

# LIT KIT 1: BASIC WORD STRUCTURES

## Phonics

**Kit 1** supports your child's reading of basic consonants and vowel patterns.

### WHAT'S INSIDE?

This kit includes nine decodable books and one CVC Flip Book, covering three important skills:

- **Skill 1: CVC (Consonant-Vowel-Consonant Words) Short Vowels.** Your child will practice reading three-letter words like "cat" or "sip," to help their understanding of consonants and short vowel sounds.
- **Skill 2: Consonant Digraphs (Consonant Letters Making One Sound).** In these books, your child will read words with digraphs, such as "chip" or "fish." Digraphs are consonant combinations like "ch" or "th" that make a single sound.
- **Skill 3: CV (Open Syllables).** Your child will read words where a vowel appears at the end of a syllable, like in "me" or "so" making a long vowel sound.

### HOW TO USE THIS KIT:

#### READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin by reading books that focus on CVC words. Encourage your child to sound out each letter (segment) and blend them together.
- **Move to Skill 2:** Move on to books with digraphs. Point out the two letters working together and practice saying the digraph sound (e.g., "wh" in "whip").
- **Practice Skill 3:** Finally, try books with open CV syllables. Help your child recognize when a vowel is at the end of a syllable and pronounce it with a long sound (e.g., "we," "be").

#### PLAY

- **Use the CVC Flip Book.** Take turns flipping the beginning, middle and ending letters to form new words. Read the word aloud together.
- **Try a rhyming flip game!** Choose a CVC word (e.g., "cat").
  - Take turns flipping the beginning consonant to create rhyming words (e.g., "bat," "hat," "mat").
  - List as many rhyming words as possible.

#### EXTEND

Try this writing activity to reinforce the skills in this kit!

- **Write and Draw.** Ask your child to choose one word from each of the following word types:
  1. CVC (like "cat")
  2. Digraph (like "chip")
  3. Open syllable CV (like "me")
    - Write the word on a piece of paper.
    - Draw a picture of the word next to it.
    - Use each word in a sentence and write the sentence underneath the drawing.

### TIPS FOR CAREGIVERS:

- **Make it Fun:** Use voices, act out the stories or take turns reading. Keep the energy positive and playful!
- **Repetition is Key:** Don't worry about rereading the same books. Repetition helps build familiarity and confidence.
- **Break it Down:** If your child struggles with a word, break it into parts. Start by sounding out each letter and then blend the letters together slowly to read the word.
- **Praise Effort:** Focus on the effort your child puts into reading words, not just getting them right. Celebrate small victories!



Learn more about our  
Lit Kit Phonics collection.  
<https://www.slpl.org/lit-kit/>



## HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

### *Before reading the book:*

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

### *During reading:*

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

***"Look at the letters in the word. What letters do you see? Can you say the sounds?"***

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

***"Say the sounds in the word slowly as you slide your finger under them."***

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

***"Blend the sounds together as you slide your finger under them."***

(After saying each sound separately, your child can try to put the sounds together.)

***"I will read this word, and you say the word back to me."***

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

*Please keep this insert inside the kit.*

