your child a straw, an unsharpened pencil, or other slim object to use as a word pointer. After reading a book, ask your child to turn to a specific page. Then say *Look for the word **the** (change the word depending on which sight word is on the page) on this page. Point to it with your pointer.*

### Word Cards

Take the sight word cards off of your child's word ring. Show your child each card as you say the word. Then place the cards on a table faceup. Ask your child to find a specific word. For example, say *Find the card that says **like**.* Continue in this manner until all the words are found.



### Word Walk

Use the word cards from your child's word ring. Take the cards from the ring and place them faceup on the floor to create a path. Ask your child to start at the first card and read the word on the card. Then have him or her walk to the next card. As your child steps next to each card, have him or her read the word. If your child reads the word correctly, he or she continues to the next card until reaching the end of the path. If your child reads the word incorrectly, tell him or her the word, then place the card at the end of the path (after the last card).

# Picnic Pack

## What's Inside . . .

- ✓ *A Picnic* by Rozanne Lanczak Williams
- ✓ Family Letter (page 8)
- ✓ tablecloth, plastic plates, and plastic foods
- ✓ letter cards (see Teacher Preparation)
- ✓ 6 laminated sentence strips (see Teacher Preparation)

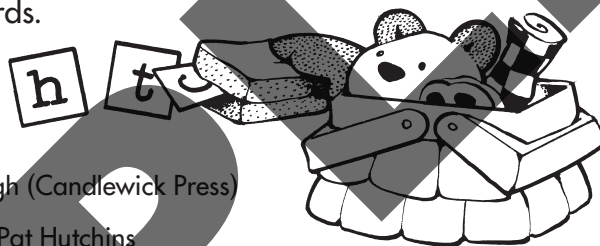
## Teacher Preparation:

On six separate sentence strips, write *We have a \_\_\_\_\_*. Laminate the strips for durability. Write each letter of the alphabet on a separate index card to create letter cards. Laminate the cards for durability. If you have several foods in your pack that start with the same letter, then create additional letter cards for that letter. For example, if you have several foods that begin with "s," make several "s" letter cards.



*It's the Bear!* by Jez Alborough (Candlewick Press)

*We're Going on a Picnic!* by Pat Hutchins (Greenwillow Books)

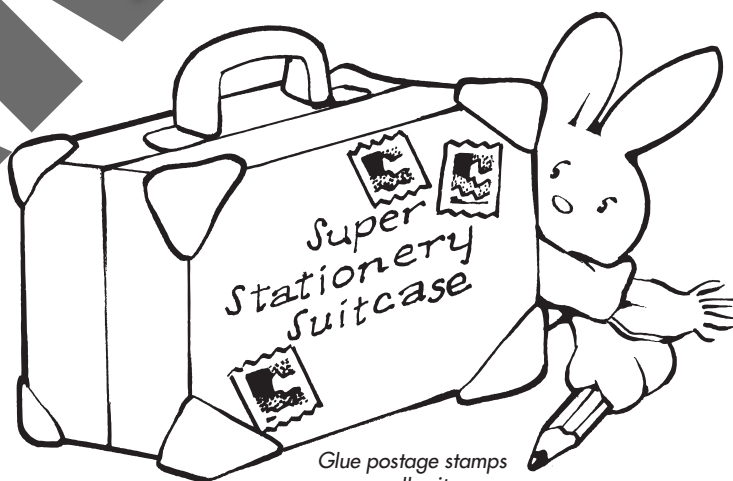


For fun, place a teddy bear or some other stuffed animal in the basket.

# Super Stationery Suitcase

## What's Inside . . .

- ✓ *Kids Like* by Rozanne Lanczak Williams
- ✓ Family Letter (page 9)
- ✓ Stationery page (page 10)
- ✓ pencils and markers
- ✓ rubber stamps and stamp pads
- ✓ envelopes
- ✓ list of classmates' names (optional)



Glue postage stamps on a small suitcase.

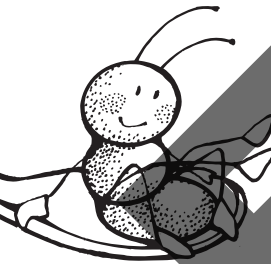
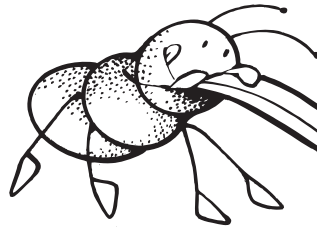
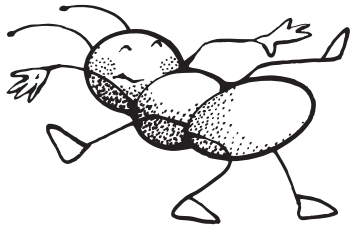
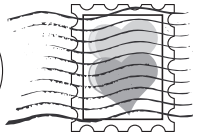


*First Year Letters* by Julie Danneberg (Charlesbridge Publishing)

*Letters from Felix: A Little Rabbit on a World Tour* by Annette Langden (Parklane Publishing)



# Picnic Pack



Dear Family,

Tonight your child brought home the Picnic Pack in order to practice beginning sounds and naming the letters that make those sounds. Have fun completing these activities with your child:

- 1 Read the enclosed book(s). Look for the sight words listed below as you read the book.
- 2 Set out the tablecloth, plates, and plastic foods to make a pretend picnic.
- 3 Ask your child to tell you the beginning sound of each food and place the correct letter card next to the food. For example, your child places the "s" card next to a strawberry.
- 4 Next, place the sentence strip (*We have a \_\_\_\_\_.*) next to the food items. Now help your child read the sentence, completing the sentence frame with the name of a food. For example, your child will read the sentence frame, point to a pizza and say, *We have a pizza.*

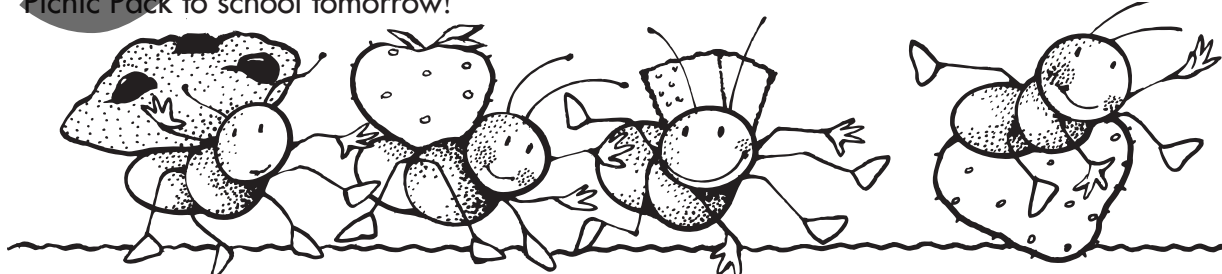


## Sight Word Practice

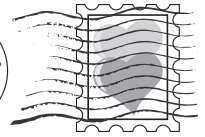
- Look for the words below in the book that you read.
- Add the words to your word ring.

_____	_____	_____
_____	_____	_____

Enjoy your picnic, and be sure to return the picnic basket and all the picnic items in the Picnic Pack to school tomorrow!



# Super Stationery Suitcase



Dear Family,

Tonight your child brought home some fun stationery to write a letter and practice how to write about what he or she likes. Have fun completing the following activities:

- 1 Read the enclosed book(s). Look for the sight words listed below as you read the book.
- 2 Use the enclosed stationery, pencils, and markers to help your child write a letter to a friend or family member.
- 3 Have your child decorate his/her envelope using the enclosed rubber stamps and stamp pad.
- 4 Have your child give the letter to the special person to whom he or she wrote it.



## Sight Word Practice

- Look for the words below in the book that you read.
- Add the words to your word ring.

\_\_\_\_\_

\_\_\_\_\_

Have a wonderful time writing a letter. Please place all items in the Super Stationery Suitcase and return it to school tomorrow for another writer to enjoy!

