

# Home Support Pack

SECOND EDITION

Level K

## Teacher Please Note

1. Select the Home Support Pack sheets that correspond to the current Unit.
2. Sign the Introductory Letter to Families.
3. Make enough copies of a complete pack for each student to take home.

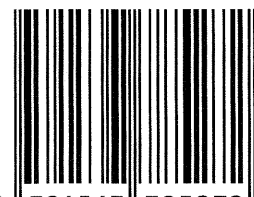
You can order free copies of a brochure called **Helping Your Child Learn to Read: A Parent Guide: Preschool through Grade 3**. This parent guide is helpful in explaining the concepts taught in Foundations®. Download the document at [www.nichd.nih.gov](http://www.nichd.nih.gov).

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Dear Family:

A new school year has been launched! This year, I'll be using a program called **Fundations**<sup>®</sup> to teach some important basics of reading and spelling. However, I am going to ***need your help***.

We know that when a child has a “Coach” in addition to a classroom teacher, the child makes significant progress. We will work together as a “team” – I'll be the teacher, and you the coach.

I will do my best to provide you with the necessary tools to take on that role. I'll keep you informed of “what is happening” in the classroom and provide suggestions and a guide as to “what can be happening” at home.

I look forward to a very successful year as we work together with your child in Fundations. We will have fun teaching and helping your child build a strong foundation for literacy!

The next letter will include Unit 1 and related activities.

Once again ***thank you*** for your interest and cooperation.

Sincerely,





## ***You are likely wondering, “What is Foundations?”***

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child’s development.

### **Foundations is systematic**

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

### **Foundations is explicit**

because this program does not leave room for guessing. It teaches all concepts directly. The children will review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

***You are also probably wondering, “How can I become a successful ‘Coach’ in this reading program?”***

### **As a ‘Coach’ you can:**

- 1.** Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
- 2.** Set aside time to do the “home activities” with your child.
- 3.** Monitor your child’s progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!



## ***Help Develop Oral Expression And Vocabulary***

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

### **1. Encourage your child to answer “wonder” statements.**

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

### **2. Help your child expand his/her vocabulary by rephrasing.**

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

### **3. Ask open-ended questions.**

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

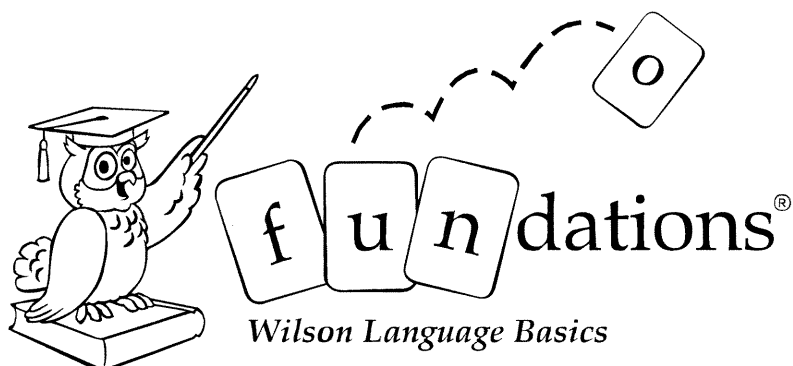
### **4. Limit the amount of TV**

However, if your child watches a children’s program, talk about it (see #'s 1, 2, 3).

### **5. Provide household props that encourage pretend play.**

Use spoons/pans in the bathtub; cups/teapots/dolls; small rakes/shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.



### Teacher Please Note

1. Do **not** send the whole Unit 1 Home Support Pack at once. The first week send the Parent Letter, the Review Letter Formation Directions, the letters **t, b, f** and the Letter Formation Guide.
2. Then send a pack home each week with the letters corresponding to your class instruction along with the extra activity sheet when provided.

Note: You will want to send the Letter Formation Practice home at the end of the week **after** you have taught the letters in class.

Dear Family:

We are now ready for you to be your child's Coach. In Unit 1, your child will learn (or review) letter names and sounds for the letters a-z, and letter formation for lower-case letters. This is laying the necessary foundation for your child to become a fluent, independent reader.

During the next few weeks, I will be teaching or reviewing:

- *Letter recognition a-z*
- *Letter formation from a-z for lower-case letters*
- *Sound recognition (consonants and short vowels)*
- *Print awareness*
- *Word awareness*
- *Story re-telling and comprehension*
- *Rhyming*
- *Phonemic awareness skills to identify the beginning and ending sounds in words*

I will explain these in more detail as we go through the Unit. As you can see, it is a lot! That is why Unit 1 will take us the next 12 weeks.

Each week, I will send home the letters that we are working on in class. I will also send home other activity suggestions to reinforce skills.

If you have any questions, please write them down and I'll get back to you. WE ARE OFF!

Sincerely,

Important! Please keep each letter page. You will need them to construct an alphabet book when you are in Unit 2.





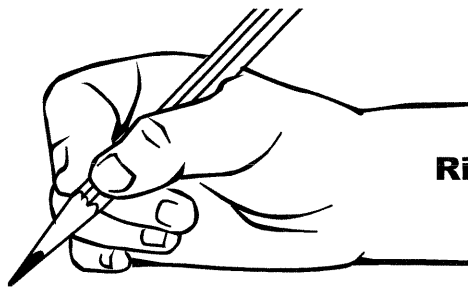
## Review Letter Formations With Your Child

For the next 12 weeks, your child will practice writing the letters in **lowercase**. As you may notice, these will not be taught in alphabetical order. This is because we group letters with similar formations.

| WEEK | LETTERS | WEEK | LETTERS | WEEK | LETTERS |
|------|---------|------|---------|------|---------|
| 1    | t b f   | 5    | a g     | 9    | l h k   |
| 2    | n m     | 6    | d s     | 10   | v w     |
| 3    | i u     | 7    | e r     | 11   | y x     |
| 4    | c o     | 8    | p j     | 12   | z q     |

### Encourage correct pencil grip

Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.



**Right Hand Pencil Grip**



**Left Hand Pencil Grip**

When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

*(Continued on next page)*



## Review Letter Formations With Your Child (Continued)

### Practice the letter formations

You can practice the letter formations at home just like we are practicing them in school.

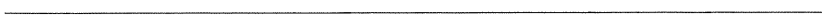
We call the special lines our **Writing Grid**. The pictures indicate the names of the lines: the sky line, plane line, grass line and worm line (see below).



SKY LINE



PLANE LINE



GRASS LINE



WORM LINE

**Letter Formation for t**

---

t is a sky line letter.  
It starts on the (sky line).

1      2      3

1. Point to the sky line.  
2. Go down to the grass line.  
3. Cross it on the plane line.  
4. Say t - top - /t/, have students repeat.

As your child traces the letter, guide him or her by reading the directions on the enclosed **Letter Formation Guide**.

Say the verbal step-by-step guidelines while your child traces the **lower-case letter** with his or her **finger**. *Try to do the week's letters every night.* Have your child color the pictures as well.

Remember, you are not only sharing a fun experience but you are being the Coach as well, reinforcing some of the things we are doing in school.





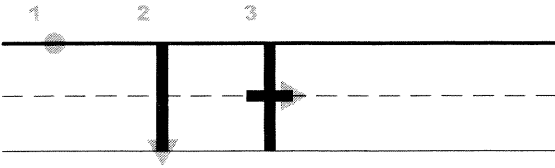
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for **t**

**t** is a sky line letter.

It starts on the (sky line).

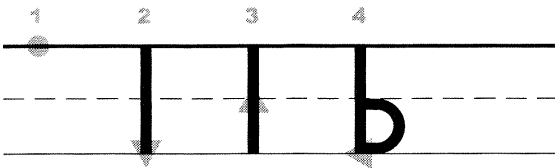


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t - top - /t/, have students repeat.

## Letter Formation for **b**

**b** is a sky line letter.

It starts on the (sky line).

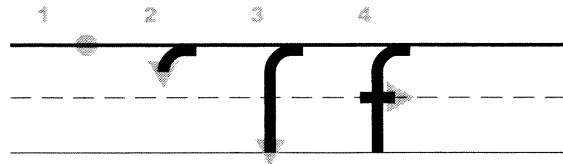


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/, have students repeat.

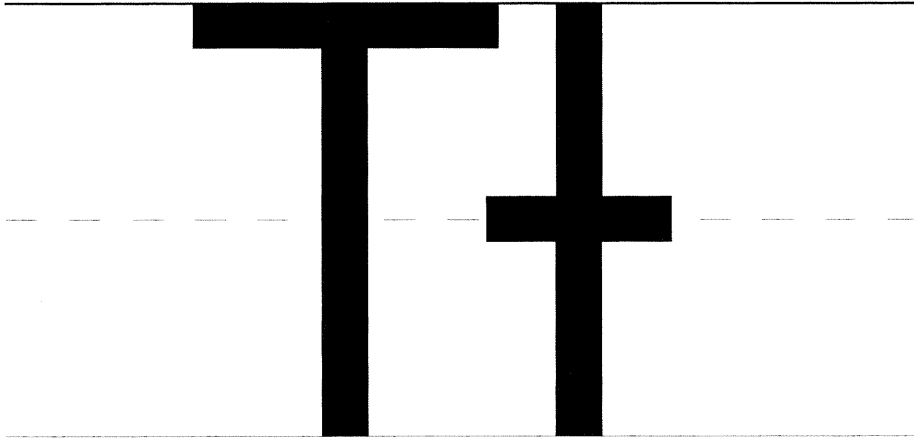
## Letter Formation for **f**

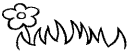
**f** is a sky line letter.

It starts on the (sky line).

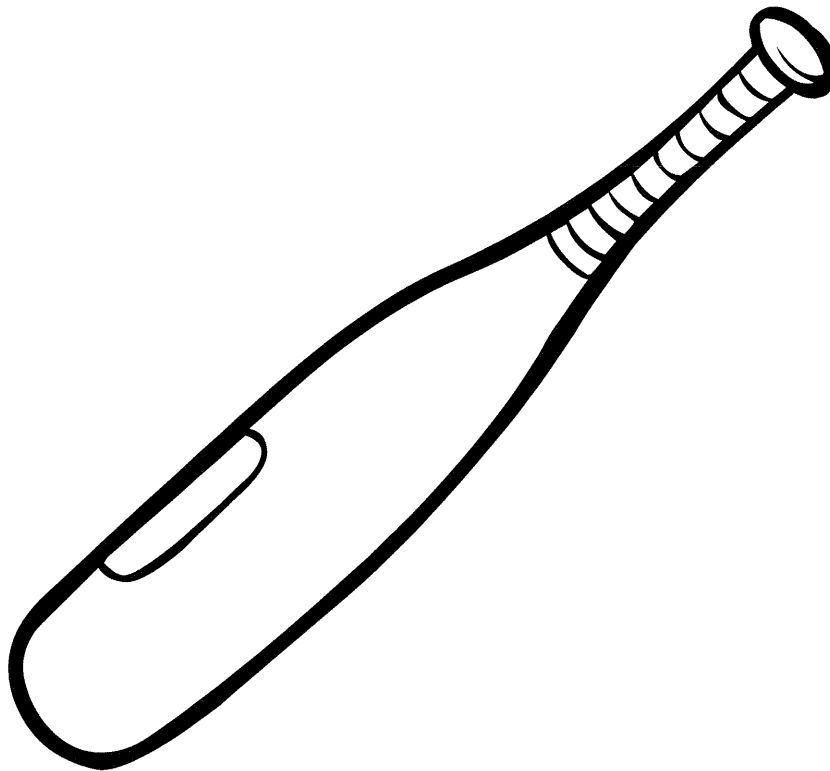


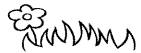
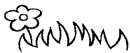
1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line.
5. Say f - fun - /f/, have students repeat.



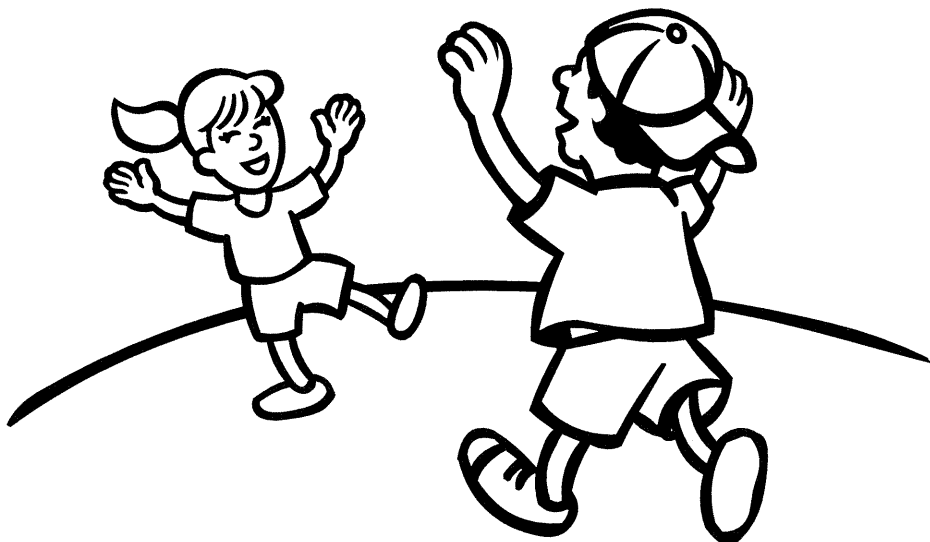
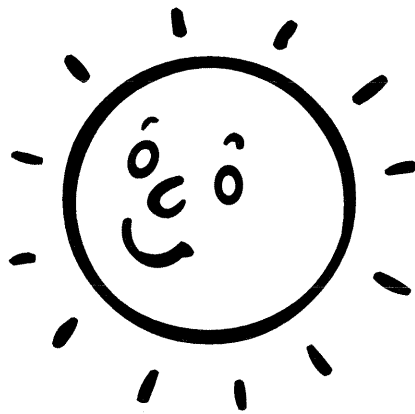
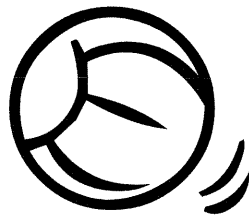


Bb





Ff





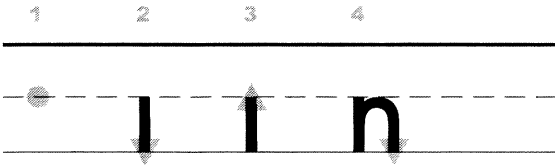
## Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

### Letter Formation for **n**

n is a plane line letter.

It starts on the (plane line).

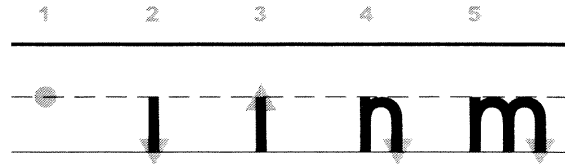


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n - nut - /n/, have students repeat.

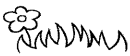
### Letter Formation for **m**

m is a plane line letter.

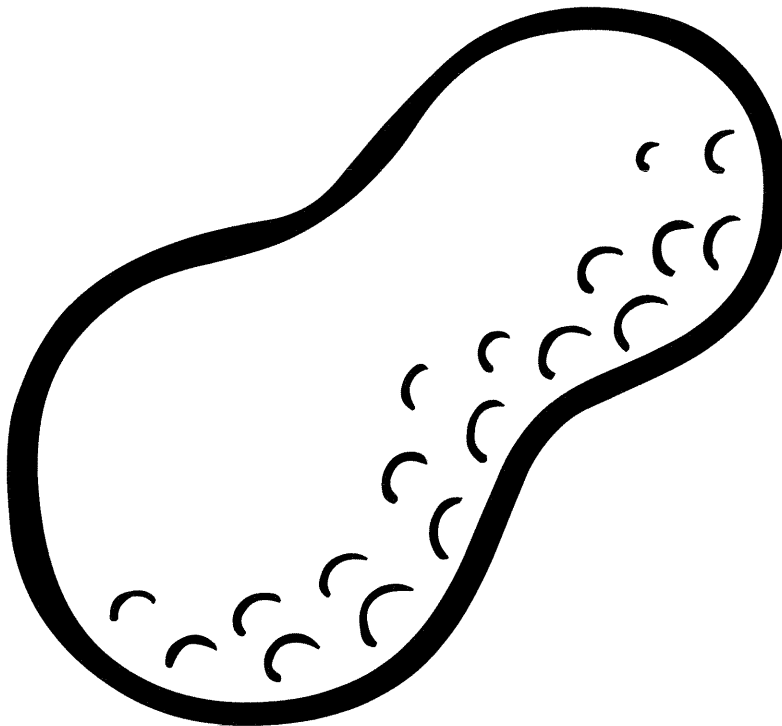
It starts on the (plane line).

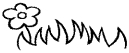


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m - man - /m/, have students repeat.



N n





M m





## Help Your Child Develop Print Awareness

**Print awareness** means an understanding that spoken words can be transferred to written print.

The importance of reading to your child as often as possible cannot be overstated. While you read to him or her, you can do some things to help develop an awareness of print.

As you read a story, you can help your child **develop print awareness** by doing these three things:

- 1. Following the printed word with your finger.**
- 2. Indicating the left to right progression of words.**

### 3. Noting periods between sentences with pauses.

**Rhyming** is also an important skill. Help your child do this by letting them fill in the rhyming words in stories that contain rhymes. For example: ***Is Your Mama a Llama?***, ***The Cat in the Hat***, etc.

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

Reading with your child is a great “end-of-the-day” activity.

| Title   | Author                 | Publisher / Date               |
|---|------------------------|--------------------------------|
| <i><b>The Cat in the Hat</b></i>              | Seuss, Dr.             | Houghton Mifflin; 1957         |
| <i><b>Green Eggs and Ham</b></i>              | Seuss, Dr.             | Random House; 1960             |
| <i><b>In the Tall, Tall Grass</b></i>         | Fleming, D.            | Holt, Rinehart & Winston; 1991 |
| <i><b>Is Your Mama a Llama?</b></i>           | Guarino, D.            | Scholastic; 1989               |
| <i><b>Jesse Bear, What Will You Wear?</b></i> | White<br>Carlstrom, N. | Little Simon; 1996             |
| <i><b>Little Bear Sleeping</b></i>            | Johnston, T.           | G.P. Putnam's & Sons; 1991     |
| <i><b>Lyle, Lyle, Crocodile</b></i>           | Waber, B.              | Houghton Mifflin; 1965         |
| <i><b>Owl Moon</b></i>                        | Yolen, J.              | Putnam & Grossett; 1987        |
| <i><b>There's a Wocket in my Pocket</b></i>   | Seuss, Dr.             | Random House; 1996             |





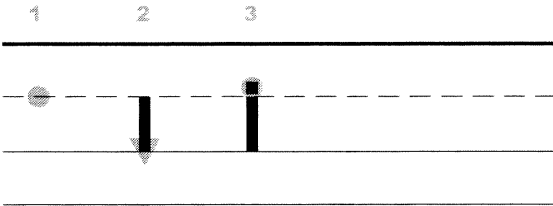
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for **i**

**i** is a plane line letter.

It starts on the (plane line).

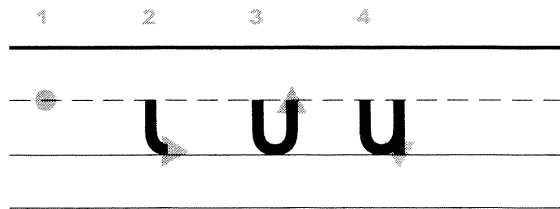


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say i - itch - /i/, have students repeat.

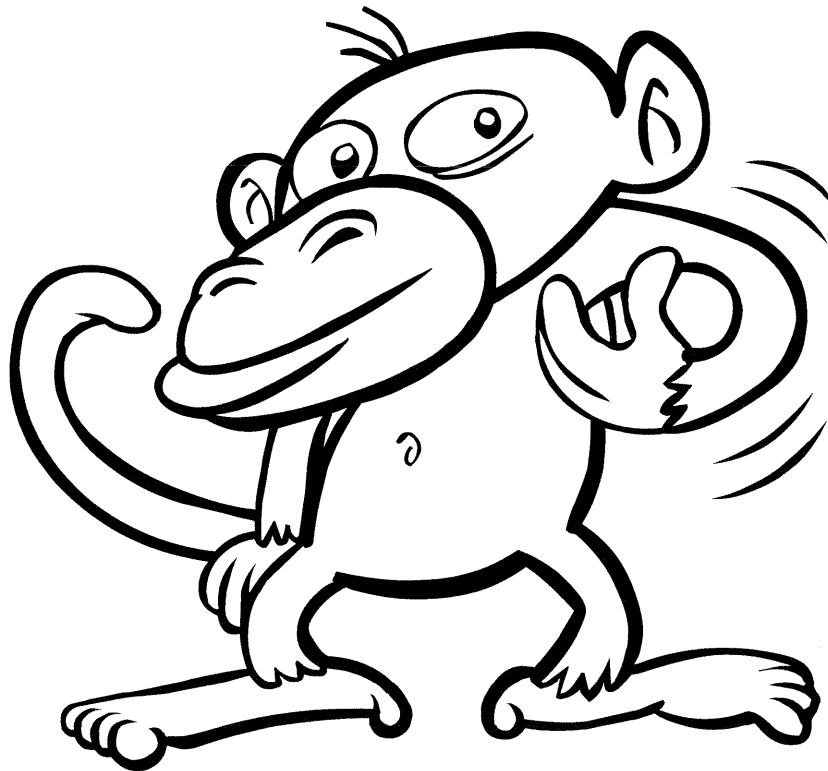
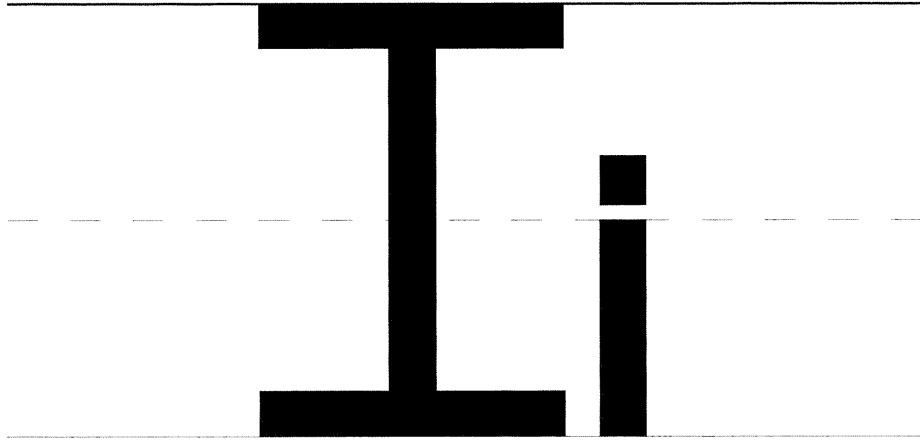
## Letter Formation for **u**

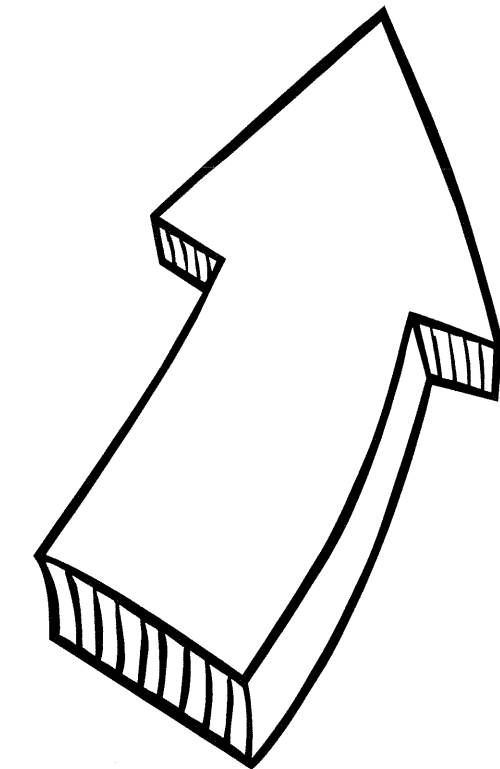
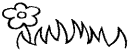
**u** is a plane line letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u - up - /ü/, have students repeat.







***In Addition to the Letter Formation Activity  
You Can Help Your Child Develop Sound Recognition***

**Pictures and Sounds Activity**

The sound at the beginning of a word is easiest to distinguish, so that is where we begin. Use a child's simple picture book or a magazine.

Point to a picture and ask, **“What is this?”** Repeat the word or tell them the word, stressing the first sound. Then ask, **“What sound is at the beginning of the word?”**

If your child says the sound, respond, **“Yes! And what is that letter?”** The child should then say the letter name.

For now, avoid words that begin with **c, k, sh, ch, th,** and **ph.**

***Listen for Sounds***

Explain that you are going to say three words. Two of the words will begin with the same sound. One will not.

Stress the first sound when you say each word. Ask your child to tell you which word does not belong. (Your child listens but should not see the words.)

The following words will get you started:

- |                |                |                  |
|----------------|----------------|------------------|
| <b>map</b>     | <b>dog</b>     | <b>mud</b>       |
| <b>brother</b> | <b>basket</b>  | <b>slide</b>     |
| <b>cat</b>     | <b>cracker</b> | <b>jump</b>      |
| <b>egg</b>     | <b>daisy</b>   | <b>donut</b>     |
| <b>frog</b>    | <b>sing</b>    | <b>flower</b>    |
| <b>glue</b>    | <b>grape</b>   | <b>boy</b>       |
| <b>kitten</b>  | <b>jacket</b>  | <b>jug</b>       |
| <b>fish</b>    | <b>lip</b>     | <b>lantern</b>   |
| <b>neck</b>    | <b>drink</b>   | <b>napkin</b>    |
| <b>paint</b>   | <b>puddle</b>  | <b>tie</b>       |
| <b>king</b>    | <b>ride</b>    | <b>raspberry</b> |
| <b>snake</b>   | <b>gum</b>     | <b>sun</b>       |



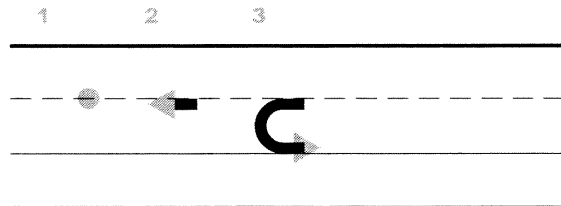
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for C

c is a plane line round letter.

It starts on the (plane line).

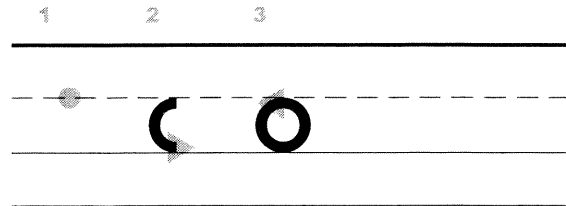


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/, have students repeat.

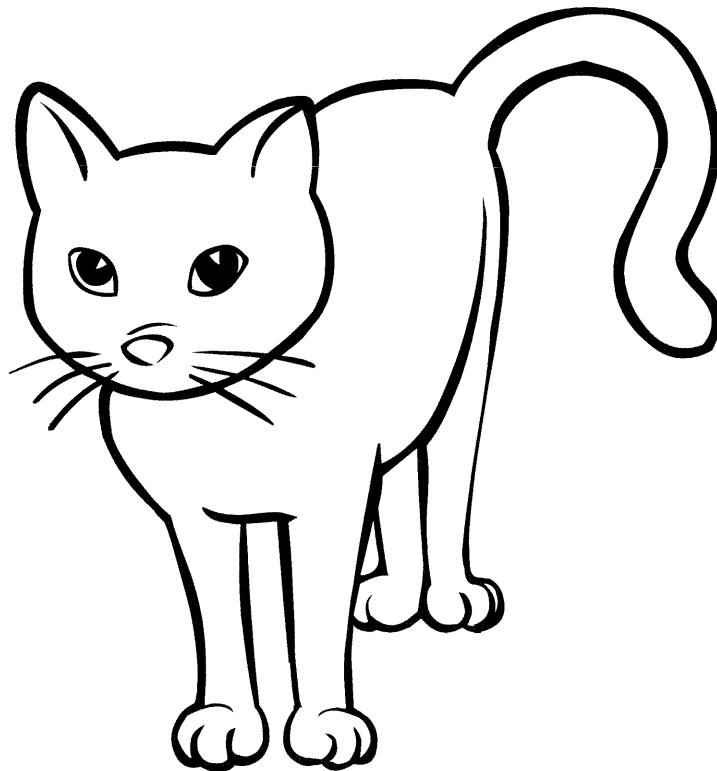
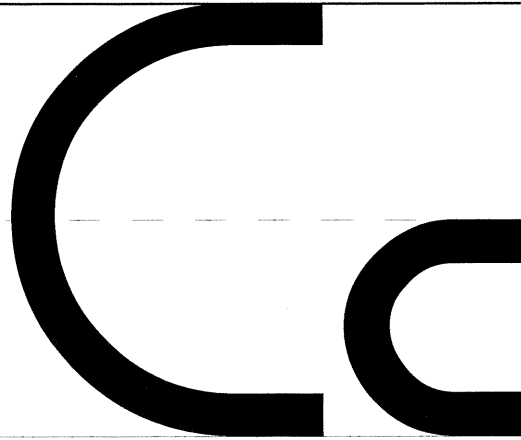
## Letter Formation for O

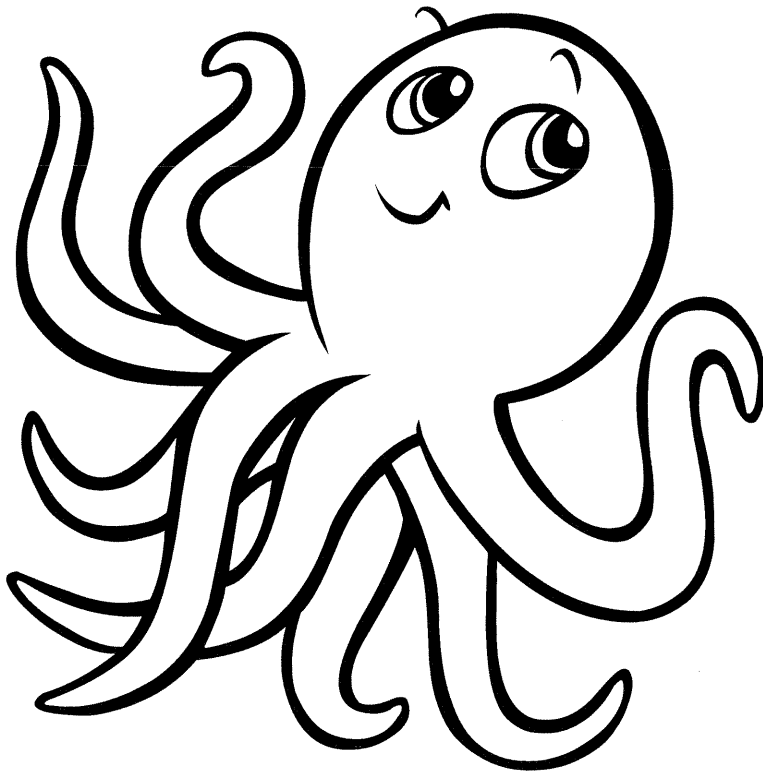
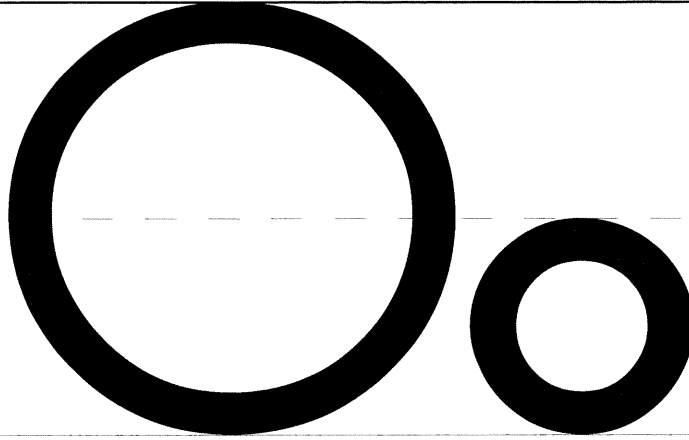
o is a plane line round letter.

It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.
4. Say o - octopus - /ō/, have students repeat.







***In Addition to the Letter Formation Activity  
Help Your Child Develop Comprehension Skills***

When you read to your child, he or she will develop **comprehension** and **story re-telling** skills.

**Reading Comprehension**

Develop comprehension by pausing on some of the pages to talk about the story:

- 1. Let your child discuss how the characters feel.**
- 2. Let your child predict how the story will end.**
- 3. Let your child discuss what “they” would do.**
- 4. Ask your child, “Where is (name an object)?” to develop vocabulary.**

**Story Re-telling**

Children love to hear the same story read over and over. **After your child knows a story well, have them tell you the story, using the pictures as a guide.**

Encourage them to do this in their own words, not mimicking the exact written words.

You can say, “You know this story so well, tonight you tell me what happens on each page and then I’ll read the words to see if you are right. On this page do you remember what happened?”

The **suggested books** listed below focus on comprehension and re-telling. They should be available at your local library.

| Title   | Author         | Publisher / Date         |
|---|----------------|--------------------------|
| <i>Alexander and the Terrible Horrible, No Good, Very Bad Day</i> | Viorst, J.     | Atheneum; 1972           |
| <i>A Baby Sister for Frances</i>                                  | Hoban, R.      | Harper Trophy; 1992      |
| <i>Are You My Mother?</i>   | Eastman, P.D.  | Random House; 1988       |
| <i>Lily’s Purple Plastic Purse</i>                                | Henkes, K.     | Greenwillow Books; 1996  |
| <i>Mike Mulligan and His Steam Shovel</i>                         | Burton, V.     | Houghton Mifflin; 1967   |
| <i>The Mitten</i>   | Brett, J.      | G.P. Putnam’s Sons; 1989 |
| <i>The Runaway Bunny</i>  | Wise Brown, M. | HarperCollins; 1970      |





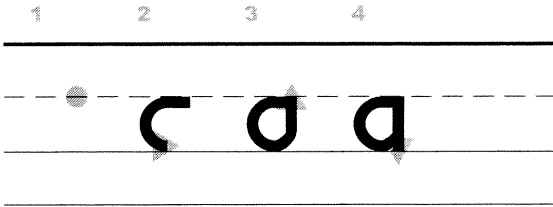
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for **a**

**a** is a plane line round letter.

It starts on the (plane line).

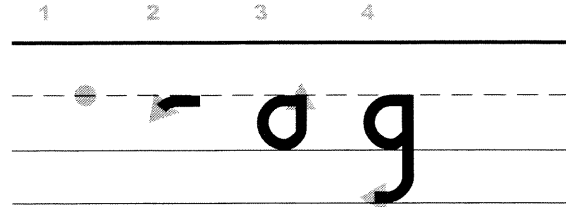


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ă/, have students repeat.

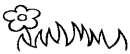
## Letter Formation for **g**

**g** is a plane line round letter.

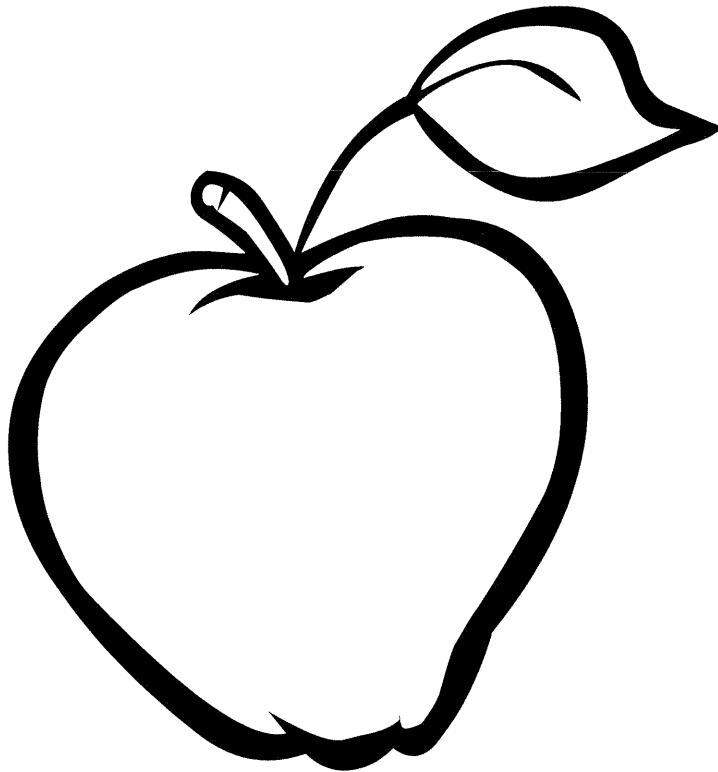
It starts on the (plane line) just like a c.

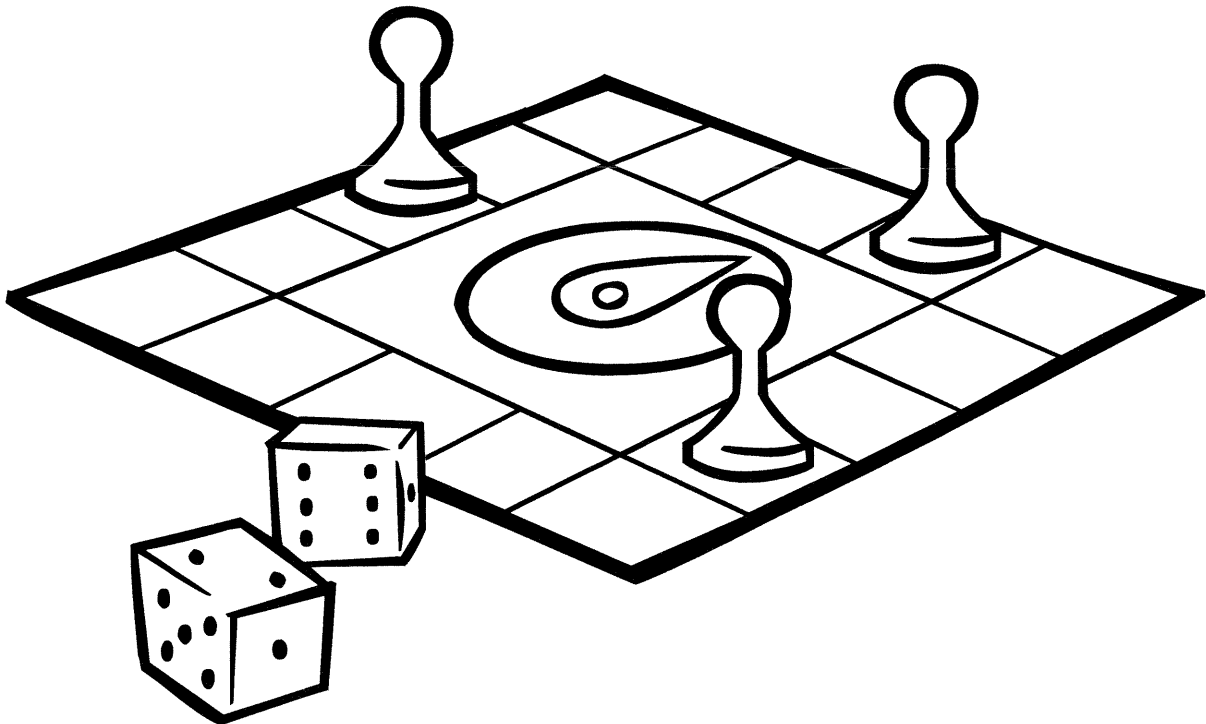
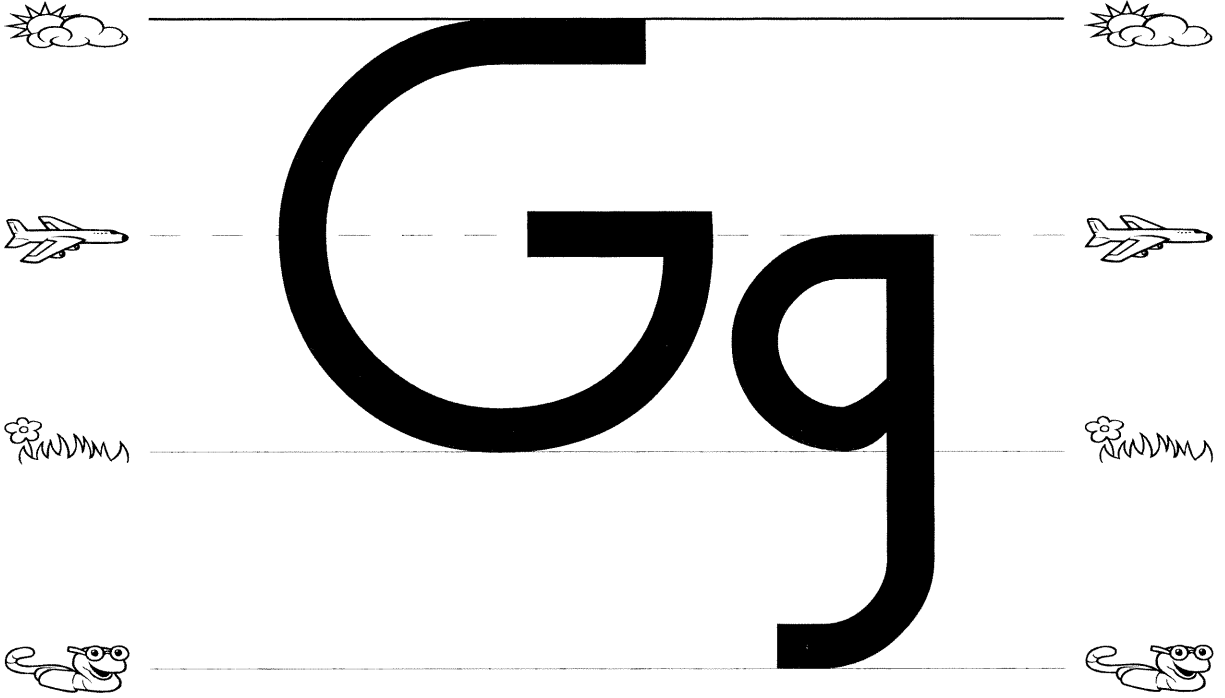


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g - game - /g/, have students repeat.



Aa







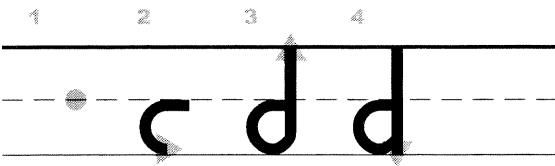
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for **d**

**d** is a plane line round letter.

It starts on the (plane line) just like a c.

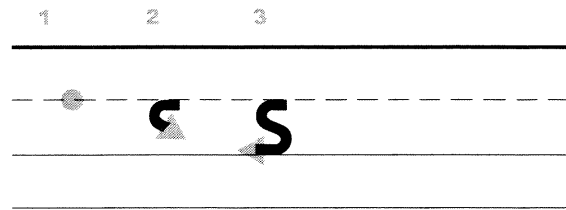


1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
5. Say d - dog - /d/, have students repeat.

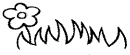
## Letter Formation for **s**

**s** is a plane line round letter.

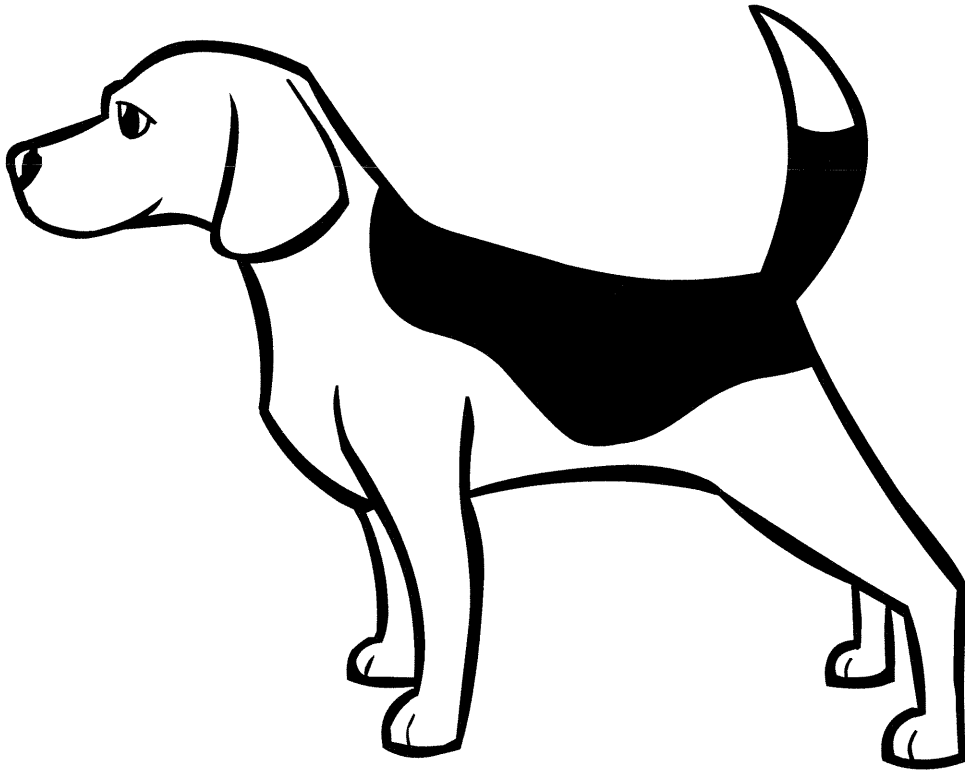
It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s - snake - /s/, have students repeat.

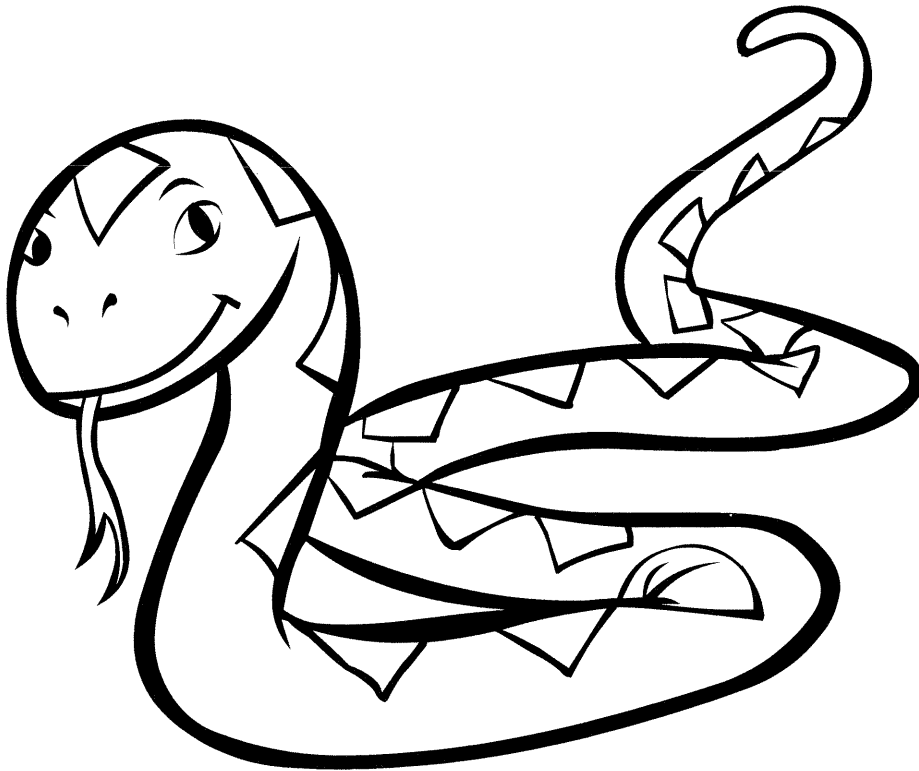


D d





Ss





## ***In Addition to the Letter Formation Activity You Can Help Your Child Develop Word Awareness***

**Word awareness** is the ability to distinguish the individual word in a spoken sentence. You can help your child do this by playing the following games.

### **Count Words**

You say a sentence and your child repeats as you put up a finger for each word, then your child counts your fingers.

Example: **“Mom likes cats.”** (Three fingers). Increase the number of words as your child becomes good at this. **“Mom likes dogs and cats.”** (Five fingers).

### **Fill in Words**

You can also do the following activity to count words. Say a sentence and draw a line for each word you say in the sentence. Ask what word goes on each line and fill it in as your child tells you.

Example: Say, **“The cat is soft.”** And draw four lines, with a period at the end:

\_\_\_\_\_ .

Note: This activity also helps them develop print awareness (the awareness that spoken words can be written).

The following sentences will get you started:

**I can swim.**

**It is hot.**

**I like candy.**

**We have fun.**

**Mike likes trucks.**

**We had lunch.**

**The cat is grey.**

**I like the dog.**

**Jane is my friend.**

**I go to school.**

**My teacher is nice.**

**The grass is green.**

**Mom and Gram drink tea.**

**Tom has a red ball.**

**My favorite color is red.**

**I ride on the bus.**

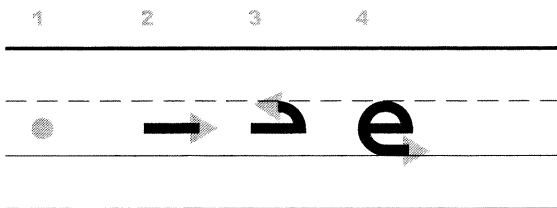


# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for e

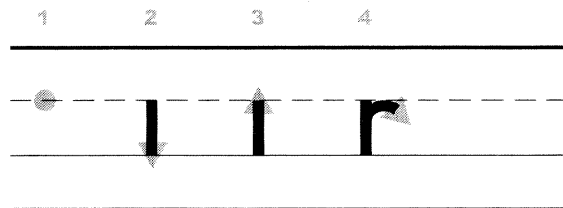
e is a plane line round letter, but it is special.  
e starts below the plane line.



1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e - Ed - /è/, have students repeat.

## Letter Formation for r

r is a plane line letter.  
It starts on the (plane line).

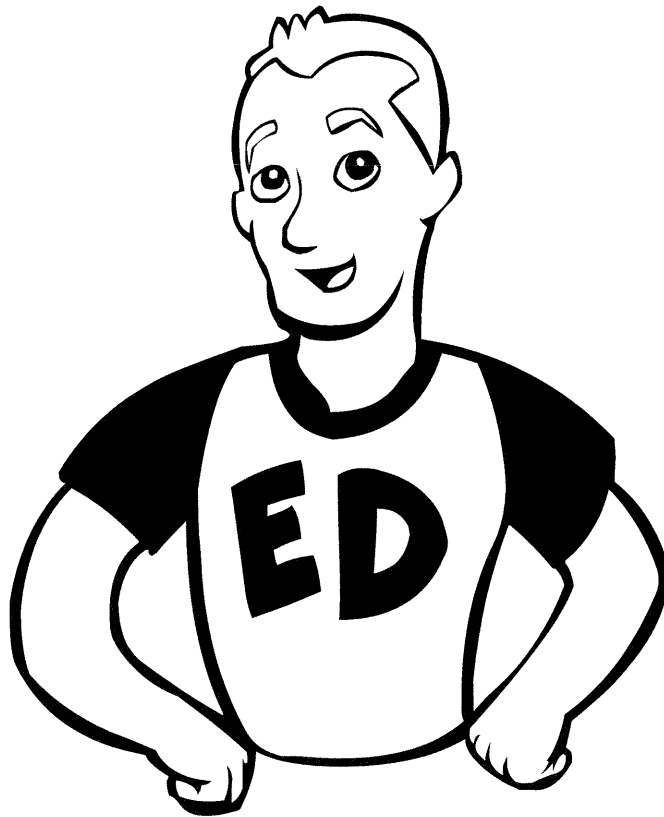


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.
5. Say r - rat - /r/, have students repeat.



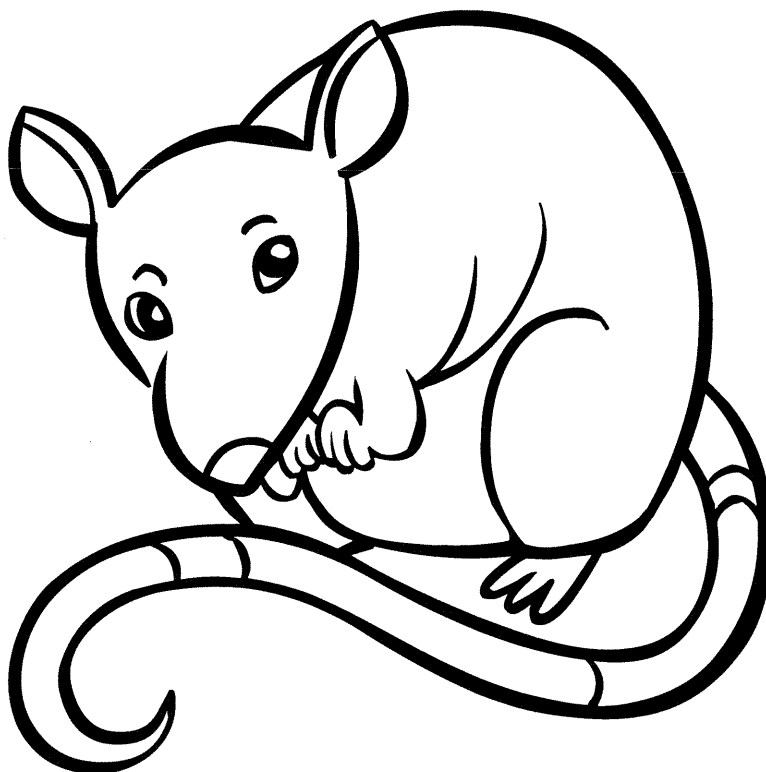


E e





Rr





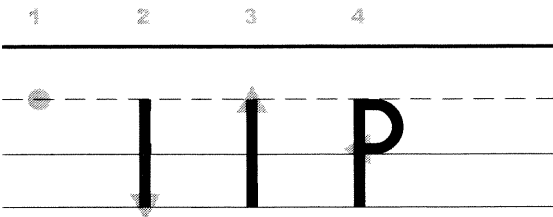
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for p

p is a plane line letter.

It starts on the (plane line).

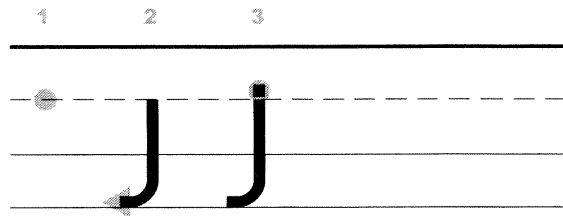


1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
5. Say p - pan - /p/, have students repeat.

## Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

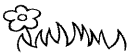
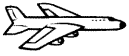


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say j - jug - /j/, have students repeat.

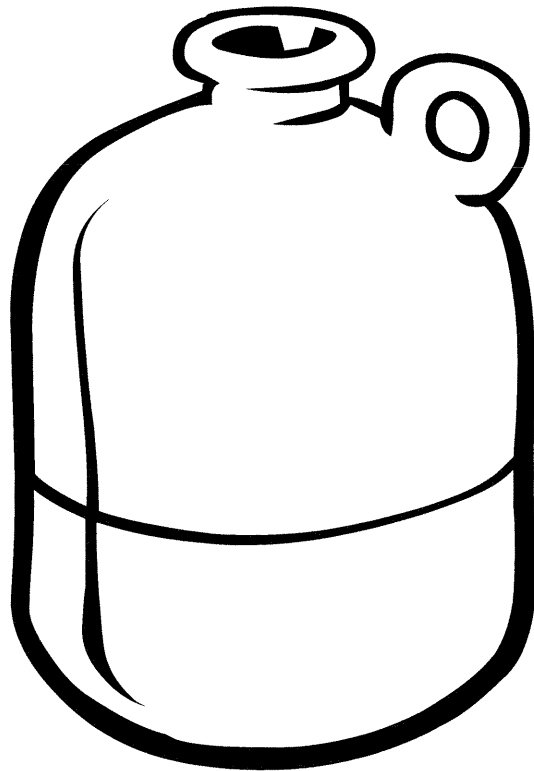


P P





J j





## Help Your Child Recognize Sounds at the End of Words

A word's **ending** sound is much more difficult for your child to hear. You will need to pronounce the words very carefully. This is another activity where you can give mini-rewards and then count responses.

### Picture Book Activity

You can use a picture book and ask for the ending sound on the name of the picture (rather than the beginning sound). For example: for the word **dog**, the sound /g/ is the answer.

### Word Play Activity

Say the word. Ask your child to repeat the word and tell you what sound was at the end of the word (one piece of cereal) and if possible what letter makes that sound (another piece of cereal).

You can do this activity several times. Mix up the words or just do a few at a time.

| Word         | What sound? | What letter? |
|--------------|-------------|--------------|
| <b>chin</b>  | /n/         | <b>n</b>     |
| <b>farm</b>  | /m/         | <b>m</b>     |
| <b>map</b>   | /p/         | <b>p</b>     |
| <b>heart</b> | /t/         | <b>t</b>     |
| <b>bark</b>  | /k/         | <b>k</b>     |
| <b>hill</b>  | /l/         | <b>l</b>     |
| <b>tap</b>   | /p/         | <b>p</b>     |
| <b>hit</b>   | /t/         | <b>t</b>     |
| <b>rob</b>   | /b/         | <b>b</b>     |
| <b>huff</b>  | /f/         | <b>f</b>     |
| <b>mom</b>   | /m/         | <b>m</b>     |
| <b>ran</b>   | /n/         | <b>n</b>     |
| <b>hop</b>   | /p/         | <b>p</b>     |



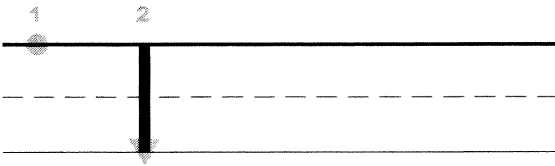
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for l

l is a sky line letter.

It starts on the (sky line).

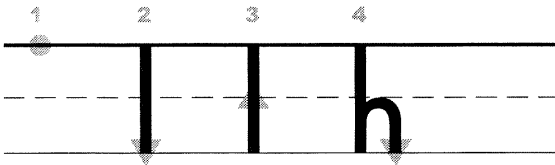


1. Point to the sky line.
2. Go down to the grass line and stop.
3. Say l – lamp - /l/, have students repeat.

## Letter Formation for h

h is a sky line letter.

It starts on the (sky line).

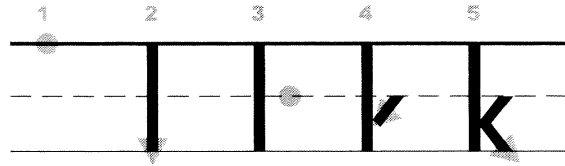


1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say h - hat - /h/, have students repeat.

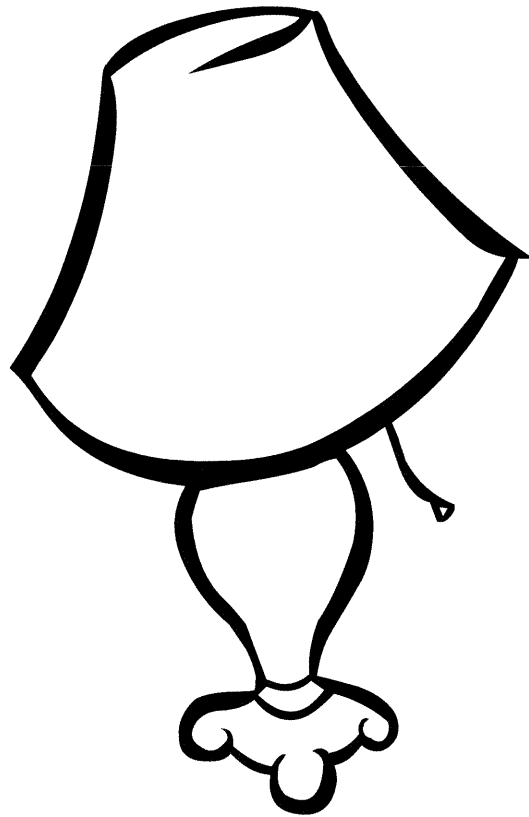
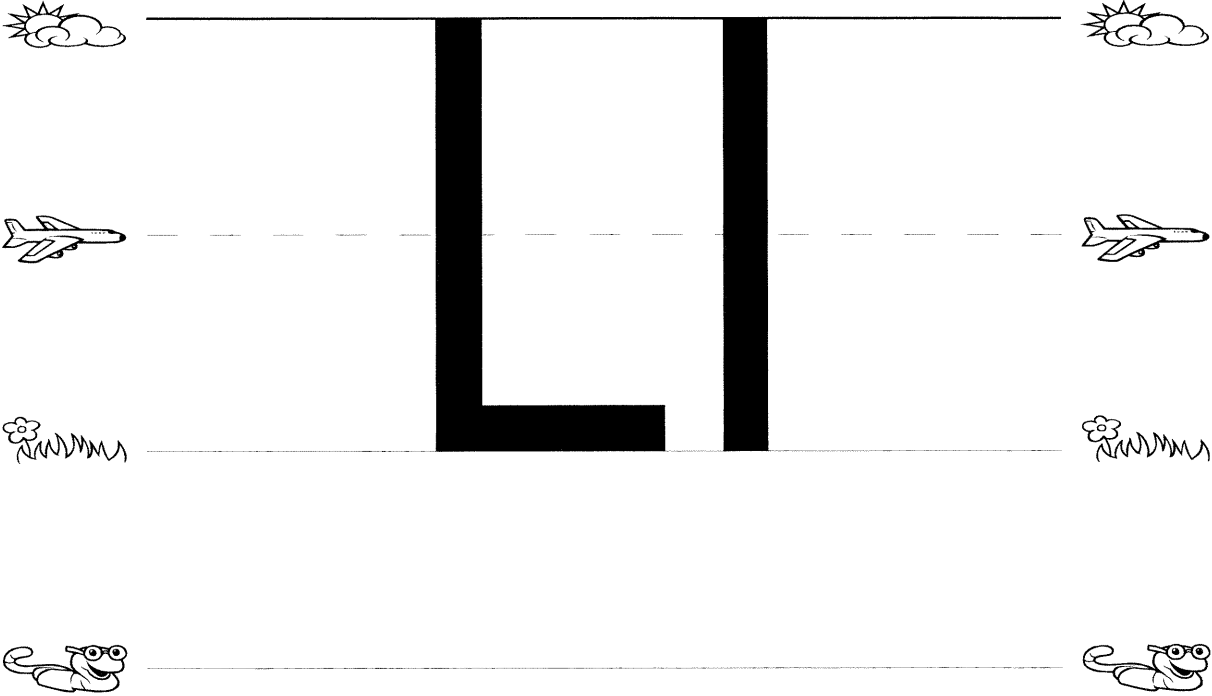
## Letter Formation for k

k is a sky line letter.

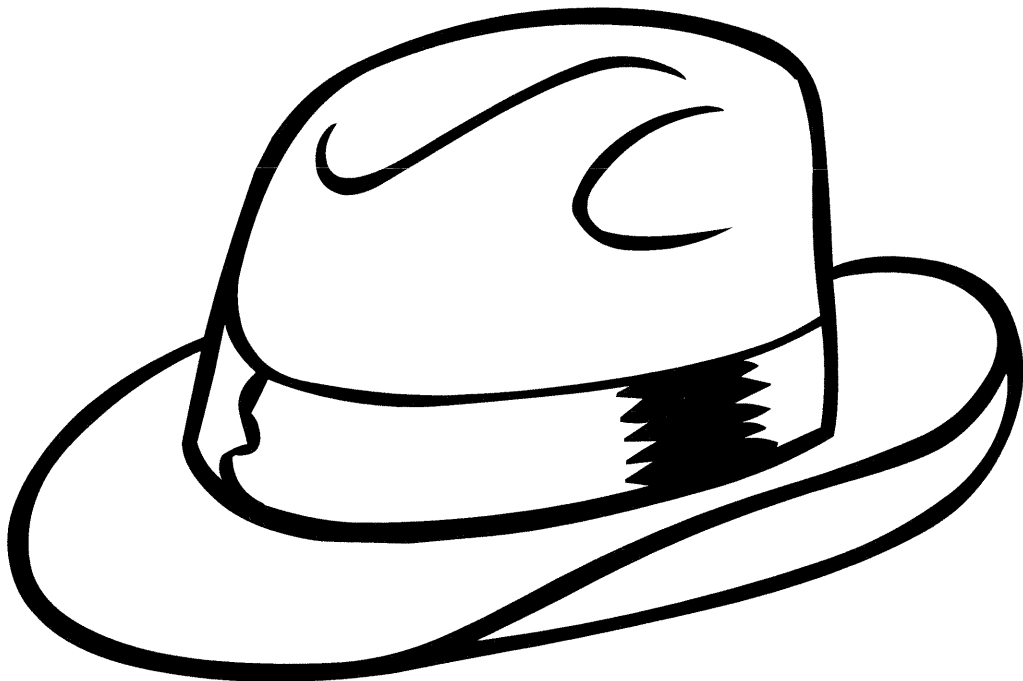
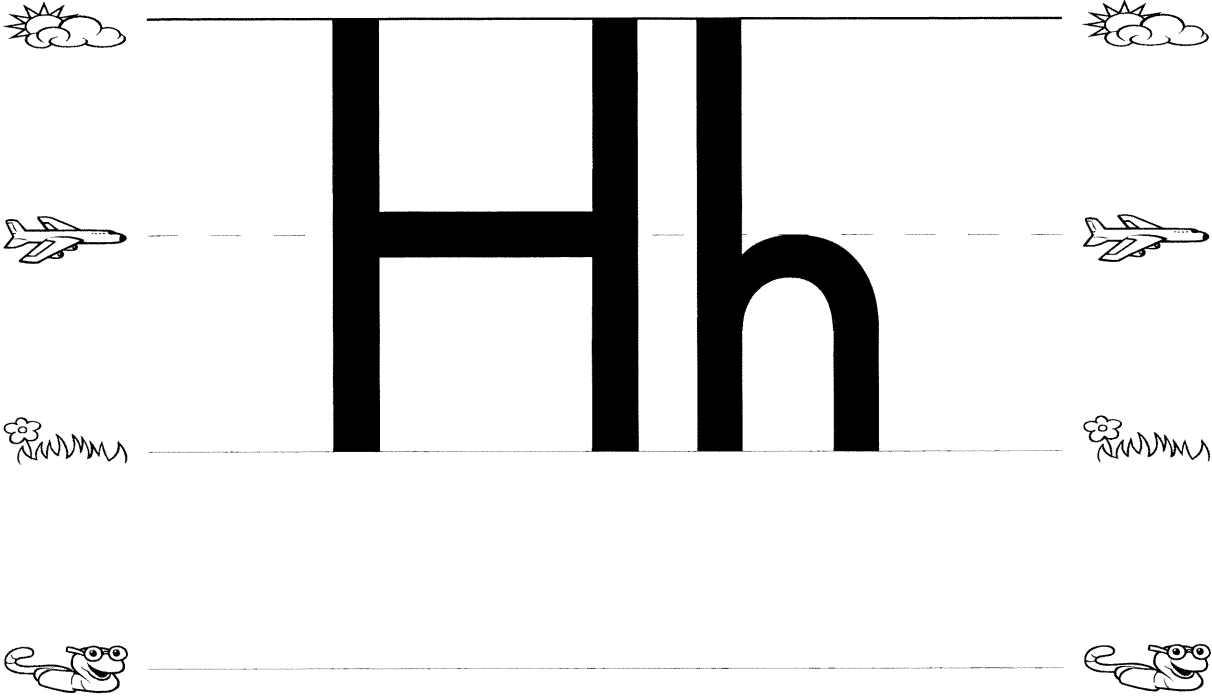
It starts on the (sky line).

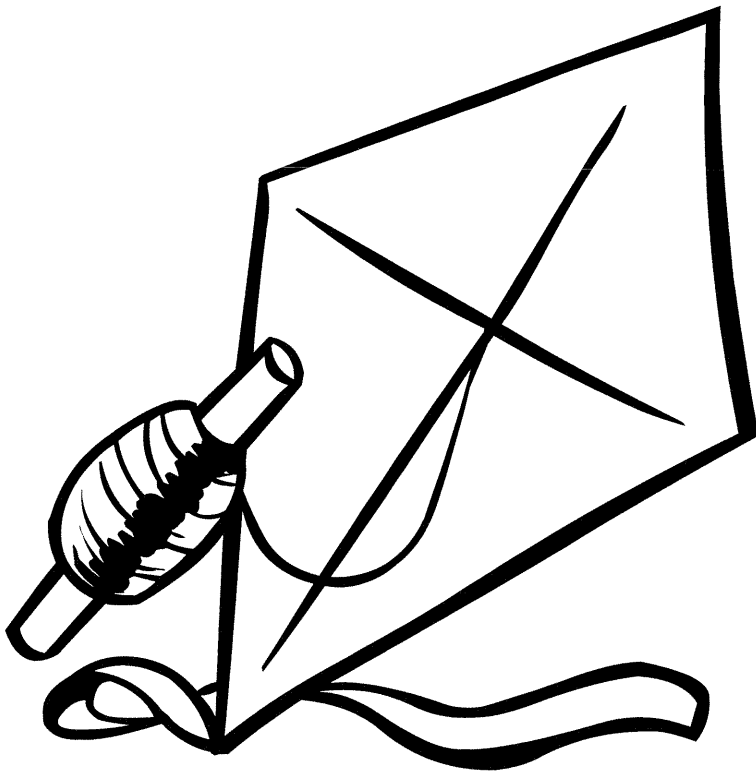


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say k - kite - /k/, have students repeat.











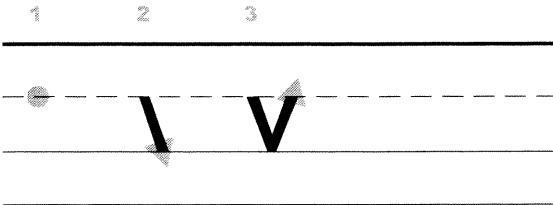
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for V

v is a plane line slide letter.

It starts on the (plane line) and (slides).

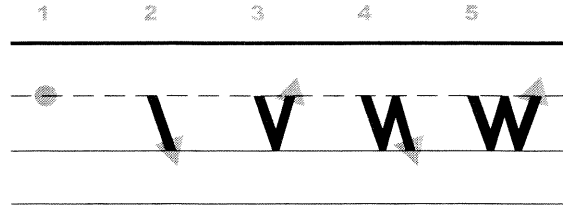


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Say v - van - /v/, have students repeat.

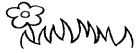
## Letter Formation for W

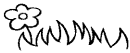
w is a plane line slide letter.

It starts on the (plane line) and (slides).



1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w - wind - /w/, have students repeat.







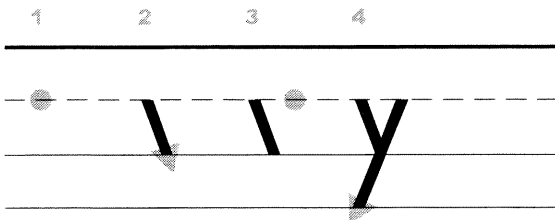
# Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for **y**

**y** is a plane line slide letter.

It starts on the (plane line) and (slides).

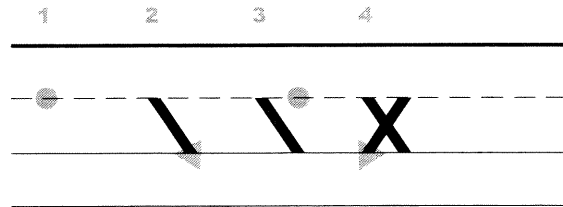


1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say **y** - yellow - /y/, have students repeat.

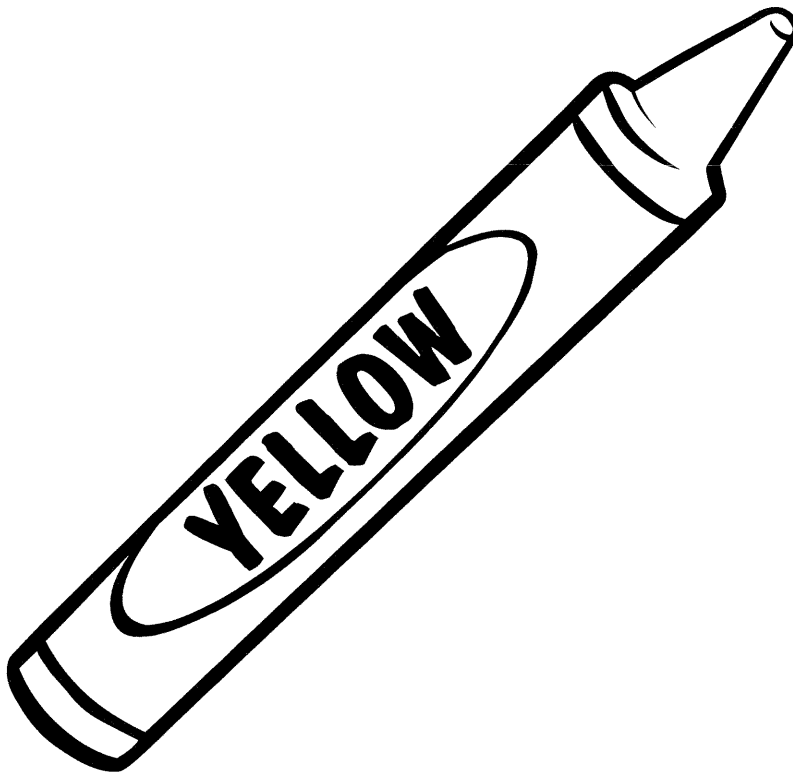
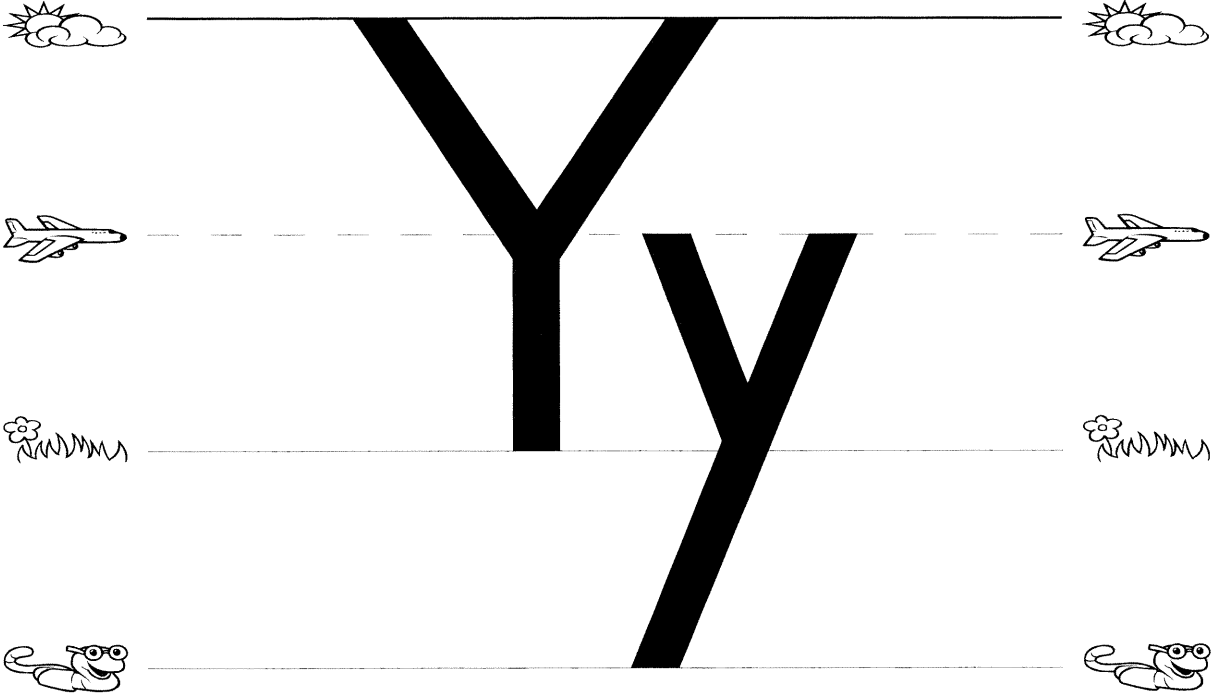
## Letter Formation for **x**

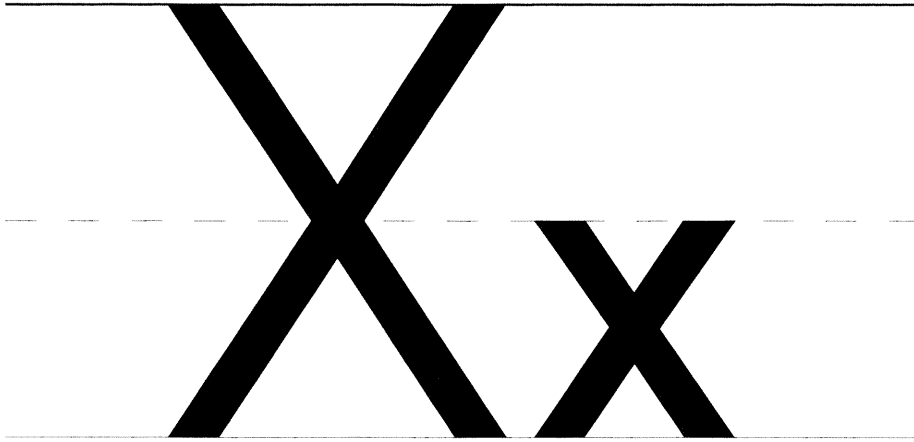
**x** is a plane line slide letter.

It starts on the (plane line) and (slides).



1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say **x** - fox - /ks/, have students repeat.









# Fundations Letter Formation Guide

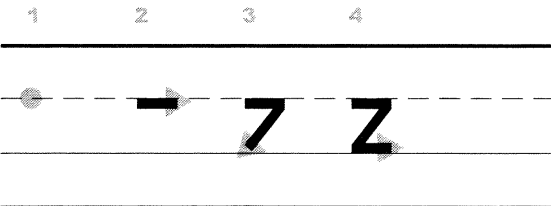
Say the verbal step-by-step guidelines while your child traces the **lower-case** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

## Letter Formation for Z

z is a plane line slide letter, but it doesn't slide right away.

Where does it start? (On the plane line).

Before it slides, the z goes on the plane line.



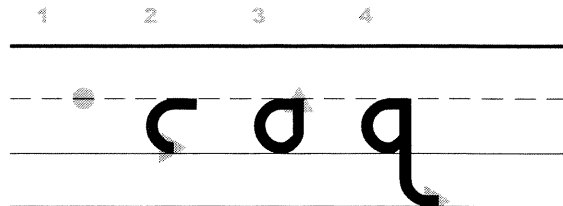
1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z - zebra - /z/, have students repeat.

## Letter Formation for Q

q is a plane line round letter.

It starts on the (plane line).

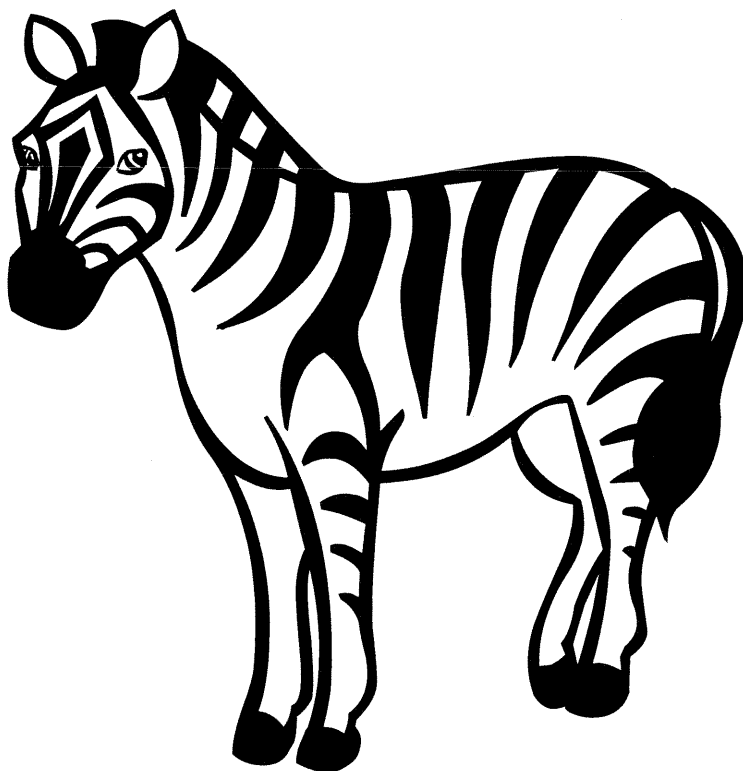
Remember that q is the chicken letter so in the end it wants to point up to its "buddy," u.



1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy," u.
5. Say qu - queen - /kw/, have students repeat.



Zz





qu





***In Addition to the Letter Formation Activity  
You Can Help Your Child Develop Letter Recognition***

Say, “**Find the letter** (name a letter).” Have your child point to it. When this seems easy, have your child point to and then name the letters. First do them in alphabetical order, then do them in mixed order with different fonts.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| a | b | c | d | e | f |   |
| g | h | i | j | k | l |   |
| m | n | o | p | q | r | s |
| t | u | v | w | x | y | z |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| h | z | a | v | t | c | f |
| b | u | g | y | e | d | m |
| r | j | o | g | k | a | p |
| q | w | e | r | t | y | u |
| f | j | d | s | a | n | k |

Dear Family:

Thank you for working with your child at home. We are ready to begin Unit 2 in Foundations®.

During the next several weeks, I will be teaching or reviewing:

- letter formation for upper-case (or capital) letters A, B, C...
- letter sequence a-z
- story prediction
- reading short vowel words (three sounds)

Your child may already be able to recognize and form the upper-case letters and the review will go quickly.

It is also helpful if your child already knows the sequence of the alphabet from a to z. If not, frequently practice singing the “alphabet song” making sure your child says every letter distinctly (“lmnop” often get lumped together).

I have provided you with a list of ABC books. Reading these or other ABC books will also be very effective.

Also, your child will now begin to independently read short words by blending three sounds together!

In this Unit, words will begin with the letters **f l m n r s**, and end with the letters **d g p t**. The middle sound will be a short vowel sound: **mat, nap, sit**.

Please be sure to let me know if you have any concerns at this time.

Sincerely,

*The Kindergarten Team*





## Review The Sequence Of The Alphabet

Your child needs to be able to **say or sing the alphabet from A to Z**. Sing or say the alphabet whenever you can – in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often **“lmnop”** is lumped together and the child does not separate them.

If you have **magnetized plastic letters**, have your child place them on your refrigerator in sequence as he or she says the letter name.

### **ABCDEFGHIJKLMN OPQRSTUVWXYZ**

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

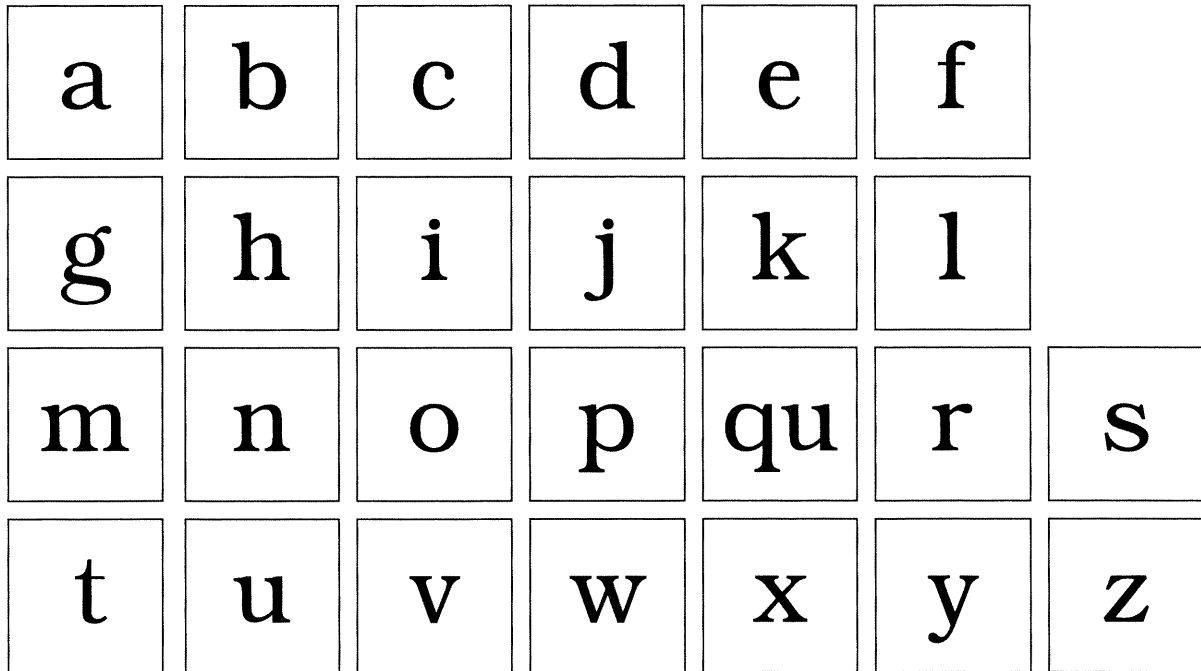
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares, in sequence from a-z. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

If you enjoy crafts, you could make a place mat and decorate it with the uncut letter squares. Have your child place the cut letters on the place mat while waiting for supper.

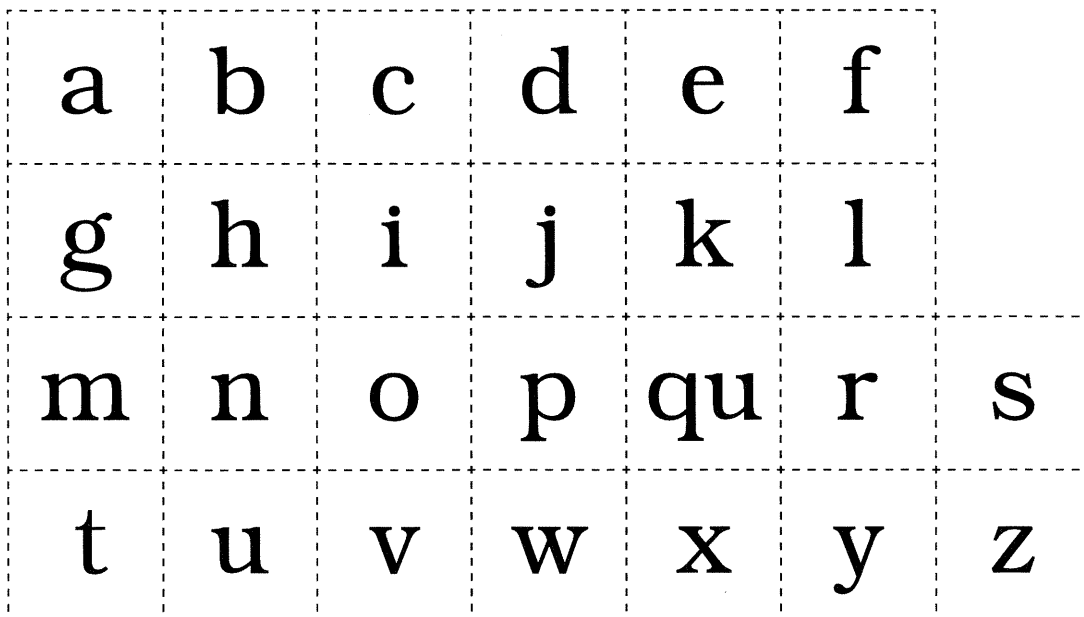
| Title   | Author      | Publisher / Date          |
|---|-------------|---------------------------|
| <b>ABC</b>  | Carle, E.   | Grosset & Dunlap; 2007    |
| <b><i>A Isn't for Fox: An Isn't Alphabet</i></b>                      | Ulmer, W.   | Sleeping Bear Press; 2007 |
| <b><i>Alphabet Explosion Search and Count from Alien to Zebra</i></b> | Nickle, J.  | Random House; 2006        |
| <b>A to Z</b>   | Boynton, S. | Little Simon; 1995        |
| <b><i>My Name is Alice</i></b>  | Bayer, J.   | Puffin Books; 1984        |
| <b>Superhero ABC</b>  | McLeod, B.  | HarperCollins; 2006       |

Fundations® **Alphabet Order Squares**



Have your child lightly color the vowels (**a e i o u**) orange. Keep **this group of squares uncut** to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

Have your child lightly color the vowels (**a e i o u**) orange. **Then you can cut this group into individual squares.** Keep these letters in a baggie to do this activity again and for other activities.





## Alphabet Book Activity

**Staple together the a-z letter pages from Unit 1 to make your child's Alphabet Book.**

In school, your child has learned keywords to help remember the primary sound for each letter. These keywords, listed below, are represented on the letter page with a picture. When you "read" the alphabet book with your child, have him or her say the **letter name**, the **keyword** and then the **sound** within the bars - //.

You can also add pictures of other objects that begin with each letter.

Cut out pictures and glue them on the letter page. Write the name of the picture under it. Pictures can be found in magazines and educational websites. You can also draw simple pictures that your child can name.

**Say these letter-keyword-sound.**

|     |       |     |
|-----|-------|-----|
| A a | apple | /ă/ |
| B b | bat   | /b/ |
| C c | cat   | /k/ |
| D d | dog   | /d/ |
| E e | Ed    | /ě/ |
| F f | fun   | /f/ |

|       |         |      |
|-------|---------|------|
| G g   | game    | /g/  |
| H h   | hat     | /h/  |
| I i   | itch    | /ĩ/  |
| J j   | jug     | /j/  |
| K k   | kite    | /k/  |
| L l   | lamp    | /l/  |
| M m   | man     | /m/  |
| N n   | nut     | /n/  |
| O o   | octopus | /õ/  |
| P p   | pan     | /p/  |
| Qu qu | queen   | /kw/ |
| R r   | rat     | /r/  |
| S s   | snake   | /s/  |
| T t   | top     | /t/  |
| U u   | up      | /ũ/  |
| V v   | van     | /v/  |
| W w   | wind    | /w/  |
| X x   | fox     | /ks/ |
| Y y   | yellow  | /y/  |
| Z z   | zebra   | /z/  |





## Review Recognizing Sounds at the Beginning and End of Words

### Word Play Activity – Beginning Sound

Explain that you are going to say four words. Three of the words will begin with the same sound. One will not. Ask your child to tell you which word does not belong. The correct answer is underlined.

map    mom    dog    mud  
 ball    brother    basket    slide  
 cat    cracker    cute    jump  
 dog    apple    daisy    donut  
 frog    fat    sink    flower  
 game    glue    grape    button  
 junk    kitten    jacket    job  
 light    boy    lip    lantern  
 nice    neck    drink    noisy  
 paint    pad    puddle    elephant  
fun    ride    red    raspberry  
 snake    snore    gum    silver  
hat    tulip    tent    telephone  
 violet    velvet    violin    inch  
 yawn    yellow    jump    yoyo

Note:

If saying four words is too difficult for your child, say two with the same initial sound and one different (for example: **map mom dog**).

### Picture Book Activity – Ending Sounds

Use a child's book of simple objects, a child's picture book or a magazine.

Point to a picture. Ask the child to name the object, then tell you what **sound** the word ends with and what **letter** makes that sound.

For now, avoid words that begin with **sh**, **ch**, **th**, and **ph**.

Optional:

You can also add a mini-reward and counting activity. For every correct answer, place something in a cup (such as a pretzel, penny, a piece of cereal or candy, or a chip). When the game is over count the rewards to demonstrate how well your child did.



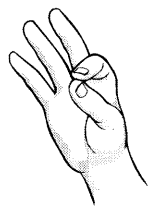
## Help Your Child Blend Sounds to Make Words

Now that your child recognizes both upper and lower-case letters and the sound that each letter makes, we can **blend** some of those sounds to make words.

**Tapping the sounds helps!** Have your child say each sound of a word while tapping a finger to the thumb.

*Example:*

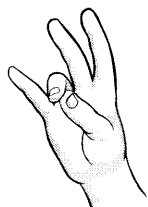
For the word **map**, have your child say the sound /**m**/ while touching index finger to thumb; then say the sound /**a**/ while touching middle finger to thumb; then say the sound /**p**/ while touching ring finger to thumb; and then finally say the entire word “**map**.”



Say /**m**/ and tap index finger to thumb.



Say /**a**/ and tap middle finger to thumb.



Say /**p**/ and tap ring finger to thumb.

On Monday, Tuesday and Wednesday, have your child find the letters to make four words using the letters you have cut up and stored in a baggie.

On the next page, you will write a word from the following list (without saying it). Have your child find the cut up letters and put them onto the blank squares.

After the letters are placed to form the word, say, “**Now let’s tap out to see what word you made!**” Sound tap and read the word together.

### Week 2

|            |            |            |            |
|------------|------------|------------|------------|
| <b>mad</b> | <b>sad</b> | <b>lad</b> | <b>map</b> |
| <b>nap</b> | <b>lap</b> | <b>rap</b> | <b>sat</b> |
| <b>lag</b> | <b>sag</b> | <b>nag</b> | <b>rag</b> |

### Week 3

|            |            |            |            |
|------------|------------|------------|------------|
| <b>fat</b> | <b>mat</b> | <b>rat</b> | <b>rip</b> |
| <b>sit</b> | <b>lid</b> | <b>fit</b> | <b>rid</b> |
| <b>sip</b> | <b>rig</b> | <b>lit</b> | <b>lip</b> |

### Week 4

|            |            |            |            |
|------------|------------|------------|------------|
| <b>mop</b> | <b>fog</b> | <b>rod</b> | <b>not</b> |
| <b>log</b> | <b>top</b> | <b>lot</b> | <b>rod</b> |
| <b>rug</b> | <b>bus</b> | <b>red</b> | <b>leg</b> |

Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

***Monday's Words***

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|  |  |  |
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***Tuesday's Words***

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***Wednesday's Words***

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# Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

## ***Monday's Words***

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## ***Tuesday's Words***

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## ***Wednesday's Words***

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Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

***Monday's Words***

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***Tuesday's Words***

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***Wednesday's Words***

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|--|--|--|

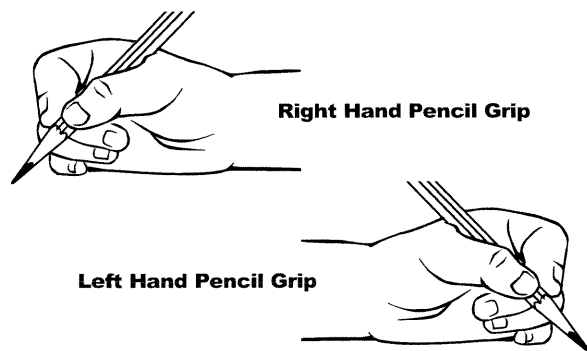


## Review Letter Formations With Your Child

For the next three weeks, your child will practice writing the letters in **upper-case**.

### Encourage correct pencil grip

Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.



When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

### Practice the letter formations

You can practice the letter formations at home just like we are practicing them in school. See the attached writing paper with pictures. We call this our **Writing Grid**. The pictures indicate the names of the lines: the **sky line**, **plane line**, **grass line** and **worm line**.

*Say the verbal step-by-step guidelines while your child makes each letter.*

As your child writes the letter, guide him or her by reading the directions on the enclosed **Letter Formation Guide**.

Practice some letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

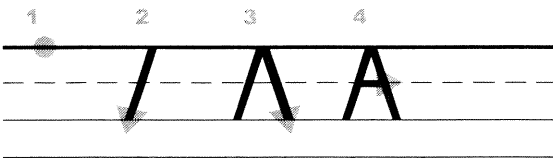
|       | WEEK 2 | WEEK 3 | WEEK 4 |
|-------|--------|--------|--------|
| Day 1 | A B    | I J    | Q R    |
| Day 2 | C D    | K L    | S T U  |
| Day 3 | E F    | M N    | V W X  |
| Day 4 | G H    | O P    | Y Z    |



## Review Letter Formations

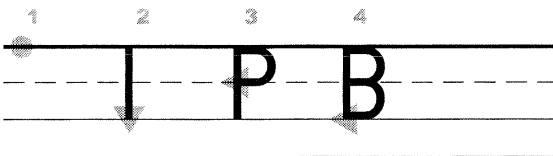
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for A



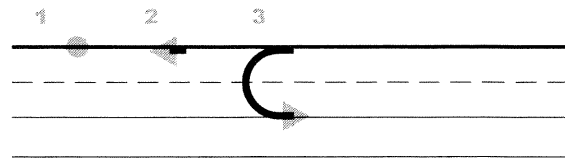
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a - apple - /ă/, have students repeat.

### Letter Formation for B



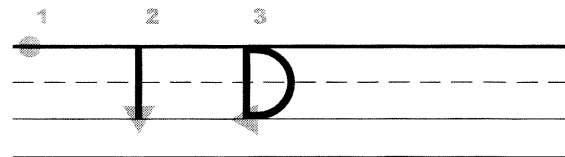
1. Point to the sky line.
2. Go down to the grass line.
3. Start back at the sky line and go around to the plane line.
4. And around again to the grass line.
5. Say b - bat - /b/, have students repeat.

### Letter Formation for C



1. Point to the sky line.
2. Fly back on the sky line.
3. And down around to the grass line.
4. Say c - cat - /k/, have students repeat.

### Letter Formation for D



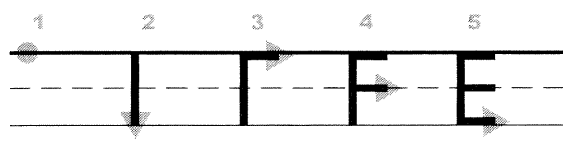
1. Point to the sky line.
2. Go down to the grass line.
3. Start back on the sky line and go all the way around to the grass line.
4. Say d - dog - /d/, have students repeat.



## Review Letter Formations

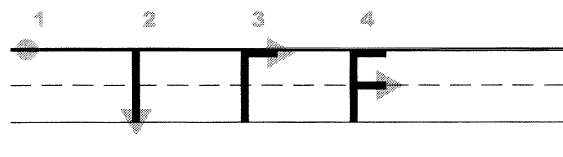
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for E



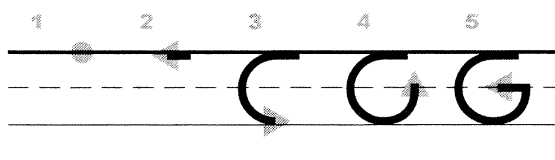
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. And a line on the grass line.
6. Say e - Ed - /ě/, have students repeat.

### Letter Formation for F



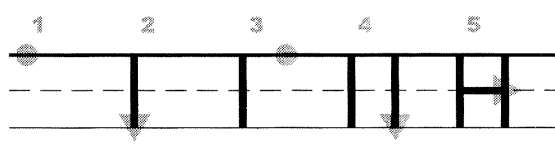
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f - fun - /f/, have students repeat.

### Letter Formation for G



1. Point to the sky line.
2. Fly back on the sky line.
3. Around to the grass line.
4. Up to the plane line.
5. And back straight on the plane line.
6. Say g - game - /g/, have students repeat.

### Letter Formation for H



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Go down to the grass line.
5. Cross straight on the plane line.
6. Say h - hat - /h/, have students repeat.



Fundations® **Practice Letter Formation**

A

B

C

# Fundations® Practice Letter Formation

Handwriting practice for uppercase letter D. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid) with decorative icons: clouds at the top, an airplane on the middle line, and flowers at the bottom. The letter 'D' is positioned on the left side of the grid.

Blank handwriting practice lines for uppercase letter D. The grid consists of a top solid line, a middle dashed line, and a bottom solid line, with decorative icons: clouds at the top, an airplane on the middle line, and flowers at the bottom.

Handwriting practice for uppercase letter E. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid) with decorative icons: clouds at the top, an airplane on the middle line, and flowers at the bottom. The letter 'E' is positioned on the left side of the grid.

Blank handwriting practice lines for uppercase letter E. The grid consists of a top solid line, a middle dashed line, and a bottom solid line, with decorative icons: clouds at the top, an airplane on the middle line, and flowers at the bottom.

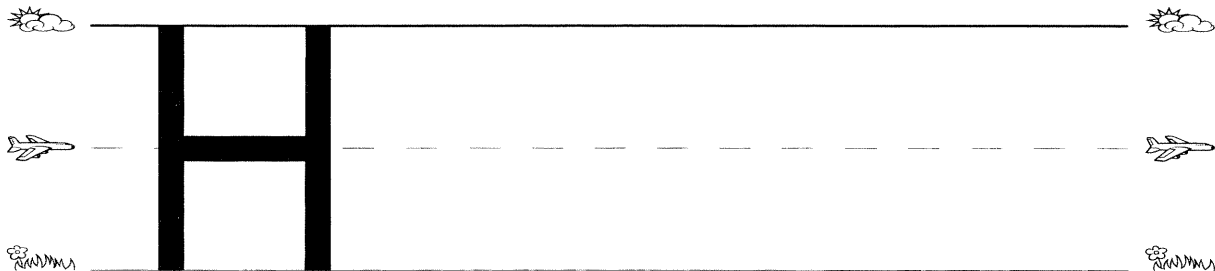
Handwriting practice for uppercase letter F. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid) with decorative icons: clouds at the top, an airplane on the middle line, and flowers at the bottom. The letter 'F' is positioned on the left side of the grid.

Blank handwriting practice lines for uppercase letter F. The grid consists of a top solid line, a middle dashed line, and a bottom solid line, with decorative icons: clouds at the top, an airplane on the middle line, and flowers at the bottom.

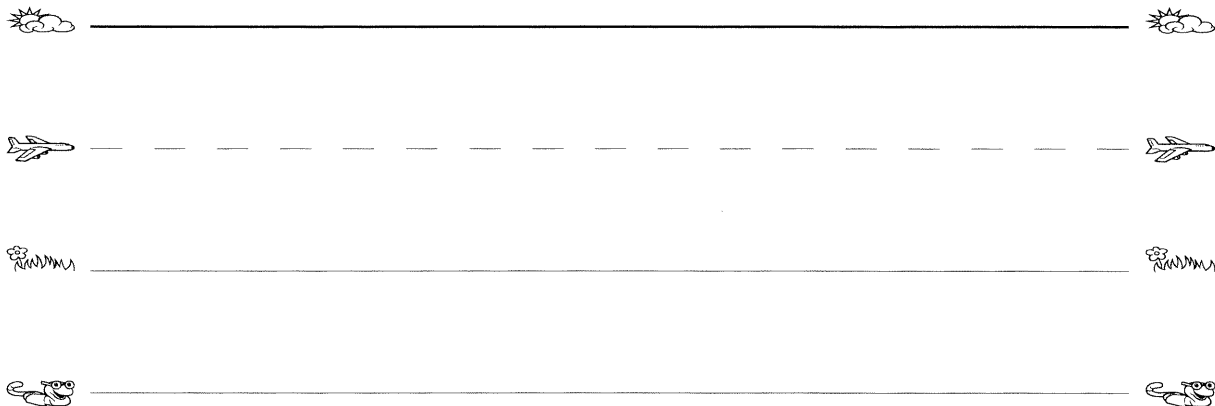
Fundations® **Practice Letter Formation**



A handwriting practice row for the uppercase letter 'G'. It features a solid top line, a dashed middle line, and a solid bottom line. On the left side, there are three decorative icons: a cloud with a sun, an airplane, and a row of flowers. On the right side, there are three corresponding icons: a cloud with a sun, an airplane, and a row of flowers. A large, bold uppercase 'G' is positioned on the left side of the row, spanning from the top line to the bottom line. The rest of the row is blank for practice.



A handwriting practice row for the uppercase letter 'H'. It features a solid top line, a dashed middle line, and a solid bottom line. On the left side, there are three decorative icons: a cloud with a sun, an airplane, and a row of flowers. On the right side, there are three corresponding icons: a cloud with a sun, an airplane, and a row of flowers. A large, bold uppercase 'H' is positioned on the left side of the row, spanning from the top line to the bottom line. The rest of the row is blank for practice.



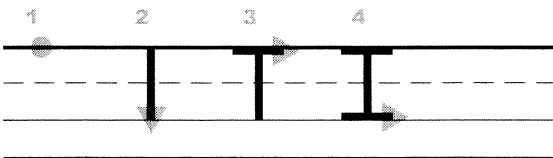
Three blank handwriting practice rows. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. On the left side of each row, there are three decorative icons: a cloud with a sun, an airplane, and a row of flowers. On the right side of each row, there are three corresponding icons: a cloud with a sun, an airplane, and a row of flowers. The rows are completely blank for practice.



## Review Letter Formations

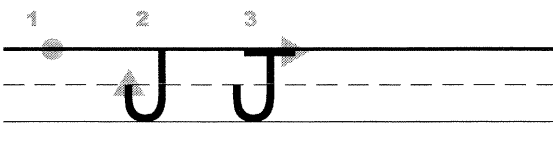
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for I



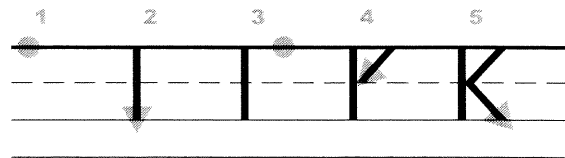
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. And cross on the grass line.
5. Say i - itch - /i/, have students repeat.

### Letter Formation for J



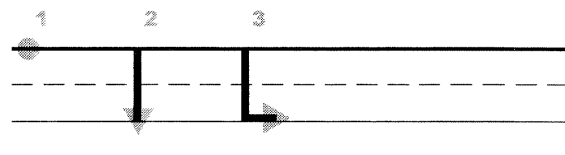
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j - jug - /j/, have students repeat.

### Letter Formation for K



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back to the plane line.
5. Slide over to the grass line.
5. Say k - kite - /k/, have students repeat.

### Letter Formation for L



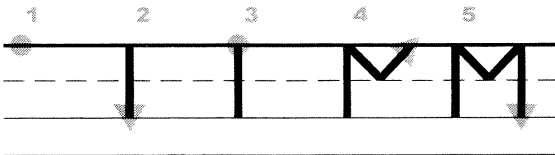
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line across the grass line.
4. Say l - lamp - /l/, have students repeat.



## Review Letter Formations

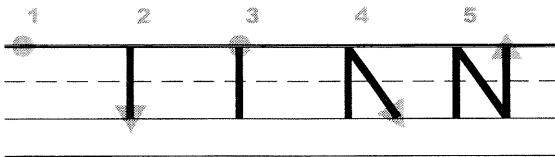
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for M



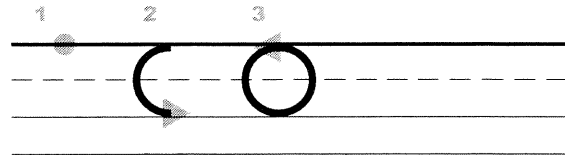
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m - man - /m/, have students repeat.

### Letter Formation for N



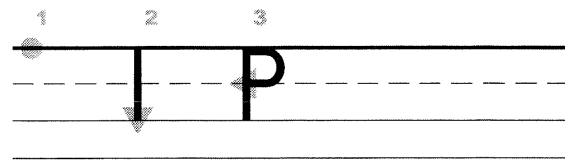
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n - nut - /n/, have students repeat.

### Letter Formation for O



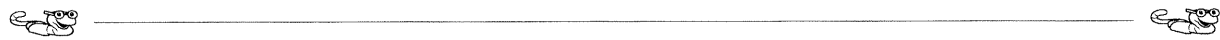
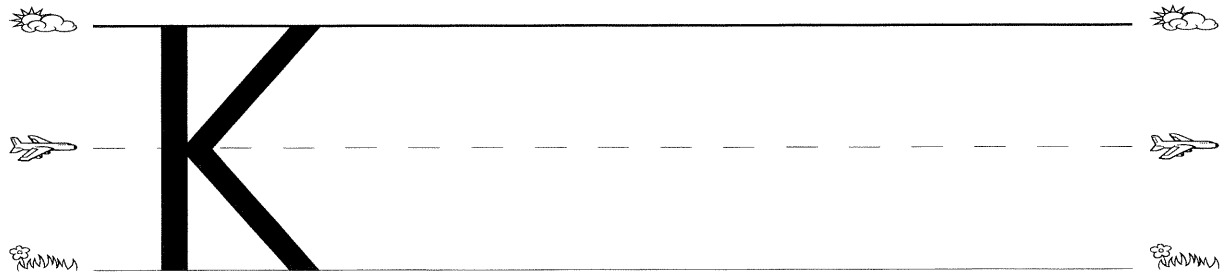
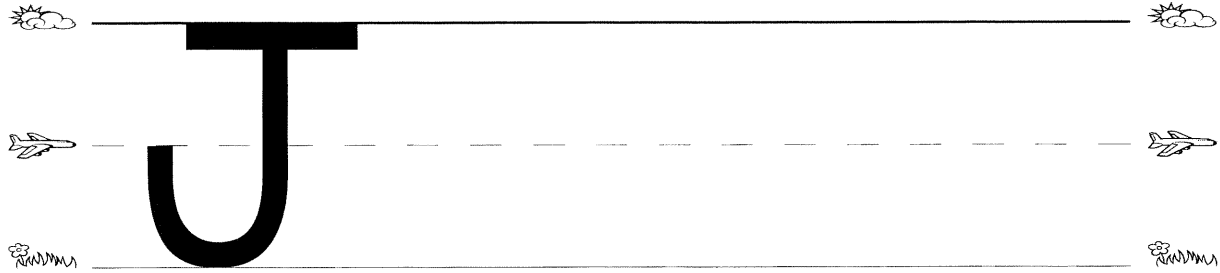
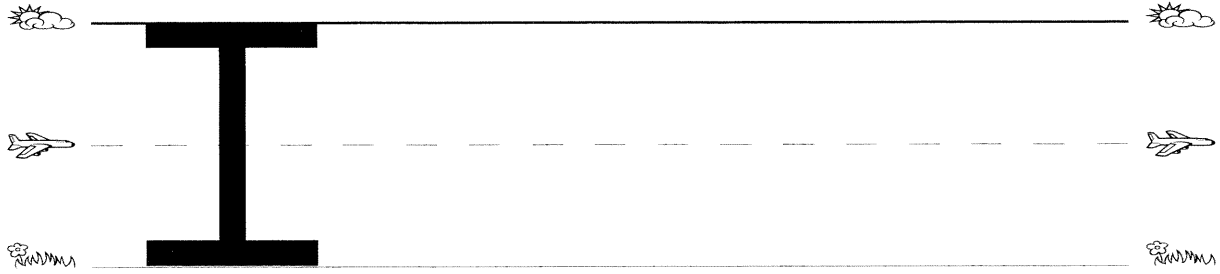
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Say o - octopus - /ō/, have students repeat.

### Letter Formation for P

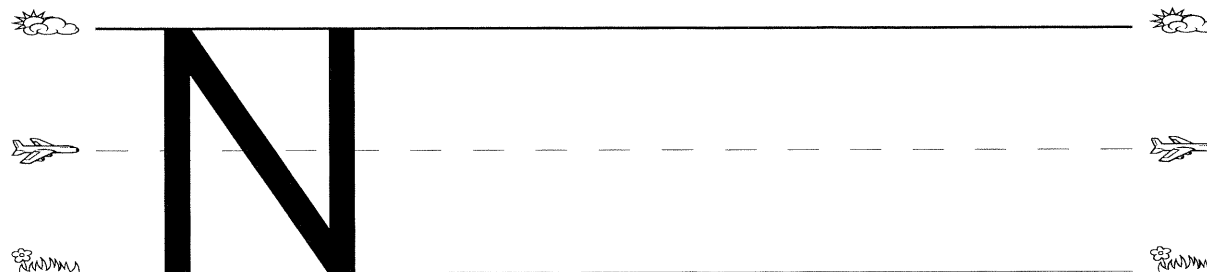
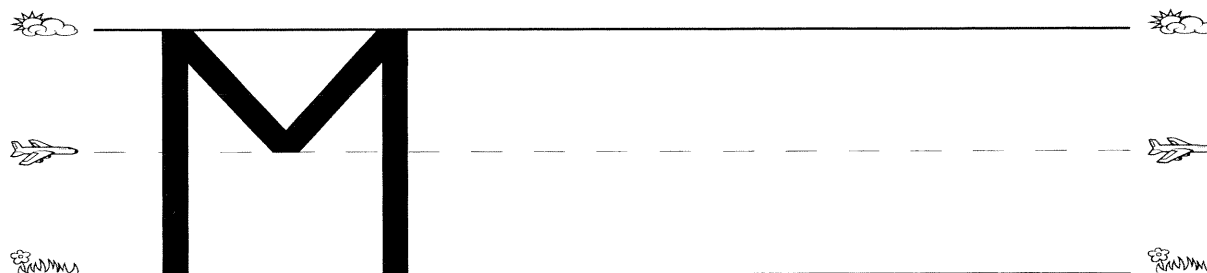
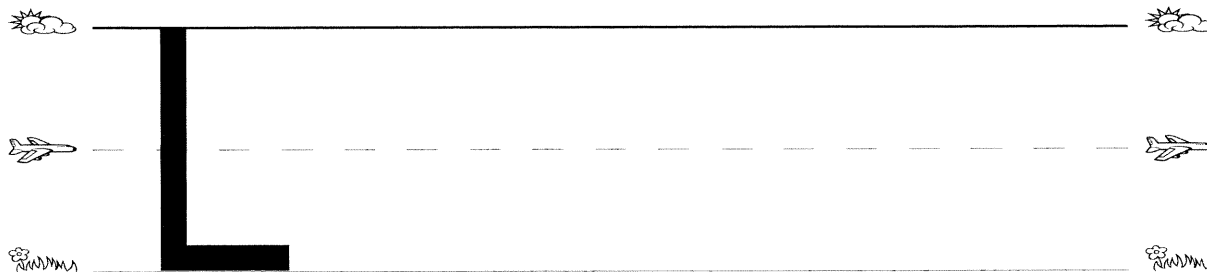


1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. Say p - pan - /p/, have students repeat.

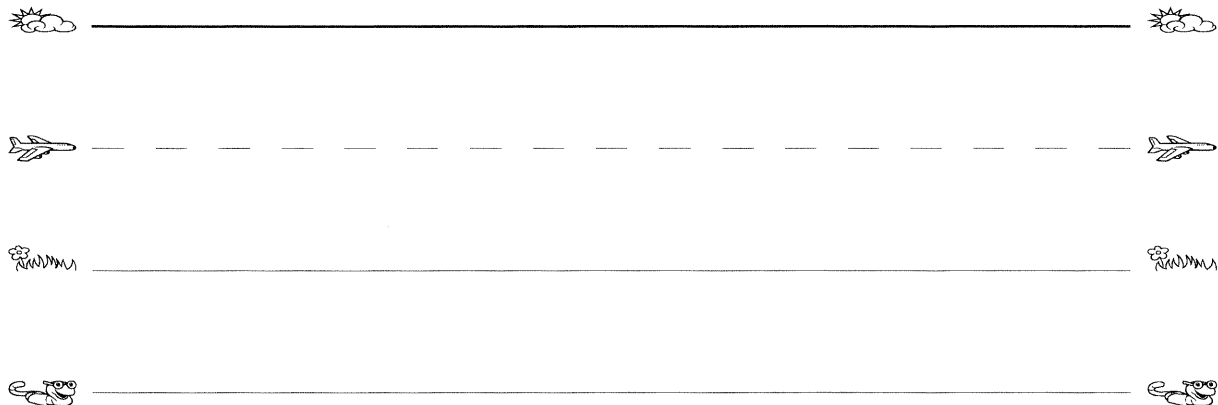
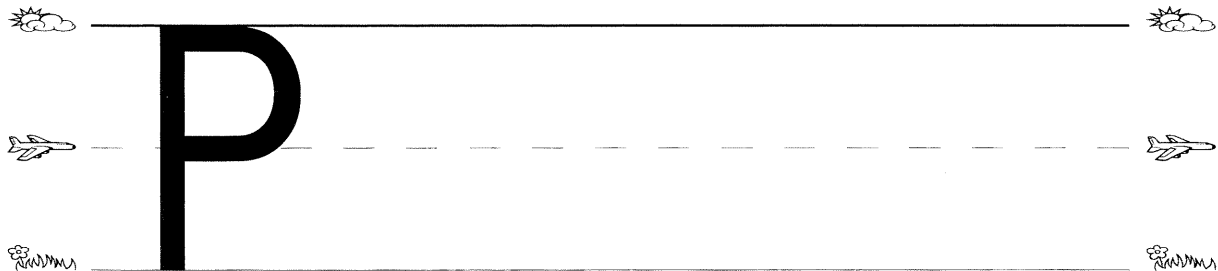
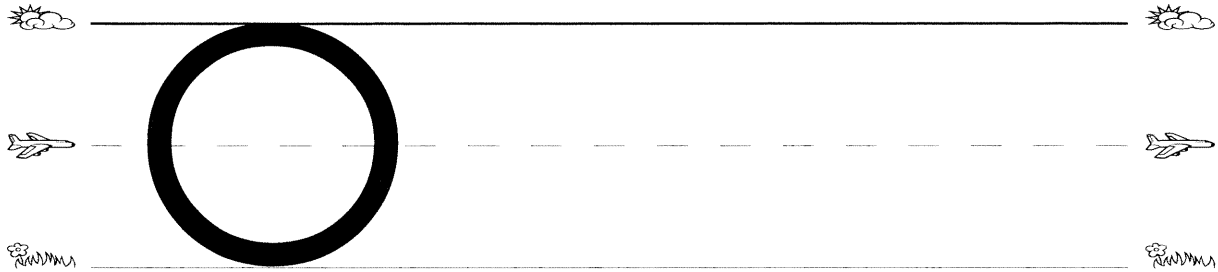
Fundations® **Practice Letter Formation**



# Fundations® Practice Letter Formation



Fundations® **Practice Letter Formation**



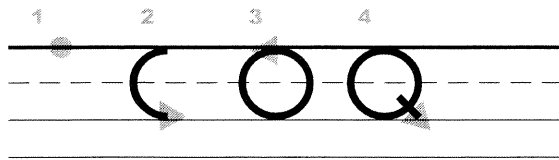




## Review Letter Formations

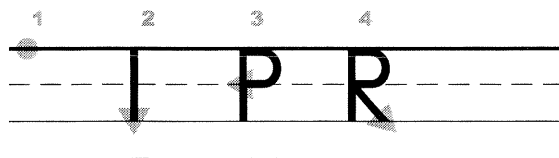
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for Q



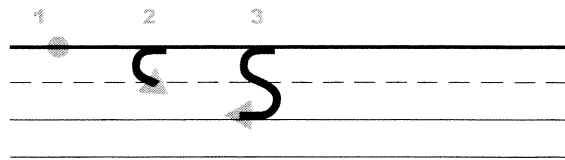
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Make a tail.
5. Say qu - queen - /kw/, have students repeat.

### Letter Formation for R



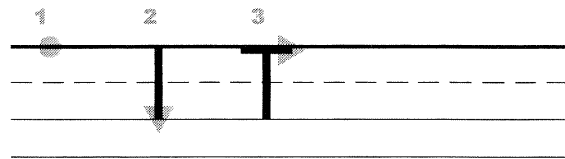
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.
5. Say r - rat - /r/, have students repeat.

### Letter Formation for S



1. Point to the sky line.
2. Trace back and curve in to the plane line.
3. And curve back to the grass line.
4. Say s - snake - /s/, have students repeat.

### Letter Formation for T



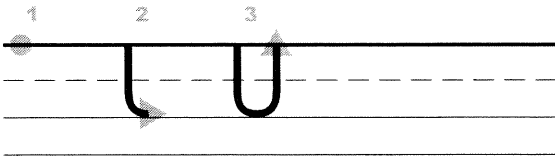
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. Say t - top - /t/, have students repeat.



# Review Letter Formations

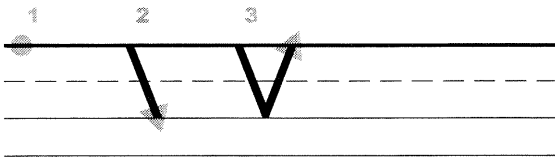
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for U



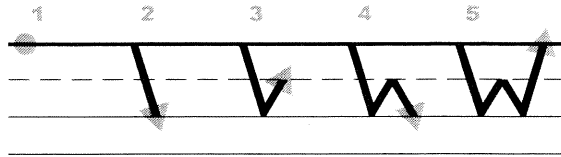
1. Point to the sky line.
2. Go to the grass line,
3. and curve up to the sky line.
4. Say u - up - /û/, have students repeat.

### Letter Formation for V



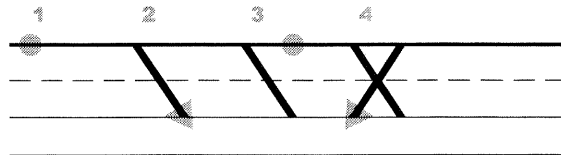
1. Point to the sky line.
2. Slide down to the grass line,
3. and slide back up to the sky line.
4. Say v - van - /v/, have students repeat.

### Letter Formation for W



1. Point to the sky line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Back down to the grass line.
5. And slide all the way back to the sky line.
6. Say w - wind - /w/, have students repeat.

### Letter Formation for X



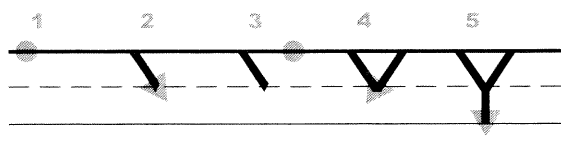
1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.
5. Say x - fox - /ks/, have students repeat.



## Review Letter Formations

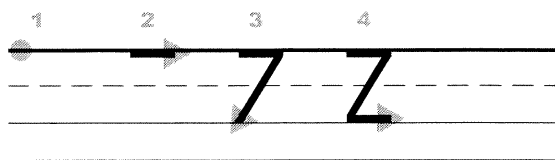
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

### Letter Formation for **Y**



1. Point to the sky line.
2. Slide down to the plane line.
3. Leave a space and point to the sky line.
4. And then slide back to the plane line.
5. Go straight down to the grass line.
6. Say y - yellow - /y/, have students repeat.

### Letter Formation for **Z**



1. Point to the sky line.
2. Make a line.
3. And then slide back to the grass line.
4. And make a line.
5. Say z - zebra - /z/, have students repeat.

Fundations® **Practice Letter Formation**

Q

Blank handwriting lines for the letter Q.

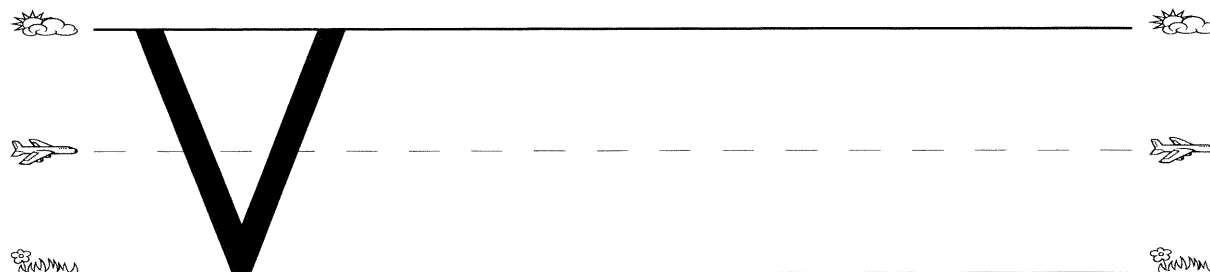
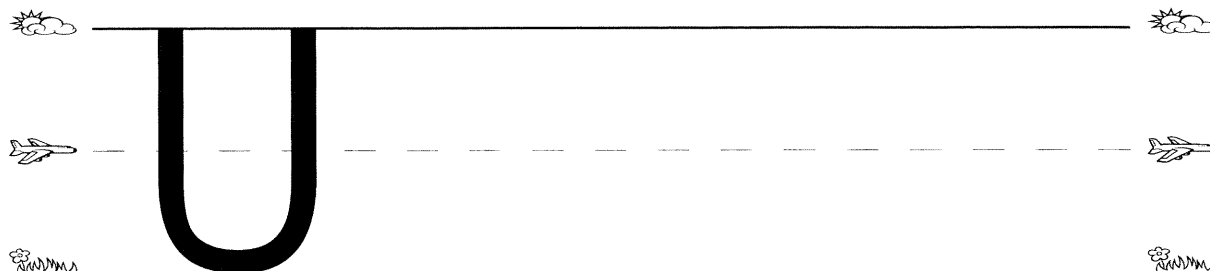
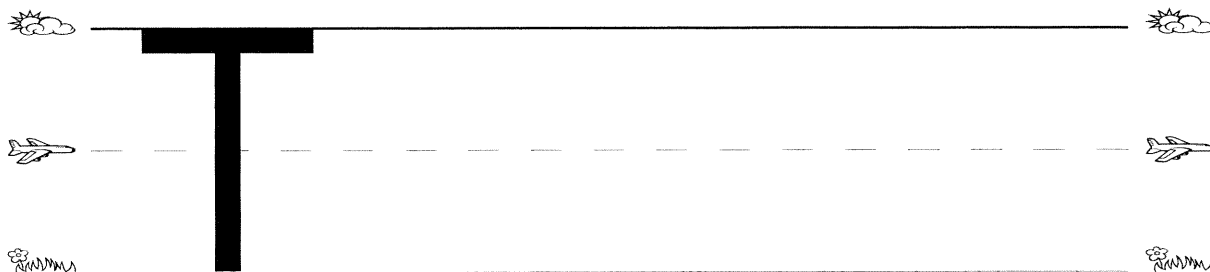
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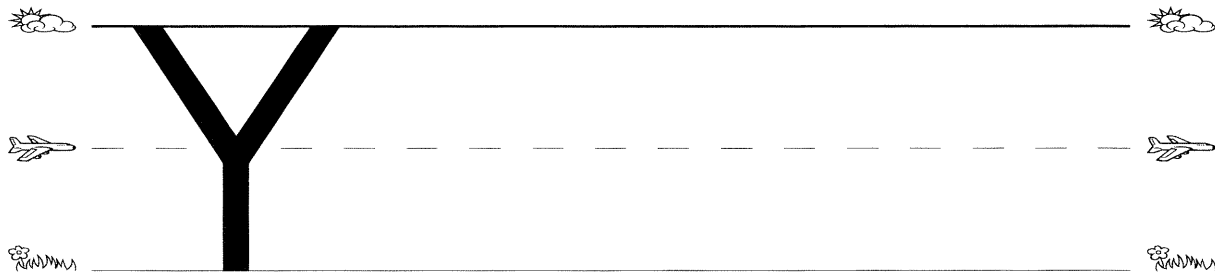
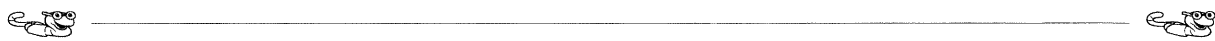
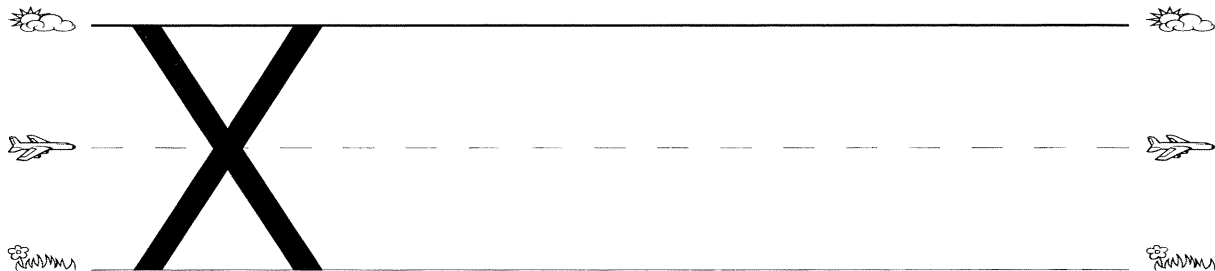
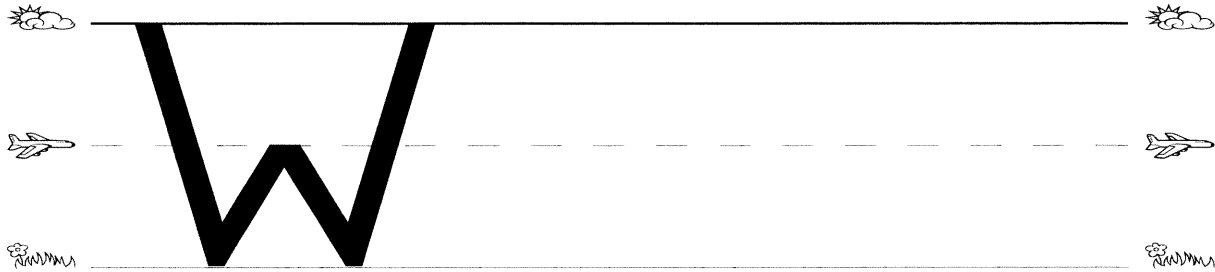
S

Blank handwriting lines for the letter S.

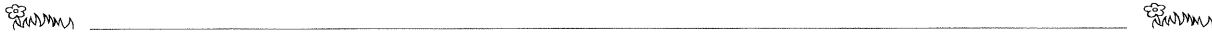
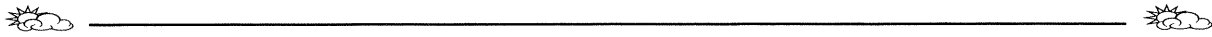
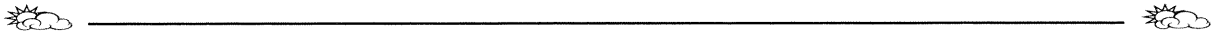
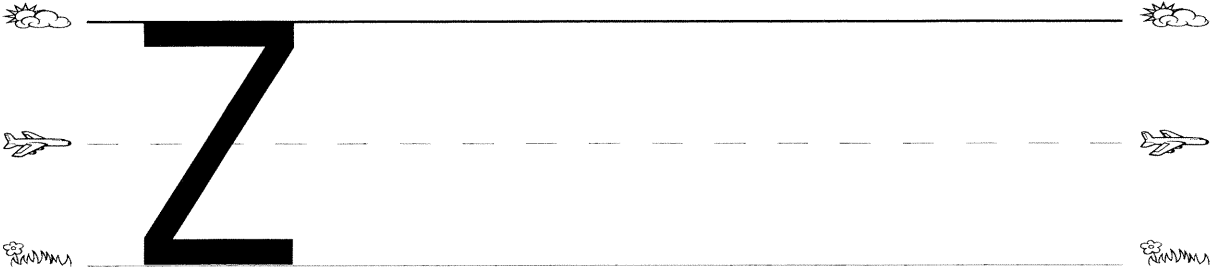
# Fundations® Practice Letter Formation



# Fundations® Practice Letter Formation



# Fundations® Practice Letter Formation



Dear Family:

We have been working on concepts of print, oral expression, phonological awareness, letter formation and sound recognition.

We are now ready to move forward to Unit 3 in Foundations®. In Unit 3, your child will continue to practice and learn:

- to distinguish long and short vowel sounds
- to use phonemic awareness skills to identify the beginning and ending sounds in words
- to blend three sounds into words
- segmenting and spelling 3-sound short vowel words

In this Unit, spelling words will begin with the letters **f l m n r s**, and end with the letters **d g p t**. The middle sound will be a short vowel sound.

Your child will also learn to read sentences in meaningful “chunks” or phrases. With practice, this skill will greatly enhance comprehension.

Your child will learn Trick Words. These are high frequency words that must be memorized. You will cut out Trick Word flashcards to help your child practice.

Be sure to review your child's “Alphabet Book” often. As you work with your child, keep this available for reference. Whenever your child hesitates with a sound, have him or her look up the keyword.

Enjoy helping your child discover the world of reading. Provide help whenever needed. Most importantly, remember to have fun!

Sincerely,  
*The Kindergarten Team*





WEEK 2

the

a

WEEK 3

and

are

to

WEEK 4

is

his

→ Cut words into flashcards. 1. Each night, help your child read the Trick Words. These words must be memorized.

WEEK 5

as

has

WEEK 6

was

→ Cut words into flashcards. 1. Each night, help your child **read** the Trick Words. These words must be memorized.



## Help Your Child Recognize Sounds at the Ending of Words

A word's **ending** sound is much more difficult for your child to hear. You will need to pronounce the words very carefully. This is another activity where you can give mini-rewards and then count responses.

### Picture Book Activity

You can use a picture book and ask for the ending sound on the name of the picture (rather than the beginning sound). For example: for the word **dog**, the sound /g/ is the answer.

### Word Play Activity

Say the word. Ask your child to repeat the word and tell you what sound was at the end of the word (one piece of cereal) and if possible what letter makes that sound (another piece of cereal).

You can do this activity several times. Mix up the words or just do a few at a time.

| Word         | What sound? | What letter? |
|--------------|-------------|--------------|
| <b>chin</b>  | /n/         | <b>n</b>     |
| <b>farm</b>  | /m/         | <b>m</b>     |
| <b>map</b>   | /p/         | <b>p</b>     |
| <b>heart</b> | /t/         | <b>t</b>     |
| <b>band</b>  | /d/         | <b>d</b>     |
| <b>bark</b>  | /k/         | <b>k</b>     |
| <b>bus</b>   | /s/         | <b>s</b>     |
| <b>hill</b>  | /l/         | <b>l</b>     |
| <b>rag</b>   | /g/         | <b>g</b>     |
| <b>tap</b>   | /p/         | <b>p</b>     |
| <b>grass</b> | /s/         | <b>s</b>     |
| <b>hit</b>   | /t/         | <b>t</b>     |
| <b>rob</b>   | /b/         | <b>b</b>     |
| <b>huff</b>  | /f/         | <b>f</b>     |
| <b>mom</b>   | /m/         | <b>m</b>     |
| <b>ran</b>   | /n/         | <b>n</b>     |
| <b>hop</b>   | /p/         | <b>p</b>     |
| <b>whiz</b>  | /z/         | <b>z</b>     |



**Help Your Child Recognize Sounds  
at the Beginning and Ending of Words**

Review vowel and consonant sounds.  
Remember, your child may look in his or her “Alphabet Book” whenever there is a need.

**Follow These 4 Steps:**

1. Randomly point to a letter and have your child say the letter name.
2. Randomly point to a letter and have your child say the letter sound.
3. Say a word from the list below and have your child point to the letter that begins the word.
4. Say a word and have your child point to the letter that ends the word.

|   |   |   |   |    |   |   |
|---|---|---|---|----|---|---|
| a | b | c | d | e  | f |   |
| g | h | i | j | k  | l |   |
| m | n | o | p | qu | r | s |
| t | u | v | w | x  | y | z |

**Word List**

- |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|
| <b>big</b> | <b>top</b> | <b>hat</b> | <b>zap</b> | <b>tug</b> | <b>lap</b> |
| <b>dog</b> | <b>mud</b> | <b>jab</b> | <b>wet</b> | <b>pit</b> | <b>hot</b> |
| <b>rug</b> | <b>met</b> | <b>hip</b> | <b>job</b> | <b>fun</b> | <b>fog</b> |



## Help Your Child Make Words by Blending Sounds

Now that your child recognizes both upper and lower-case letters and the sound that each letter makes, we can **blend** some of those sounds to make words.

**Tapping the sounds helps!** Have your child say each sound of a word while tapping a finger to the thumb.

*Example:*

For the word is **mad**, have your child say the sound /**m**/ while touching index finger to thumb; then say the sound /**ā**/ while touching middle finger to thumb; then say the sound /**d**/ while touching finger to thumb; and then finally say the entire word “**mad**.”

On Monday and Tuesday, have your child find the letters to make three words using the letters you have cut up and stored in a baggie.

On the next page you will write a word from the following list (without saying it). Have your child find the cut up letters and put them onto the blank squares.

After the letters are placed to form the word, say, “**Now let’s tap out to see what word you made!**” Sound tap and read the word together.

### Week 1

|            |            |            |
|------------|------------|------------|
| <b>bug</b> | <b>hip</b> | <b>ten</b> |
| <b>hot</b> | <b>rag</b> | <b>gum</b> |

### Week 2

|            |            |            |
|------------|------------|------------|
| <b>nut</b> | <b>leg</b> | <b>pat</b> |
| <b>jog</b> | <b>kit</b> | <b>fun</b> |

### Week 3

|            |            |            |
|------------|------------|------------|
| <b>beg</b> | <b>met</b> | <b>pet</b> |
| <b>sob</b> | <b>dot</b> | <b>tub</b> |

### Week 4

|            |            |            |
|------------|------------|------------|
| <b>cup</b> | <b>tax</b> | <b>sun</b> |
| <b>hug</b> | <b>mix</b> | <b>rip</b> |

### Week 5

|            |            |            |
|------------|------------|------------|
| <b>bib</b> | <b>cub</b> | <b>fit</b> |
| <b>dig</b> | <b>cab</b> | <b>pig</b> |

### Week 6

|            |            |            |
|------------|------------|------------|
| <b>zap</b> | <b>rub</b> | <b>pal</b> |
| <b>gas</b> | <b>him</b> | <b>tug</b> |

# Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

## **WEEK 1**

### *Monday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

### *Tuesday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## **WEEK 2**

### *Monday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

### *Tuesday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

**WEEK 3**

*Monday's Words*

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---

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

*Tuesday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**WEEK 4**

*Monday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

*Tuesday's Words*

---

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

**WEEK 5**

*Monday's Words*

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---

---

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

*Tuesday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**WEEK 6**

*Monday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

*Tuesday's Words*

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|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|





## Help Your Child Spell Words

Your child can now spell some words! Now rather than making and reading words, you will say the word to your child and have him or her spell it.

Use the letter squares. Say a word. Have your child repeat the word. Then tap the sounds out together. After you tap the sounds, have your child find the letter that goes with each tap to spell the word.

Do two-three words each night.

Remember to have your child look in the sound notebook for help, as needed.

|            |            |            |
|------------|------------|------------|
| <b>mad</b> | <b>sad</b> | <b>lad</b> |
| <b>map</b> | <b>nap</b> | <b>lap</b> |
| <b>sat</b> | <b>fat</b> | <b>mat</b> |
| <b>sit</b> | <b>lid</b> | <b>fit</b> |
| <b>sip</b> | <b>lip</b> | <b>big</b> |
| <b>bed</b> | <b>dog</b> | <b>pot</b> |
| <b>jog</b> | <b>hug</b> | <b>tug</b> |
| <b>dip</b> | <b>mug</b> | <b>sub</b> |
| <b>wig</b> | <b>yes</b> | <b>fun</b> |
| <b>red</b> | <b>pup</b> | <b>fog</b> |
| <b>lot</b> | <b>hut</b> | <b>rib</b> |
| <b>let</b> | <b>gap</b> | <b>dug</b> |
| <b>dig</b> | <b>net</b> | <b>pen</b> |
| <b>vet</b> | <b>wax</b> | <b>led</b> |
| <b>lit</b> | <b>pig</b> | <b>kit</b> |
| <b>job</b> | <b>did</b> | <b>zap</b> |
| <b>rub</b> | <b>pal</b> | <b>fox</b> |
| <b>nut</b> | <b>gas</b> | <b>him</b> |
| <b>bus</b> | <b>web</b> | <b>yet</b> |
| <b>fix</b> | <b>dip</b> | <b>zip</b> |

Dear Family:

Your child is well on the way to reading and writing. We are now ready to begin Unit 4 in Foundations®. I hope you have had fun!

In Unit 4, your child will continue to practice:

- *how to blend and read more three-sound words*
- *how to segment or pull apart sounds in a word*
- *how to spell three sound words*

Your child will also continue to learn high frequency Trick Words. You will cut out Unit 4 Trick Words to help your child practice. Continue to practice Unit 3 words.

Your child will also learn how to read and spell words with **consonant digraphs**. A consonant digraph is two consonants together that make one sound such as “s” and “h” together make the sound of /sh/. Your child will learn the following consonant digraphs:

**sh - ship - /sh/**

**ch - chin - /ch/**

**ck - sock - /k/**

**wh - whistle - /w/**

**th - thumb - /th/**

I will also emphasize the fluent reading of sentences, using phrasing. When your child reads, it should sound like he is talking rather than reading one word at a time. To help guide your child with phrasing, we scoop under phrases:

**The dog and cat sat on the deck.**

Model fluent reading for your child whenever you read to him.

Sincerely,

*The Kindergarten Team*



WEEK 1

we

she

he

WEEK 2

be

me

WEEK 3

I

WEEK 4

you

they

→ Cut words into flashcards. 1. Each night, help your child read the Trick Words. These words must be memorized.

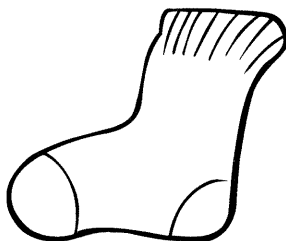
ch



chin

/ch/

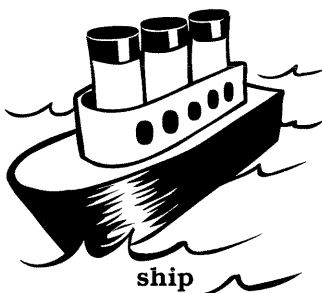
ck



sock

/k/

sh



ship

/sh/

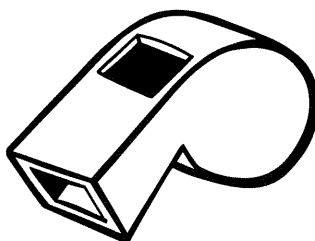
th



thumb

/th/

wh



whistle

/w/

→ Add this page to your child's notebook of sounds.



## Do the “Digraph Detective” Activity

Help your child **read** the following words. Encourage tapping each sound as needed. (The digraphs get one tap since they make only one sound.) Tell your child he is a digraph detective and has to find all the digraphs and underline them. (Digraphs: **wh**, **ch**, **sh**, **th**, **ck**)

bath

cash

top

chin

shop

thud

bag

whip

yet

chat

zip

with

rush

luck

box



## Practice Reading Phrases

Ask your child to find the words with digraphs (**wh**, **ch**, **sh**, **th**, **ck**) and identify those digraphs by underlining them: **ship**, **such**. Then, help your child practice reading in meaningful phrases. Practice reading the lists of phrases aloud with your child. While reading, encourage your child to 'scoop' each phrase with a finger. After practicing together, have your child read the phrases independently.

at the job

on his chin

had to rush

with his sock

in the mud

in the dish

to the bus

on the path

are not back

a big wish



## Help Your Child Spell Words with Digraphs

Your child can now spell words with digraphs. You will say the word to your child and have him or her spell it.

Use the letter squares. Say a word. Have your child repeat the word. Then tap the sounds out together. After you tap the sounds, have your child find the letter that goes with each tap to spell the word.

A consonant digraph is two consonants together that make one sound such as “**s**” and “**h**” together make the sound of /**sh**/. Because a consonant digraph makes only **one sound**, they only get **one tap**. For example, the word “**sh o p**” has three taps even though there are four letters because there are only three sounds to the word.

The consonant digraphs are:

**sh - ship - /sh/**      **ch - chin - /ch/**  
**ck - sock - /k/**      **wh - whistle - /w/**  
**th - thumb - /th/**

The sound /**k**/ at the end of a word is usually spelled with the letters “**ck**.”

Do two-three words each night. Remember to have your child look in the sound notebook for help, as needed.

|             |             |              |
|-------------|-------------|--------------|
| <b>bath</b> | <b>such</b> | <b>moth</b>  |
| <b>rash</b> | <b>pack</b> | <b>fish</b>  |
| <b>lick</b> | <b>thin</b> | <b>quack</b> |
| <b>ship</b> | <b>lock</b> | <b>peck</b>  |
| <b>dish</b> | <b>chip</b> | <b>chop</b>  |
| <b>thud</b> | <b>mash</b> | <b>shock</b> |

Foundations® **Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions such as, "What does Liz look like?"

Did Liz get mad?

Dad sat on the bed.



**Foundations® Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

Jim had a hat.

The dog had a bath.

Foundations® **Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

Ben had a nap on the cot.

Did Dad pet the dog?

Dear Family:

At last, we are ready to begin the final unit in Foundations®. You have been a wonderful coach and support.

In Unit 5, your child will continue to practice reading sentences in phrases and will learn how to write a sentence. Emphasize capitalization and punctuation.

We will also learn the difference between stories that are real and stories that are make-believe. This is a list of narrative (make-believe) and informational (real) stories to read together.

- A Bear Cub Grows Up*** by Pam Allman (Scholastic; 2005)
- A Ladybug's Life*** by John Himmelman (Scholastic; 1998)
- All About Frogs*** by Jim Aronosky (Scholastic; 2008)
- Bear's New Friend*** by Karma Wilson (Margaret K. McElderry; 2006)
- Carl's Sleepy Afternoon*** by Alexandra Day (Farrar, Straus and Giroux; 2005)
- The Frog with the Big Mouth*** by Teresa Bateman (Whitman, Albert, & Company; 2008)
- The Grouchy Ladybug*** by Eric Carle (HarperCollins; 1996)
- I'm a Manatee*** by John Lithgow (Simon & Schuster; 2003)
- Manatees*** by Frank Staub (Lerner; 1998)
- Marsupials*** by Nic Bishop (Scholastic; 2009)
- Marsupial Sue*** by John Lithgow (Simon & Schuster; 2001)
- Oceans Alive: Octopuses*** by Ann Herriges (Bellwether; 2006)
- Octavia and Her Purple Ink Cloud*** by Donna and Doreen Rathmell (Sylvan Dell; 2006)
- The Rottweiler*** by Charlotte Wilcox (Capstone; 1996)

We have had a wonderful year exploring the world of print. I am so pleased with the progress made this year. Thank you for all of your help at home.

Sincerely,  
*The Kindergarten Team*



WEEK 1

or

for

WEEK 2

of

have

WEEK 3

from

→ **Cut words into flashcards. 1.** Each night, help your child **read** the Trick Words. These words must be memorized.

Fundations® **Trick Words**

WEEK 5

do

WEEK 6

one

→ **Cut words into flashcards. 1.** Each night, help your child **read** the Trick Words. These words must be memorized.

**Foundations® Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

The pup had a nap in the sun.

Mom sat on the log.

Foundations® **Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

The gum is in the bag.

Max had a big dog.

**Foundations® Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

The pig is in the mud.

The cat is in the box.



**Foundations® Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

The bug is in the pot.

Mom and Deb had a sip of pop.



## Help Your Child Write Sentences

Use the next several pages for this activity. As you can see, some words are left blank. Your child will write in the missing word.

Remind them to leave a finger-space between words.

### **Follow These Steps:**

1. Dictate a sentence from this list.
2. Have your child repeat the sentence.
3. Your child adds the words to complete the sentence. You may repeat the sentence as often as needed. Have your child tap the sounds in each word to spell it. Note: Do not tap Trick Words (**the, a, is**)
4. When your child has finished writing, re-read the sentence as your child points to each word.
5. Ask, “**Does the first word have a capital letter?**”
6. Ask, “**Do you have a period at the end?**”
7. Check to see if there is a finger space between each word.
8. Help your child make corrections as needed (re-tapping the word).

On Tuesday and Thursday dictate a sentence from below and ask your child to fill in the missing word on the following pages.

**Dad had a sip.**

**Tom had a map.**

**Tim had a nap.**

**Pat did the job.**

**Tom had fun.**

**Pat had a dog.**

**The pup is sad.**

**Mom had fun.**

**The pup is wet.**

**Jen had a chip.**

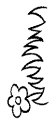
**The box is shut.**

**The rug is thick.**



Dad

d



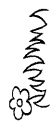
had

d

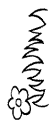


Tim

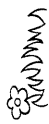
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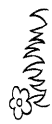
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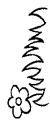
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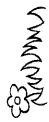
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Dear Family:

This has been a very exciting year! Foundations® has given your child a solid *foundation* as a beginning reader.

Thank you for being your child's coach and my helpmate. As mentioned in September, a child needs to be guided as well as encouraged in order to be successful. Your involvement has done that.

I suggest that you continue working with your child during the summer vacation. If possible, take time each day to read with your child.

Thank you again. I sincerely hope that you have an enjoyable summer. Please do not hesitate to call if you have questions or concerns.

Sincerely,





## Suggested Reading

### Read! Read! Read!

Hopefully, you will be able to set aside time each day to enjoy reading with your child.

This partial list of books is appropriate to read aloud to your child. Your library should have them available.

Do not hesitate to read the same book several times. Use techniques that will help your child such as reading the title of the book; saying the author's name;

following the words with your finger; pausing at the punctuation marks.

Remember to ask questions such as, "How do you think (name a character) feels? What do you think will happen next? Why do you think that happened? What would you do next?"

Your child can also start to read books with short vowel words. Try some of the Dr. Seuss books like ***Hop on Pop*** and ***Cat in the Hat***.

| Title  | Author        | Publisher / Date        |
|--|---------------|-------------------------|
| <b><i>Arthur's Teacher</i></b>                   | Brown, M.     | Little Brown; 1986      |
| <b><i>A Baby Sister for Frances</i></b>          | Hoban, R.     | Harper Trophy; 1992     |
| <b><i>Cloudy With a Chance of Meatballs</i></b>  | Barrett, J.   | Macmillan; 1978         |
| <b><i>Corduroy</i></b>                           | Freeman, D.   | Viking Penguin; 1968    |
| <b><i>Curious George books</i></b>               | Rey, H.A.     | Houghton Mifflin; 1969  |
| <b><i>Legend of the Indian Paintbrush</i></b>    | DePaola, T.   | Putnam & Grossett; 1988 |
| <b><i>Madeline</i></b>                           | Bemelmans, L. | Viking; 1967            |
| <b><i>Make Way for Ducklings</i></b>             | McCloskey, R. | Viking, Penguin; 1969   |
| <b><i>Mike Mulligan and his Steam Shovel</i></b> | Burton, V.    | Houghton Mifflin; 1967  |
| <b><i>Millions of Cats</i></b>                   | Gag, W.       | Coward McCann; 1928     |
| <b><i>Miss Nelson is Missing</i></b>             | Allard, H.    | Houghton Mifflin; 1977  |