

1st – 2nd Grade School Supply List

Please send the following items with your child on the first day of school. Please feel free to reuse any materials you have left over from last year that are in good condition.

- 1 pack of # 2 pencils (preferably 12 Ticonderoga pencils)
- 1 Large eraser
- 1 pair of scissors
- 1 Large glue stick
- 2 rolls of paper towels
- 2 boxes of tissues
- 1 box of markers (no sharpies)
- 1 box of colored pencils
- 1 box of 24 crayons
- 6 folders
- 1 drawing pad (8 ½ x 11 – for Art Class)
- 4 Composition books
- Roll of clear contact paper – all workbooks will be sent home the first week of school for covering

Please do not send: mechanical pencils, binders, spiral notebooks, hard-pencil boxes

Students entering first grade at Assumption Catholic School should practice over the summer to ensure an easy transition into First Grade.

I. Student should be able to reproduce letter sounds.

Zz Ss Ee Xx li

Dd Rr Cc Ww

Aa Vv Gg Yy

Bb Hh Uu Oo

Nn Jj Kk Mm

Pp Tt Ff Qq LI

II. Student should be able to read the following sight words.

I	in	is	look
the	dig	you	my
a	to	can	at
go	see	he	on
up	and	it	like

big	will	but	help	did
one	are	all	old	had
play	for	said	get	they
stop	little	eat	his	ask

do not home was time

she by out have him

first went next boy place

down door some make great

under because then tell move

run right girl more just

each again about of from

this made with when back

only year tree animal off

your try man saw over

before around that find as

them walk good most call

III. Student should be able to read the following word families.

like	will	can	then
bike	hill	fan	when
hike	still	plan	men
my	mat	stop	know
why	that	drop	snow
try	flat	plop	slow
gold	right	big	will
told	night	bit	win
cold	bright	bid	with
will	him	bus	dog
win	his	bug	doll
with	hid	bump	dot

must had can home
mug has camp hope
much hand cab hose
cake came cape

IV. Students should know the following blends and initial consonant sounds:

gr sn sm sp st sw dr bl
pl sp fr str tr gl prob oc
min prin rab soc cam bro thun
bas

V. Students should identify words with long and short vowels:

lot take bed night bug
know way feet kit fruit

boat rain beat tie true
hope mad Pete wise cube

VI. Students should use structural analysis to determine word meaning: suffixes:

jumped himself broken
deeper couldn't longest
she'll landed cloudy

VII. Students should recognize high frequency words:

people children any
came could boat
even very thing
been would away

behind

put

house

their

need

other

know

picture

feet

much

what

live

must

now

long

think

who

start

after

felt

here

water

take

work

want

her

last

better

way

head

were

hard

thought

there

shout

watch

began

well

VIII. Students should recognize substituting rimes:

ship

plum

truck

stay

sharp

place

train

stamp

shell

plant

trim

steep

shore

plate

treat

stair

sheet

please

track

stem

shoot

plead

trot

stir

grow

bright

grape

brush

ground

brand

grill

brought

grab

brain

grew

broil

IX. Students should identify words with vowel patterns:

bloom	freedom	march
loose	speech	artist
smooth	needle	garden
balloon	fifteen	alarm
raccoon	agree	argue
explain	soap	flight
afraid	throat	lightning
paint	toaster	frighten
trail	coach	highest
straight	charcoal	sigh

X. Students should use segmenting words into syllables to identify words:

running	blackberry	kitten
raincoat	table	butterfly
firmly	backpacking	babies
reminded	newspaper	reporter
helpless	dangerous	magical
respectful	duckling	darkness
motorcyclist	finally	disobey
impossible	disappear	preschool
submarine	tricycle	recapture
endanger	uncertain	finalist

decision

imaginary

sinkable

attendance

suddenly

especially

different

tomorrow

generous

apartment

adventure

terrible

enough

uninviting

insisted

information

suddenly

explanation

photographer