

Dear Family:

A new school year has been launched! This year, I shall be using a program called Foundations® 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 shall 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 shall 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 **Foundations**. We will have fun teaching and helping your child build a strong foundation for literacy!

In the next letter, I shall share with you Unit 1 and its 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.

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:

- *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*

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. Every other week, I will also send home activity suggestions to reinforce skills.

If you have any questions, please write them down and I shall 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 **lower-case**.

Practice the letter formations

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

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).

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.

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



SKY LINE



PLANE LINE



GRASS LINE



WORM LINE

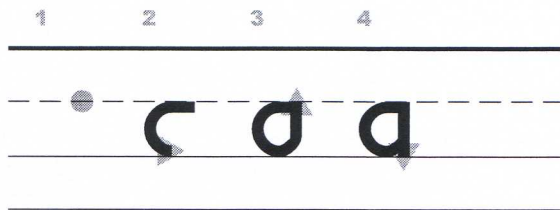
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

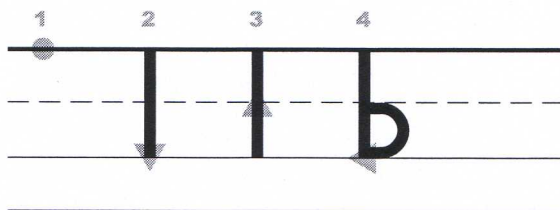


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.

Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

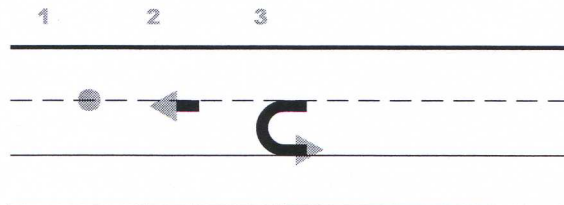


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.

Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

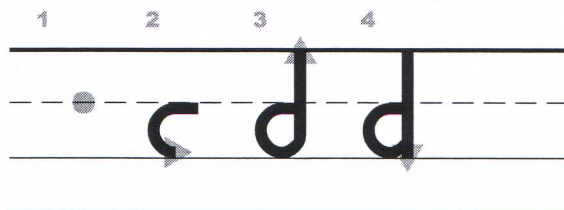


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.

Letter Formation for d

d is a plane line round letter.

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



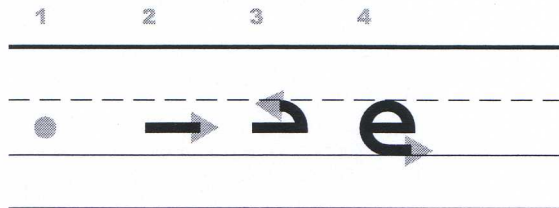
1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.

Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for e

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

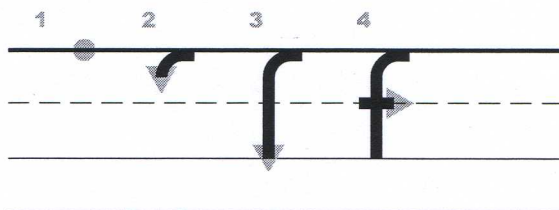


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.

Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

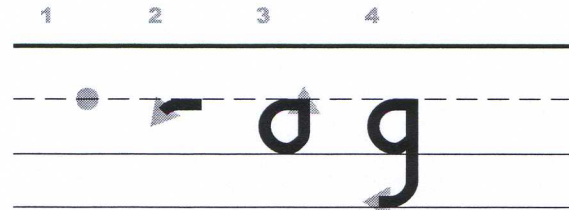


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line

Letter Formation for g

g is a plane line round letter.

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

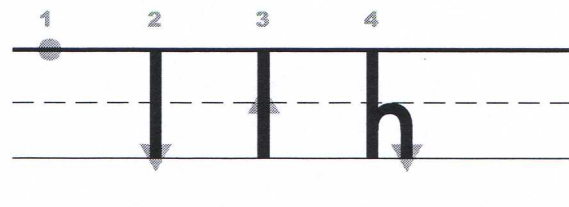


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

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.

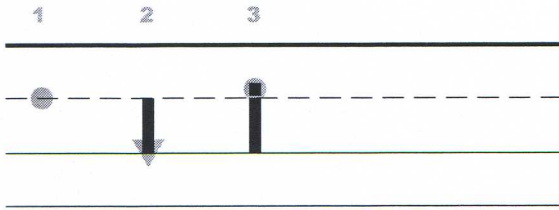
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

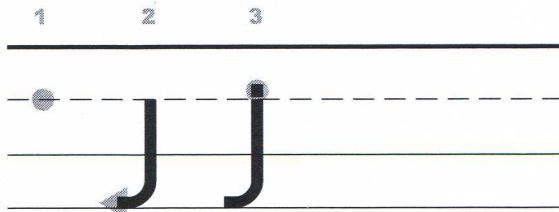


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.

Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

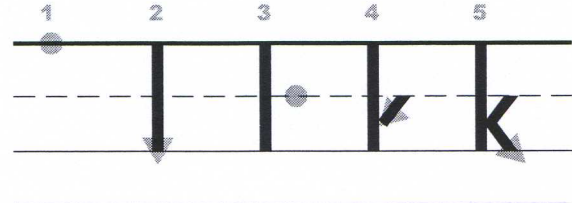


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.

Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

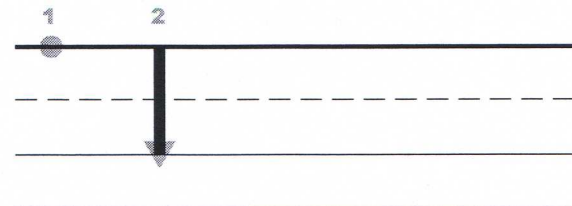


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.

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.

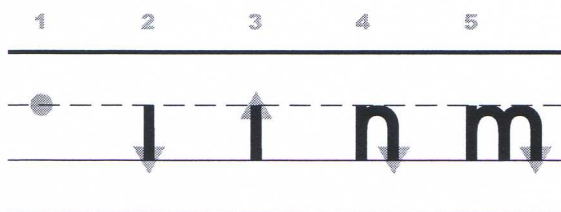
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

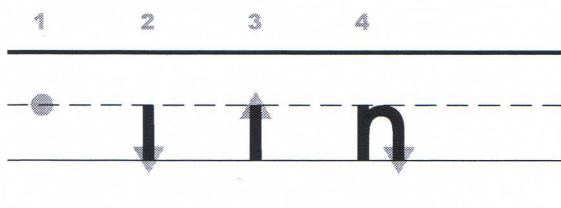


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

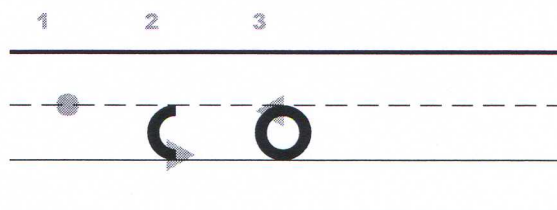


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

Letter Formation for o

o is a plane line round letter.

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

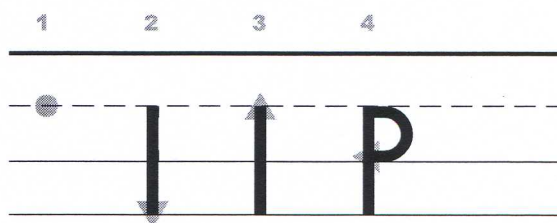


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.

Letter Formation for p

p is a plane line round 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.

Fundations® Letter Formation Guide

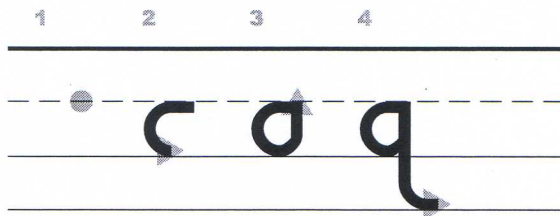
Use the following verbalization to direct students in proper letter formation.

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.

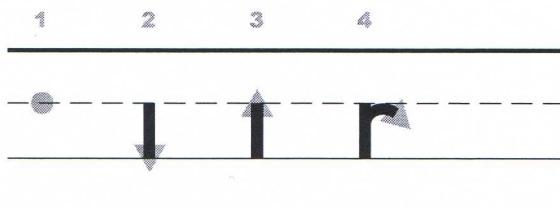


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy" u.

Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

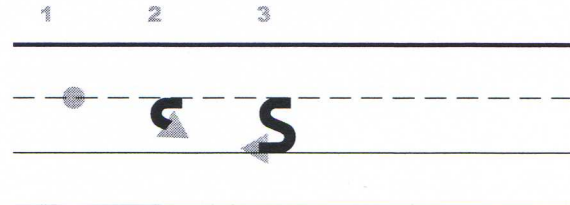


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.

Letter Formation for s

s is a plane line round letter.

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

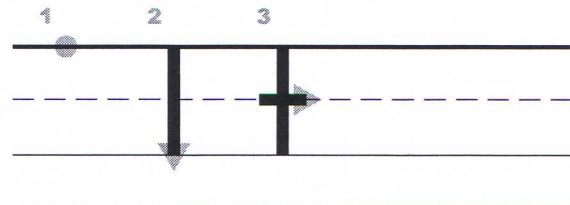


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.

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.

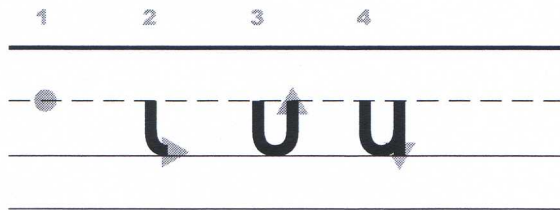
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for U

u is a plane line letter.

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

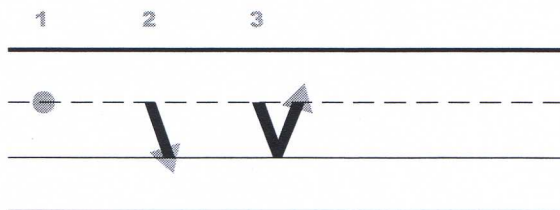


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.

Letter Formation for V

v is a plane line slide letter.

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

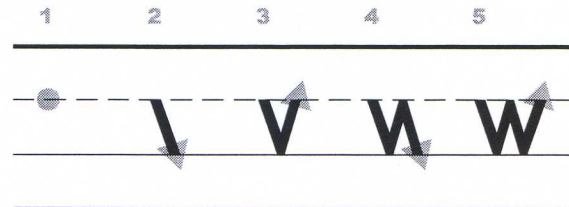


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

Letter Formation for W

w is a plane line slide letter.

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

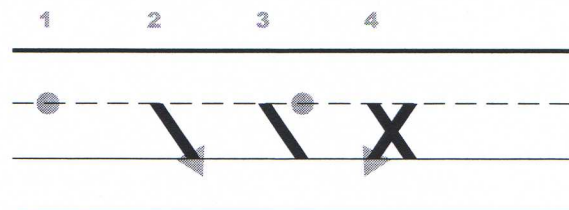


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

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.

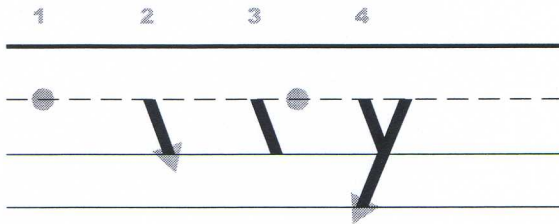
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for y

y is a plane line slide letter.

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



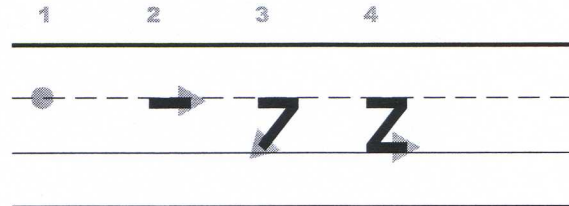
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.

Letter Formation for Z

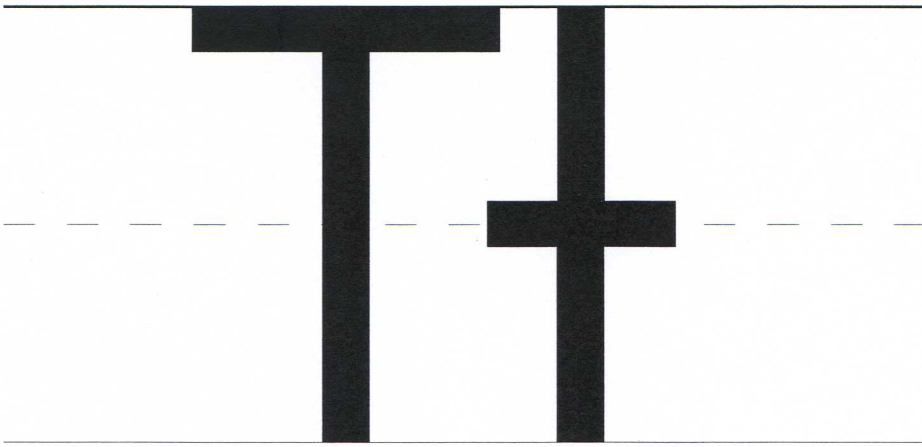
z is a plane line slide letter, but it doesn't slide right away.

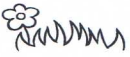
Where does it start? (On the plane line).

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

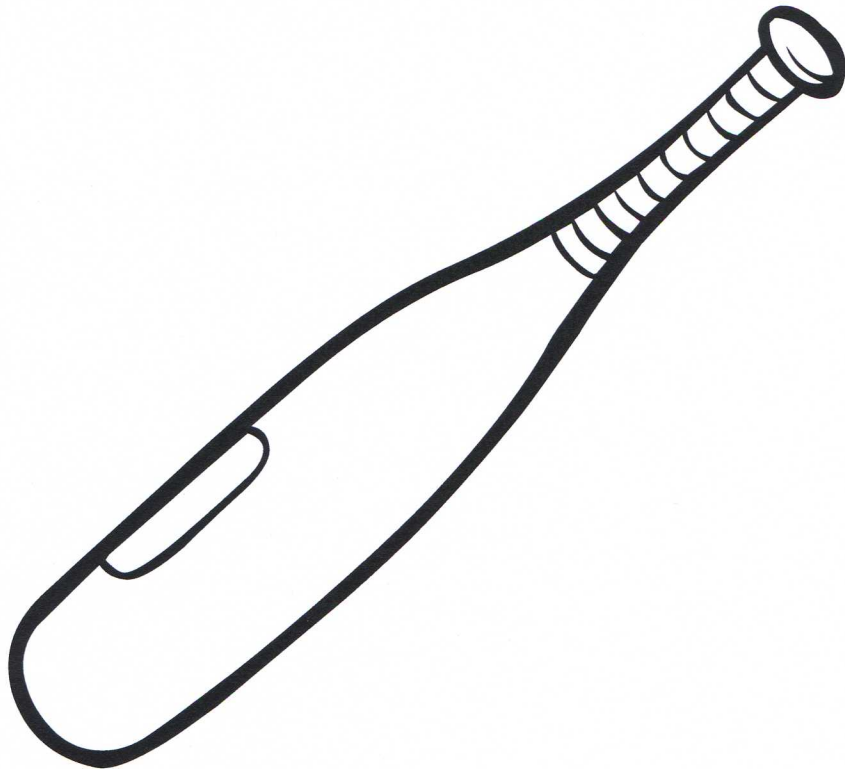


1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.



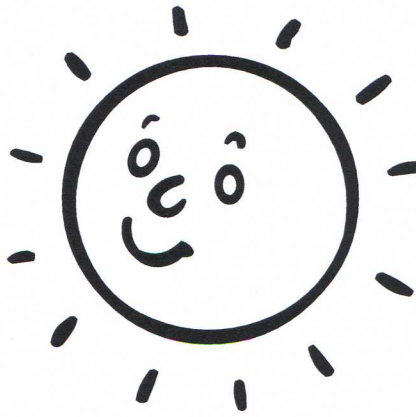
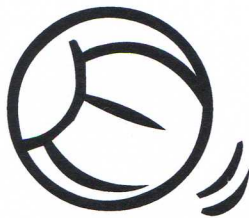


Bb



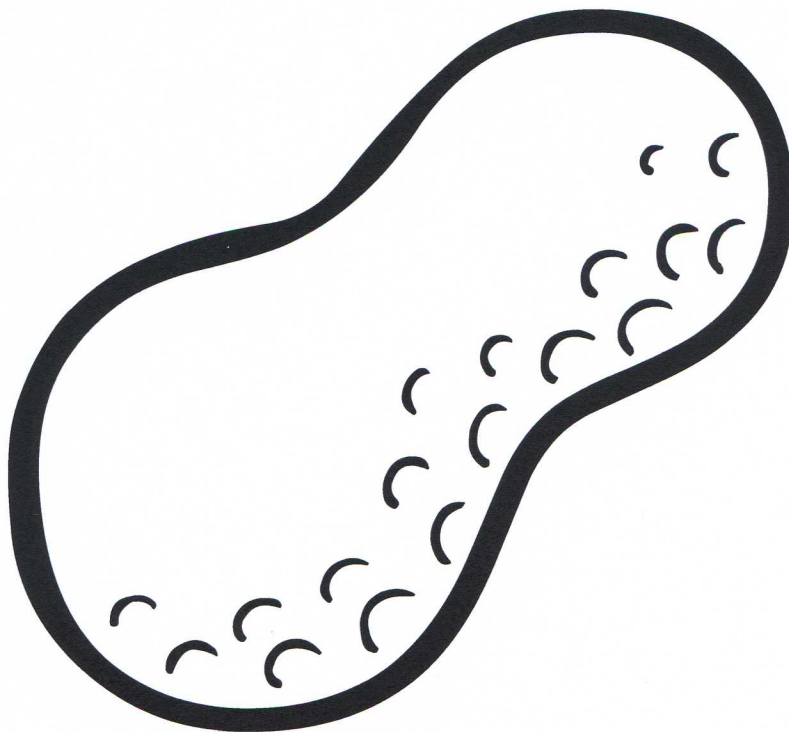


F f





Nn





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:

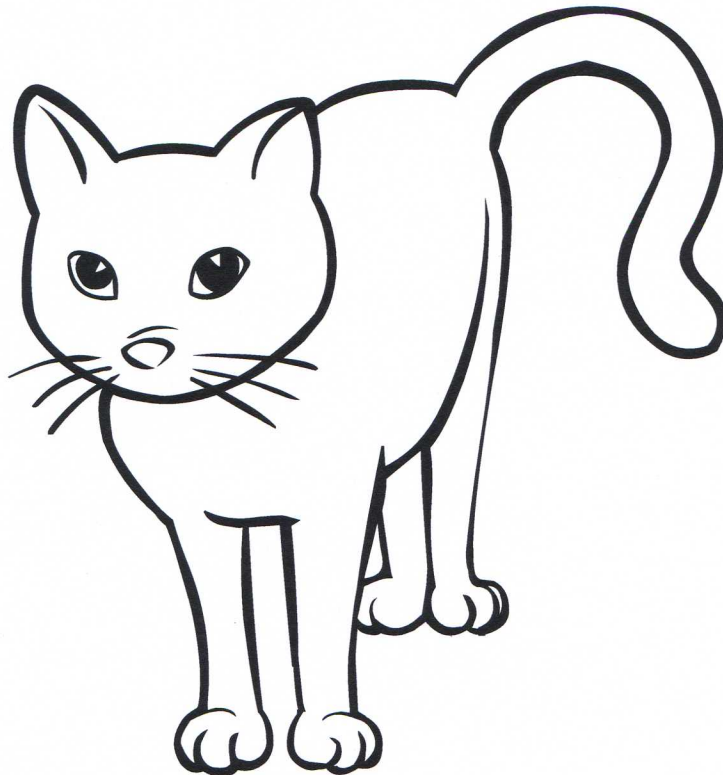
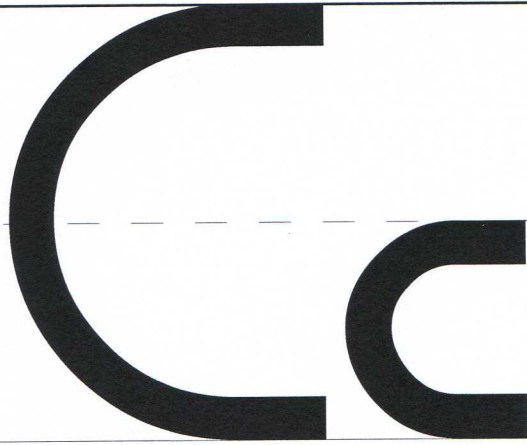
- 1. Following the printed word with your finger.**
- 2. Indicating the left to right progression of words.**
- 3. Noting periods between sentences with pauses.**

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.

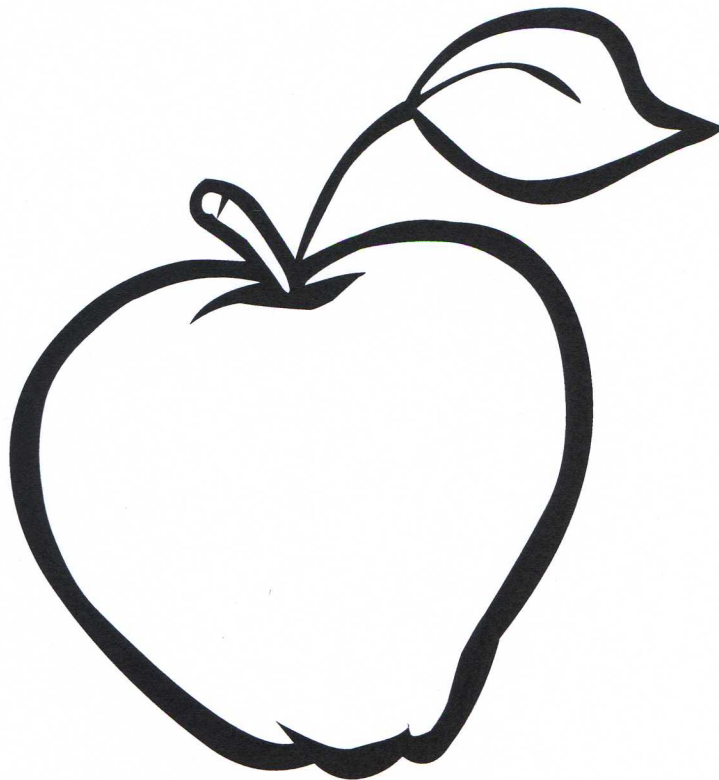
Reading with your child is a great “end-of-the-day” activity.

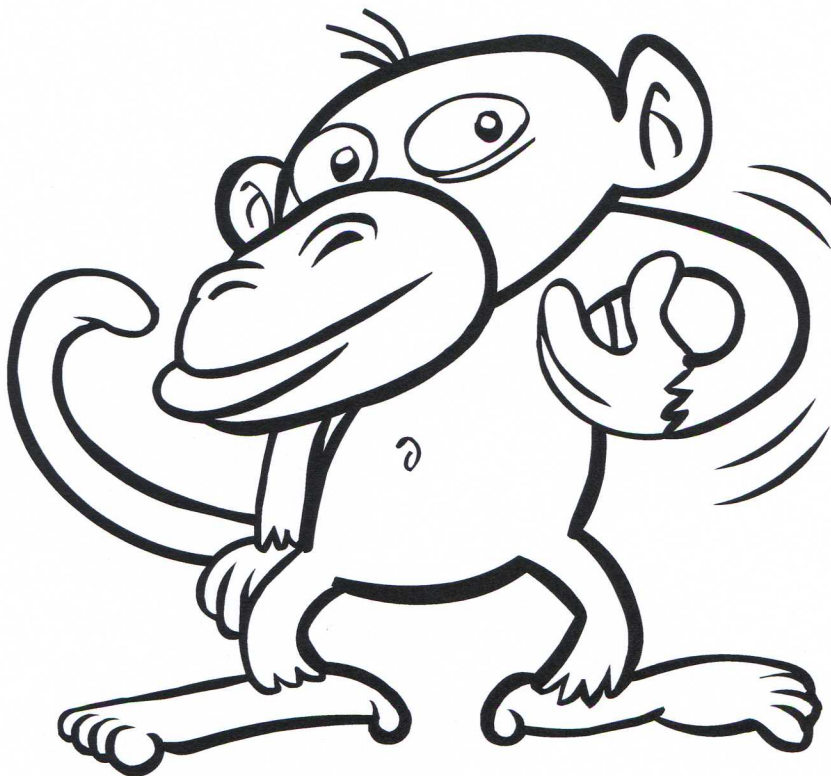
Title	Author	Publisher / Date
<i>Goodnight Moon</i>	Brown, M.W.	Scholastic; 1989
<i>In the Tall, Tall Grass</i>	Fleming, D.	Holt, Rinehart & Winston; 1991
<i>Is Your Mama a Llama?</i>	Guarino, D.	Scholastic; 1989
<i>Little Bear Sleeping</i>	Johnston, T.	G.P. Putnam's & Sons; 1991
<i>Make Way for Ducklings</i>	McCloskey, R.	Viking Press; 1969
<i>The Cat in the Hat</i>	Seuss, Dr.	Houghton Mifflin; 1957
<i>Green Eggs and Ham</i>	Seuss, Dr.	Random House; 1960
<i>Lyle, Lyle, Crocodile</i>	Waber, B.	Houghton Mifflin; 1965
<i>Owl Moon</i>	Yolen, J.	Putnam & Grossett; 1987

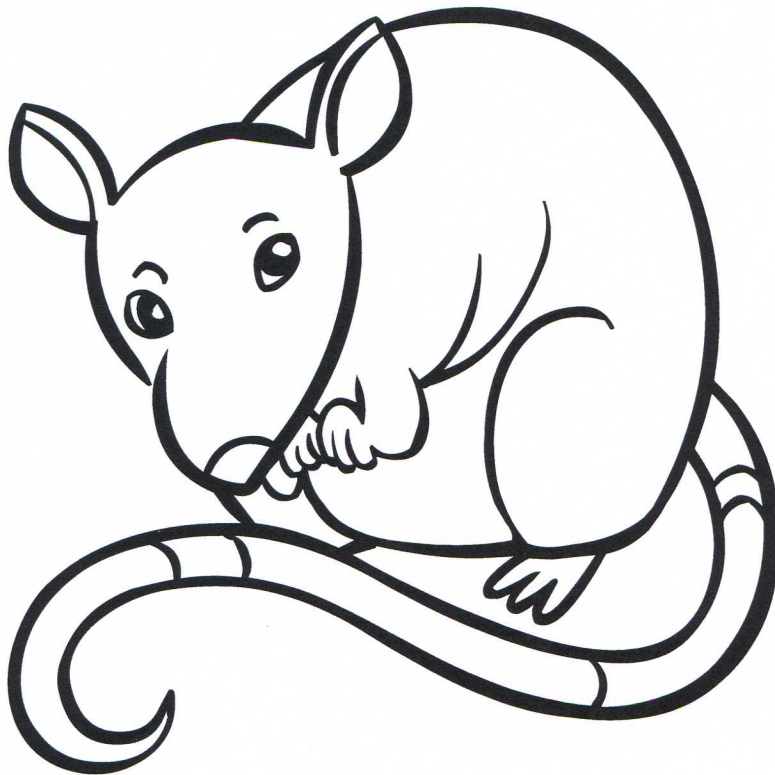




Aa









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

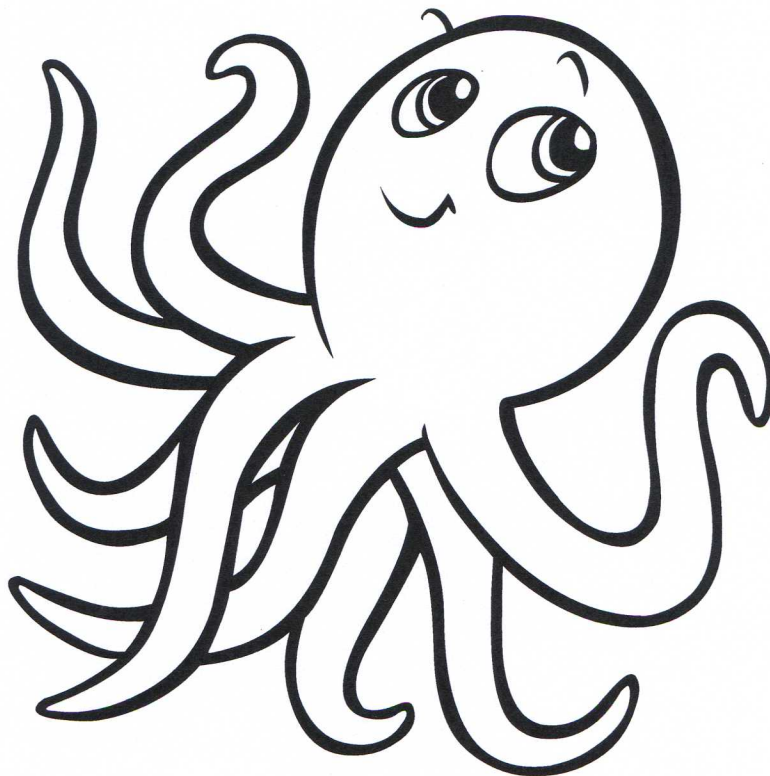
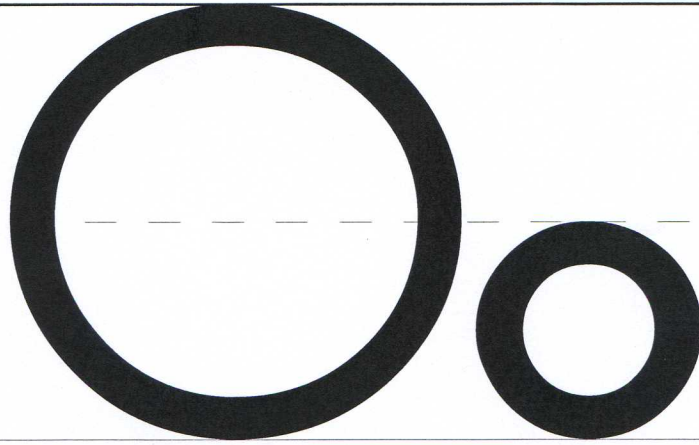
Children love to hear the same story read over and over. **After your child knows a story well, have them tell you the story, using the pictures as a guide.**

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?”

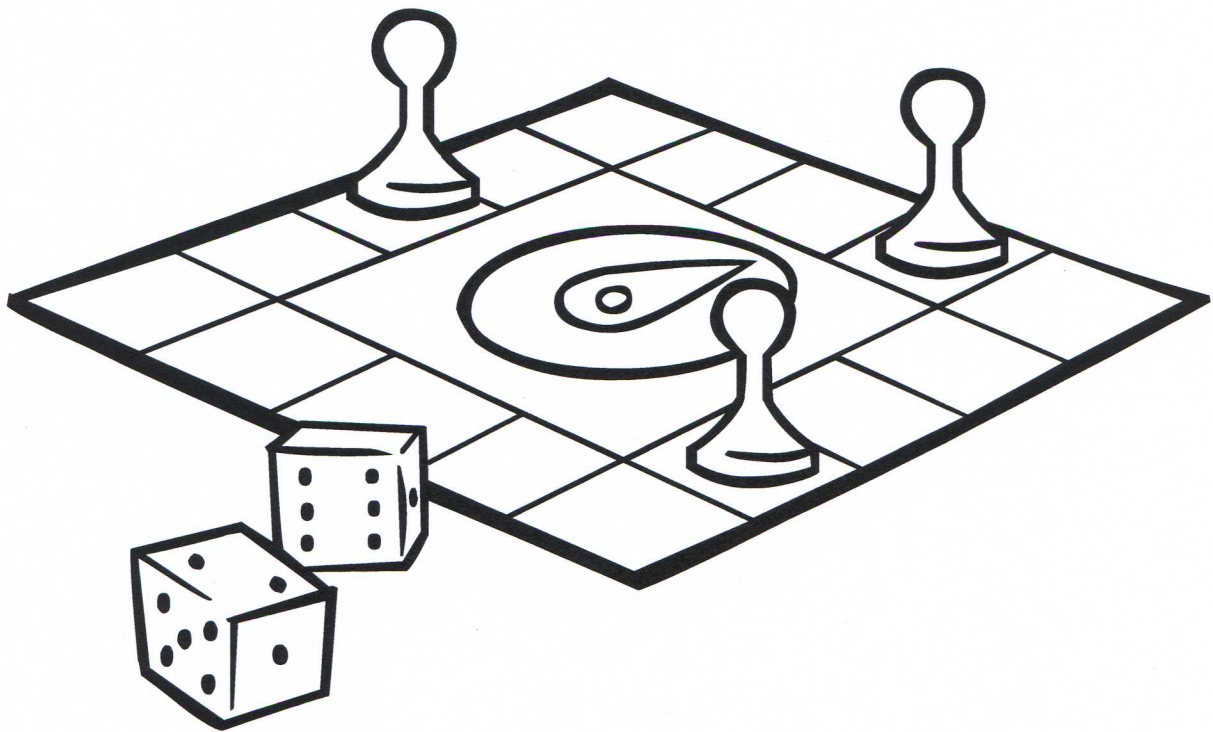
The **suggested books** listed below focus on comprehension and re-telling. They should be available at your local library.

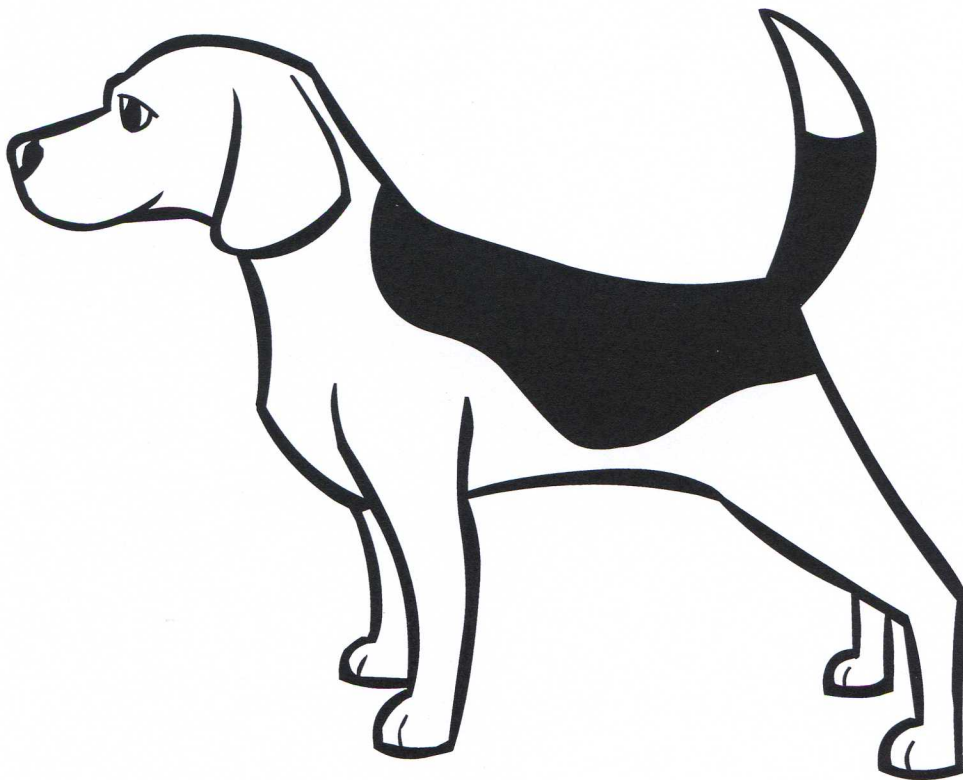
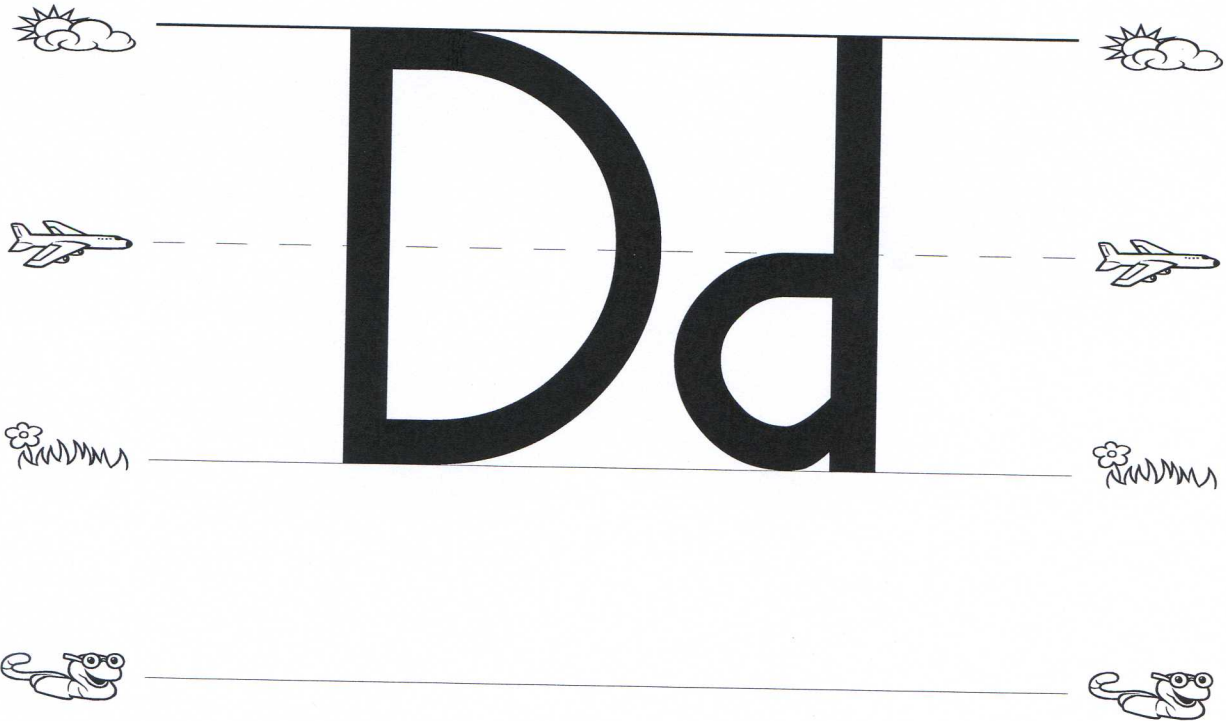
Title	Author	Publisher / Date
<i>Miss Nelson is Missing</i>	Allard, H.	Houghton Mifflin; 1977
<i>Madeline</i>	Bemelmans, L.	Viking; 1939, 1967
<i>Mike Mulligan and His Steam Shovel</i>	Burton, V.	Houghton Mifflin; 1967
<i>The Little House</i>	Burton, V.	Houghton Mifflin; 1969
<i>A Baby Sister for Frances</i>	Hoban, R.	Harper Trophy; 1992
<i>Brown Bear, Brown Bear What Do You See?</i>	Martin, B., Carle, E.	Holt; 1983
<i>Alexander and the Terrible Horrible, No Good, Very Bad Day</i>	Viorst, J.	Atheneum; 1972





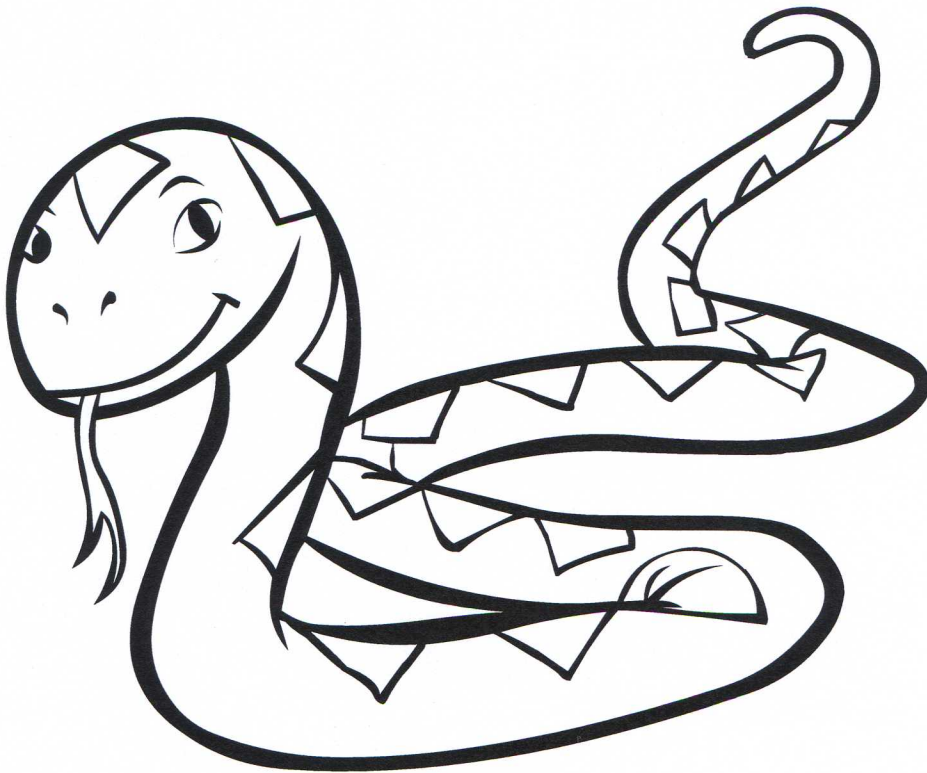
Gg







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.

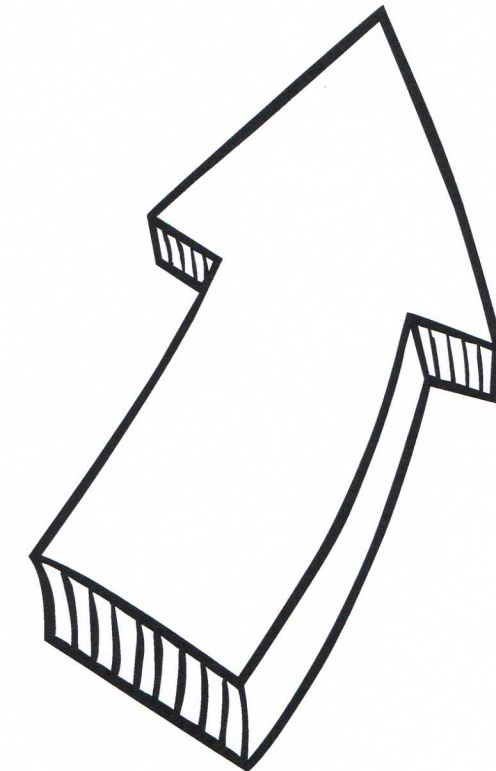
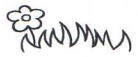
My favorite color is red.

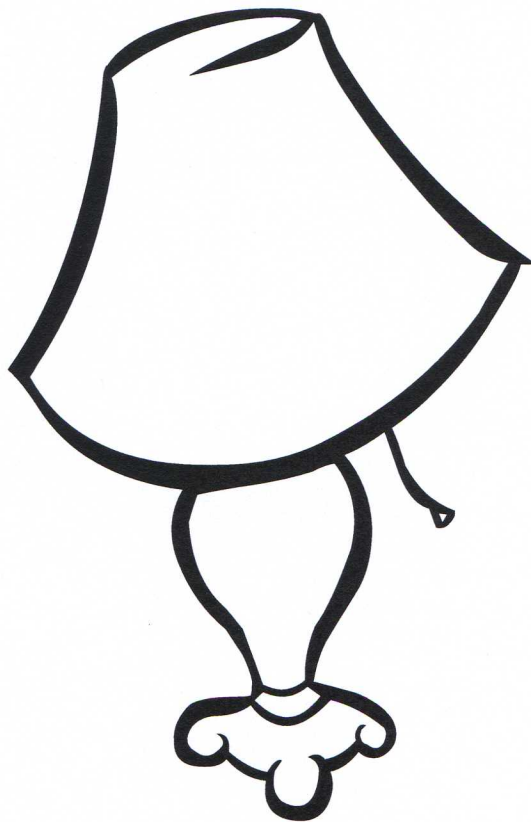
I ride on the bus.

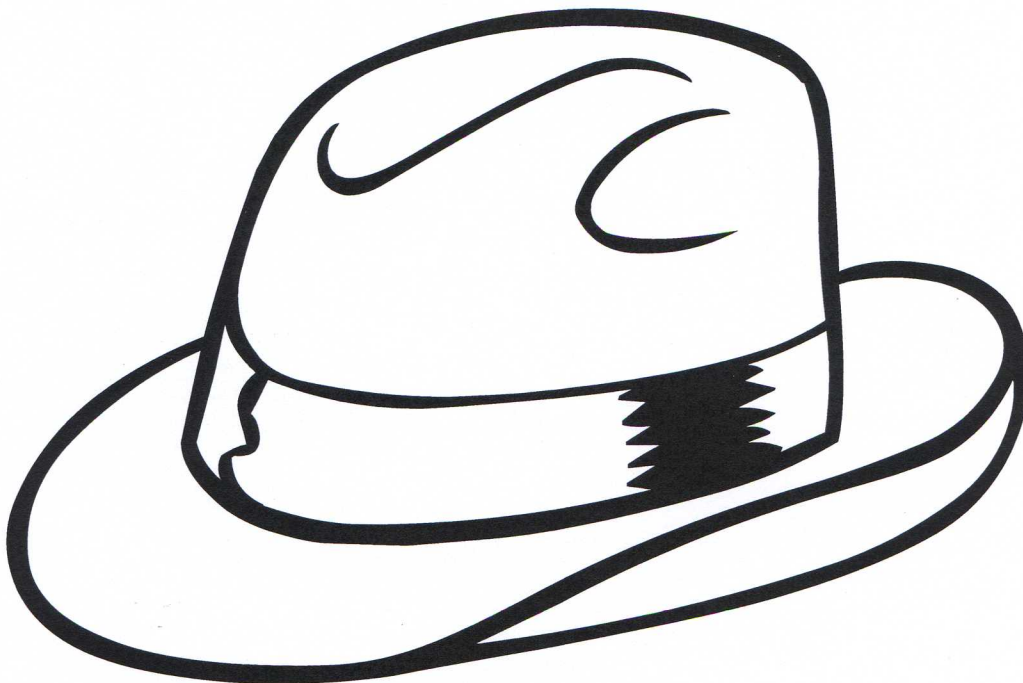


Ee



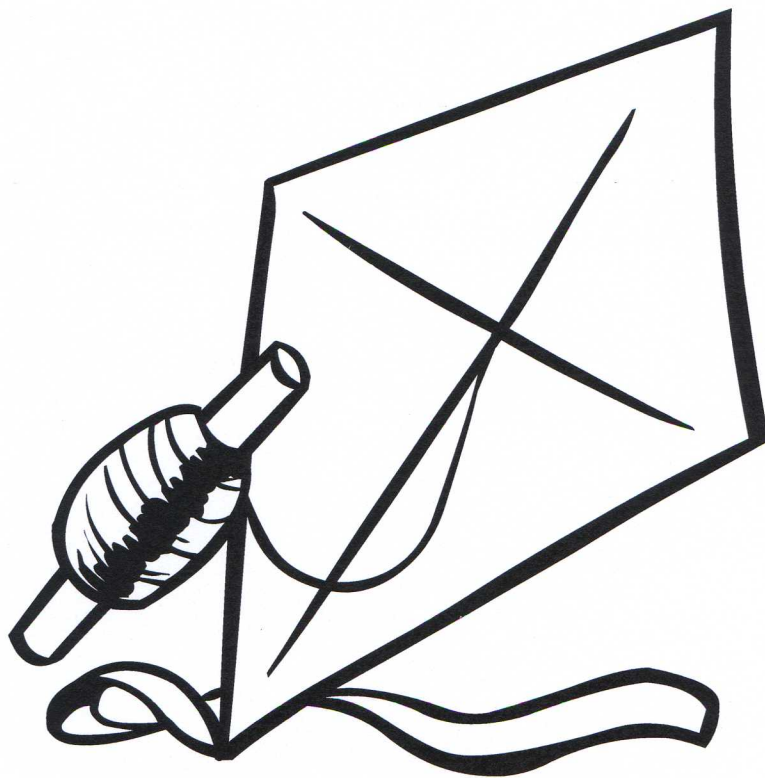








Kk





***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.**

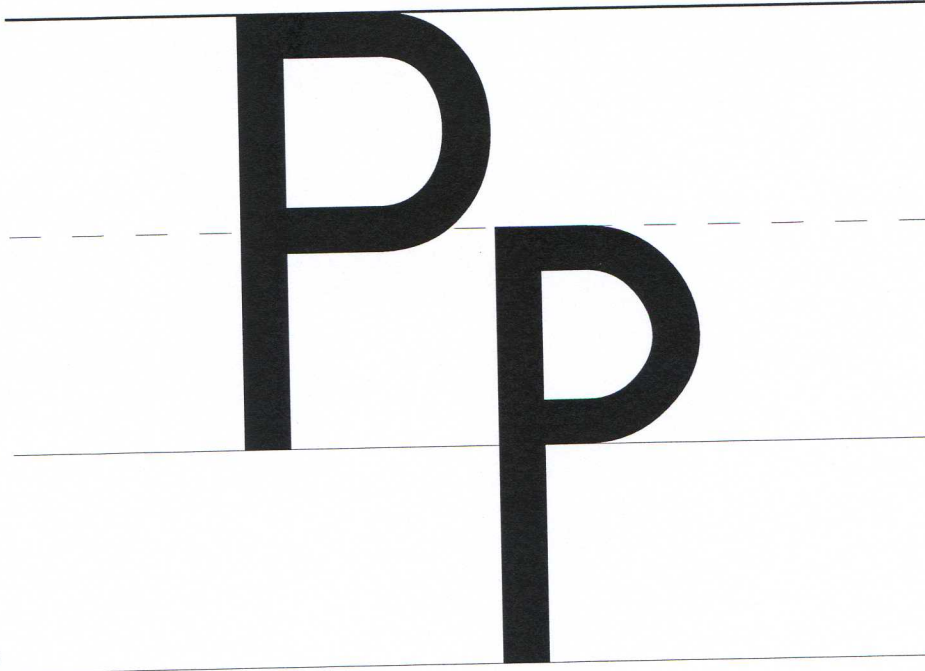
Listen for Sounds

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.)

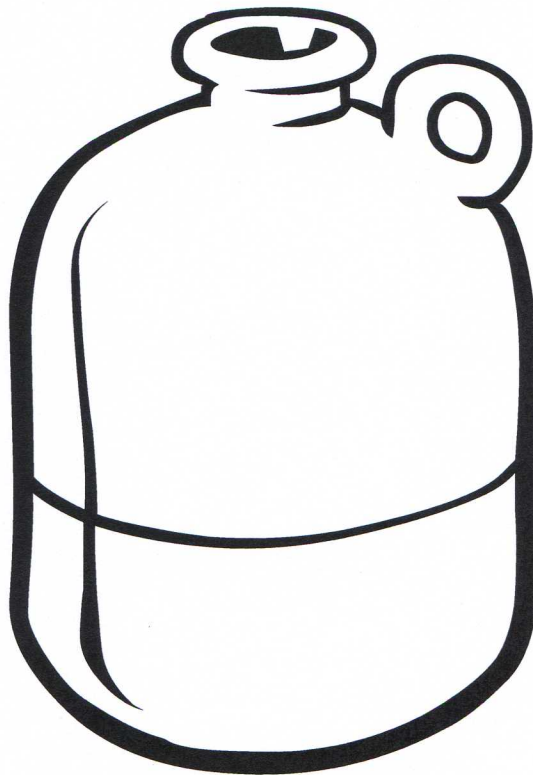
The following words will get you started:

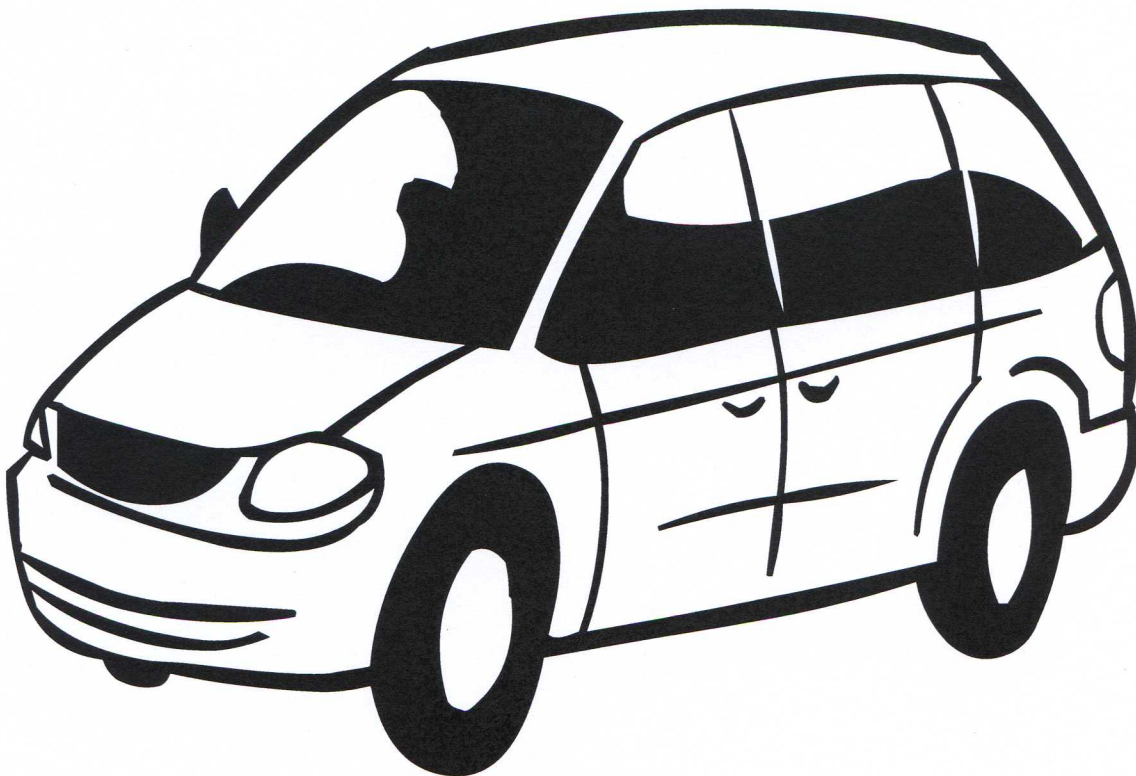
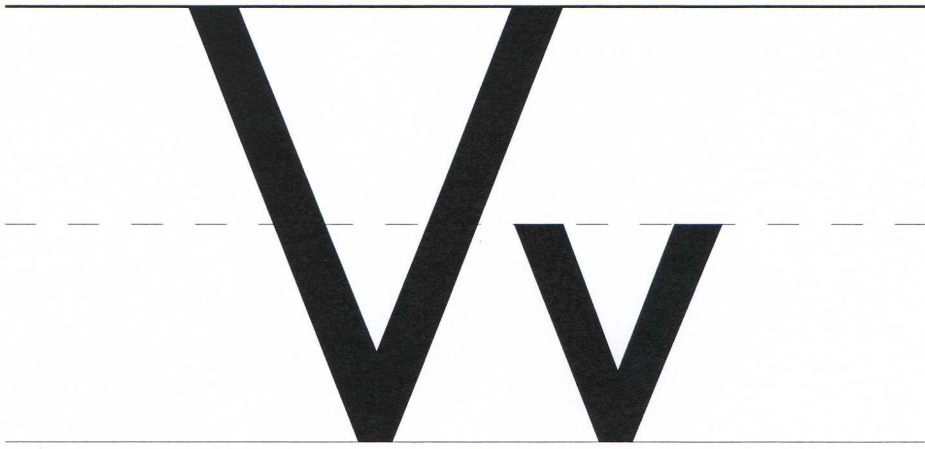
- | | | |
|----------------|----------------|------------------|
| map | dog | mud |
| brother | basket | slide |
| cat | cracker | jump |
| egg | daisy | donut |
| frog | sing | flower |
| glue | grape | boy |
| kitten | jacket | jug |
| fish | lip | lantern |
| neck | drink | napkin |
| paint | puddle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





J j







W w





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

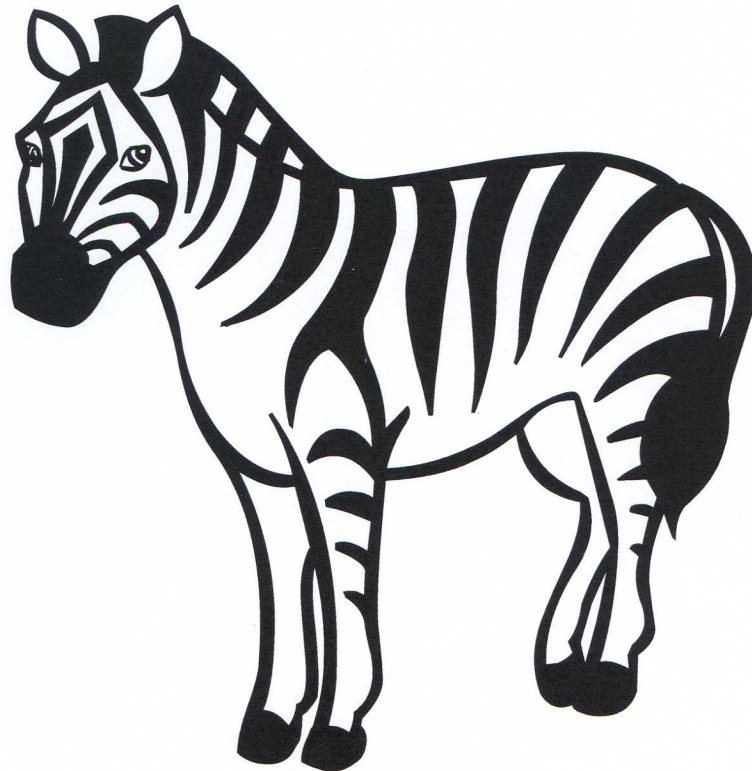
Say, “**Find the letter** (name a letter).” Have your child point to it. When this seems easy, have your child point to and then name the letters. First do them in alphabetical order, then do them in mixed order with different fonts.

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



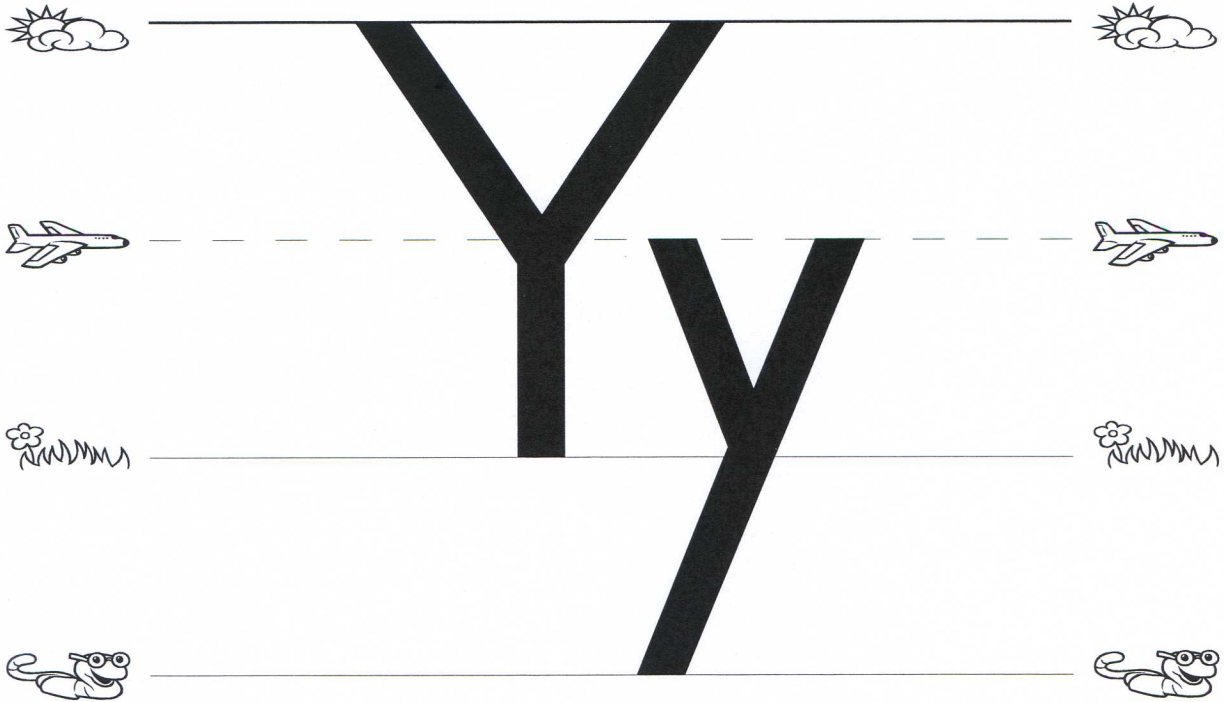
Zz

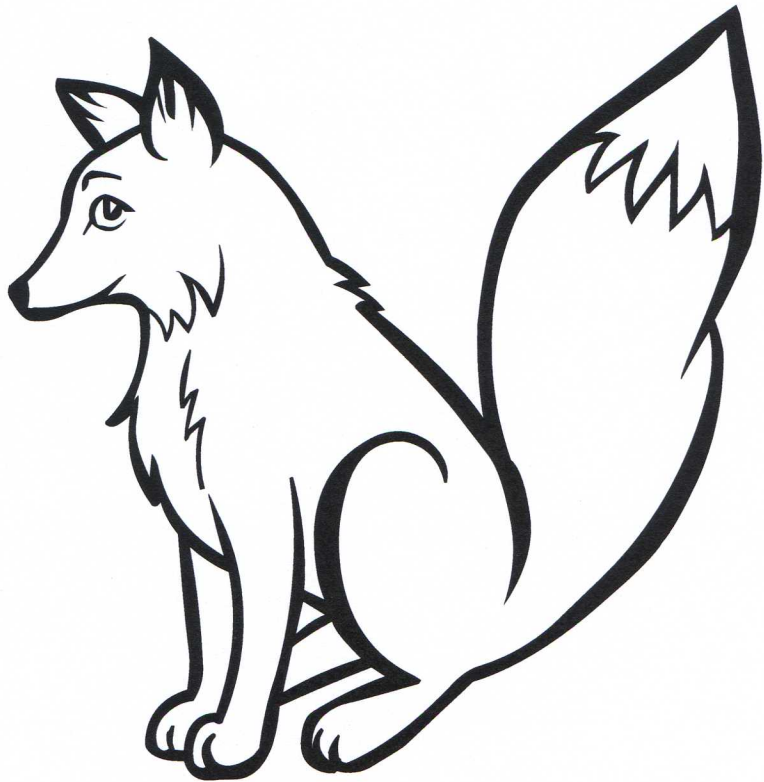




Q q







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:

- *letter formation for upper-case (or capital) letters A, B, C...*
- *letter sequence a-z*
- *story prediction*

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

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

Sincerely,





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.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

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

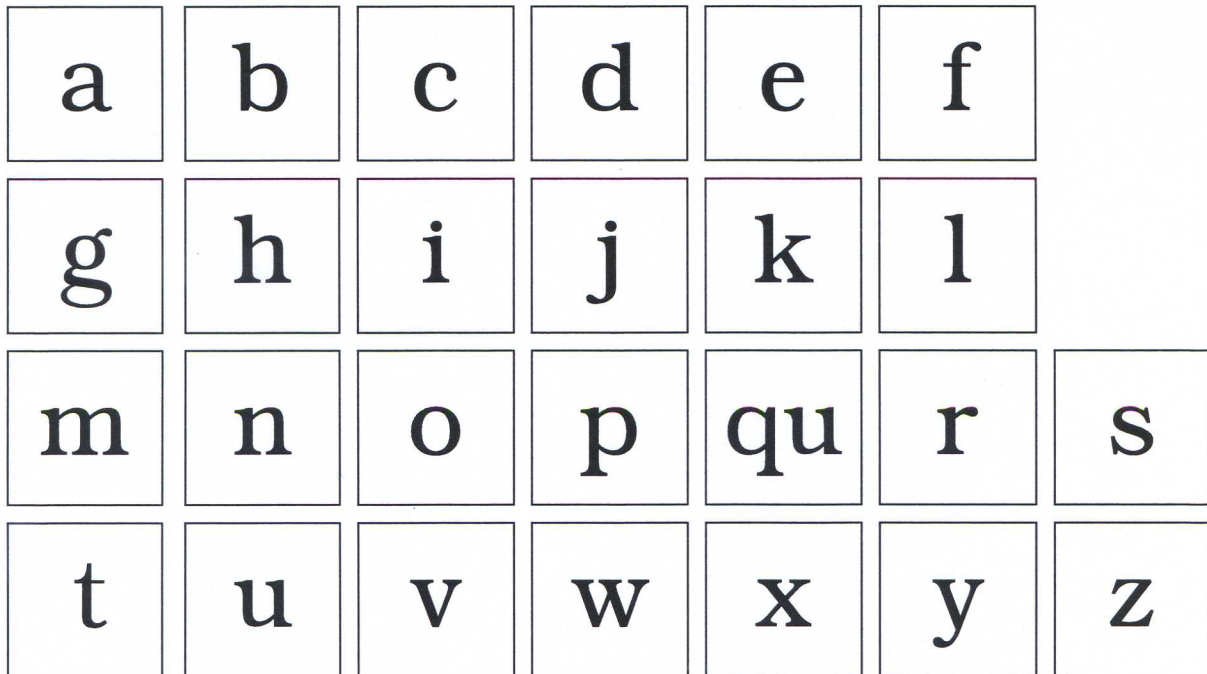
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

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.

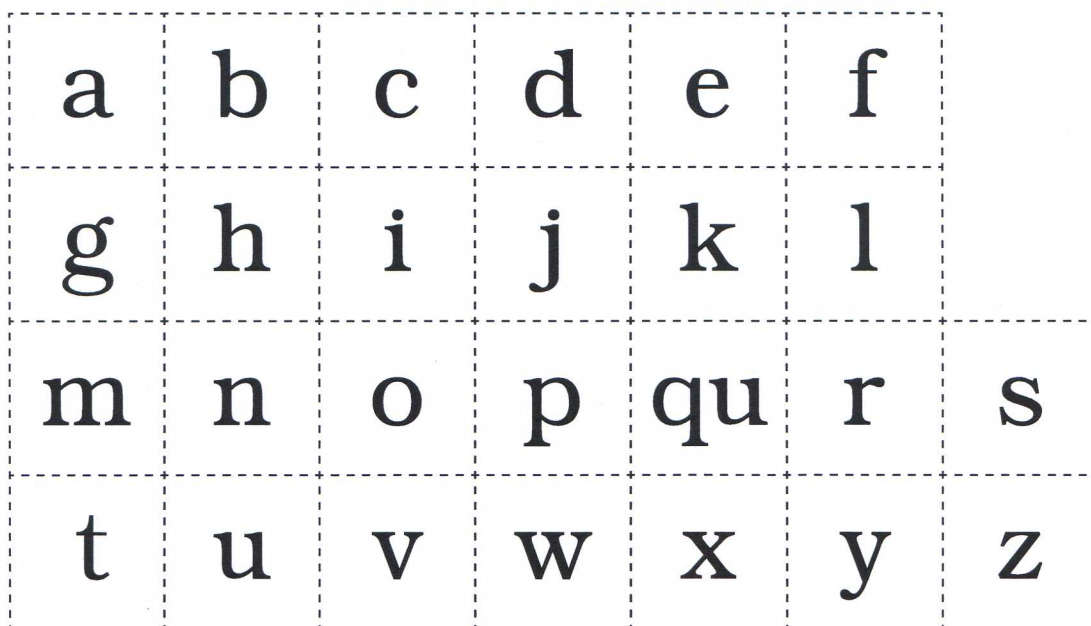
Title	Author	Publisher / Date
<i>A-B-C ing. Action Alphabet</i>	Beller, J.	Crown; 1984
<i>The Guinea Pig ABC</i>	Duke, K.	Dutton; 1983
<i>Alphabears</i>	Hasue, K.	Henry Holt & Co.; 1984
<i>City Seen From A to Z</i>	Isadora, R.	Greenwillow; 1983
<i>Alligators All Around: An Alphabet</i>	Sendak, M.	Harper Trophy; 1990
<i>Dr. Seuss's ABC's (2nd edition)</i>	Seuss, Dr.	Random House; 1991
<i>Zoophabets</i>	Tallon, R.	Scholastic; 1979
<i>The Z Was Zapped</i>	Van Allsburg, C.	Houghton Mifflin; 1987

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.





***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 randomly ask your child to locate the letters on the alphabetical list. Then do it with the 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	L	y	E	d	M
X	j	o	g	K	n	O
W	P	s	R	t	Y	u
f	j	D	S	a	N	k



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/
Q u	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/

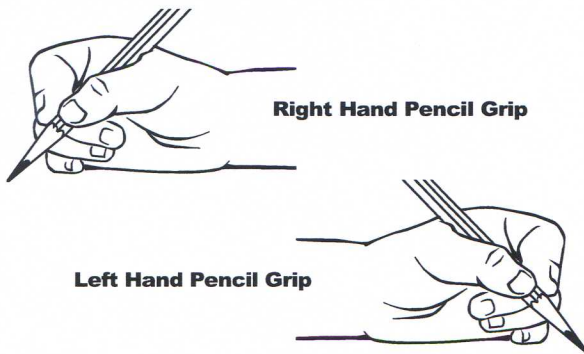


Review Letter Formations With Your Child

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**.

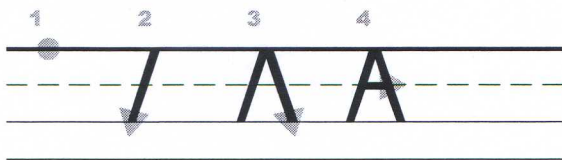
Practice some letters each night, as indicated below. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

	WEEK 1	WEEK 2	WEEK 3
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
Day 4	G H	O P	X Y Z

Fundations® Letter Formation Guide

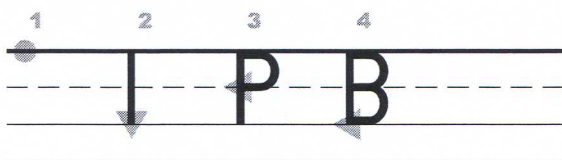
Use the following verbalization to direct students in proper letter formation.

Letter Formation for A



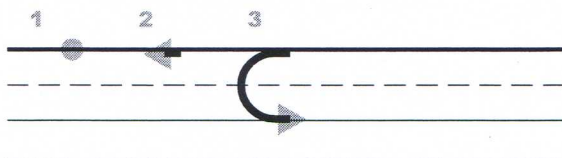
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.

Letter Formation for B



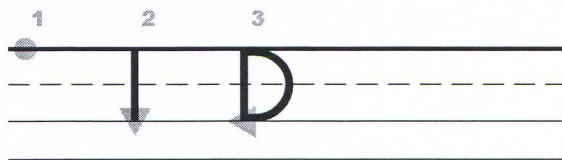
1. Point to the skyline.
2. Go down to the grass line.
3. Start back at the skyline and go around to the plane line.
4. And around again to the grass line.

Letter Formation for C



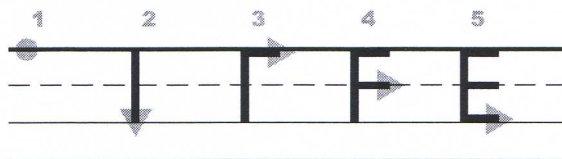
1. Point to the sky line.
2. Fly back on the sky line.
3. And down around to the grass line.

Letter Formation for D



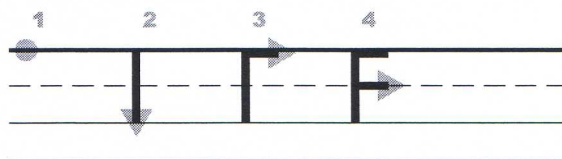
1. Point to the sky line.
2. Go down to the grass line.
3. Start back on the sky line and go all the way around to the grass line.

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.

Letter Formation for F

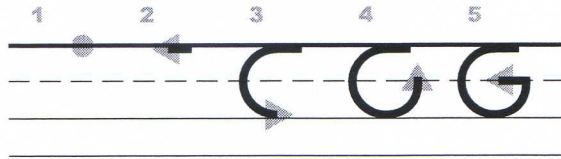


1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.

Fundations® Letter Formation Guide

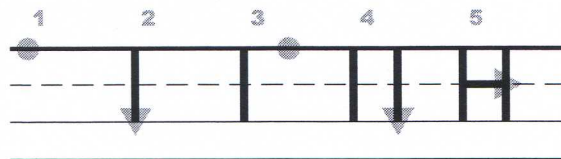
Use the following verbalization to direct students in proper letter formation.

Letter Formation for G



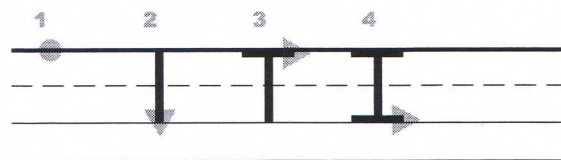
1. Point to the sky line.
2. Fly back on the sky line.
3. Around to the grass line.
4. Up to the plane line.
5. And back straight on the plane line.

Letter Formation for H



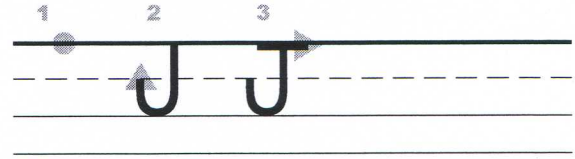
1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Go down to the grass line.
5. Cross straight on the plane line.

Letter Formation for I



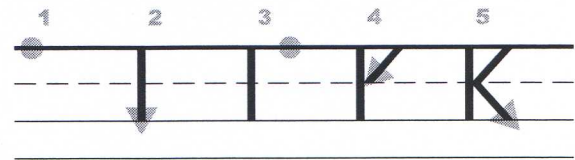
1. Point to the sky line.
2. Go down to the grass line
3. Cross in the sky line.
4. And Cross in the grass line.

Letter Formation for J



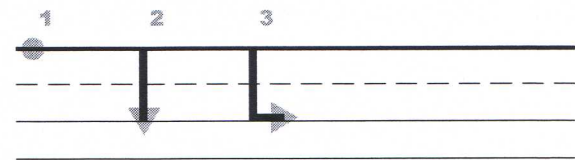
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.

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.

Letter Formation for L

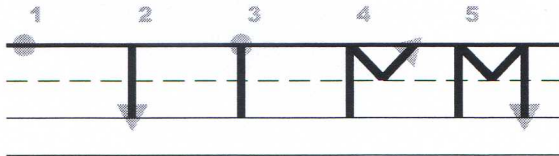


1. Point to the sky line.
2. Go down to the grass line.
3. Make a line across the grass line.

Fundations® Letter Formation Guide

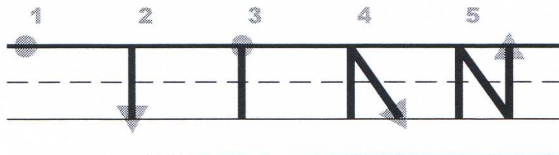
Use the following verbalization to direct students in proper letter formation.

Letter Formation for M



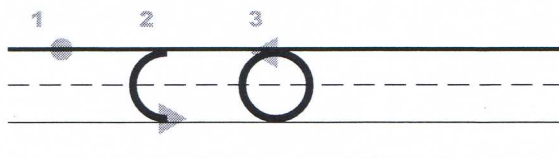
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.

Letter Formation for N



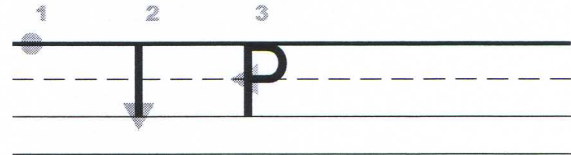
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.

Letter Formation for O



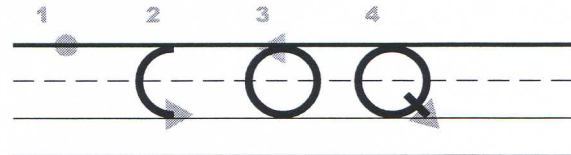
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.

Letter Formation for P



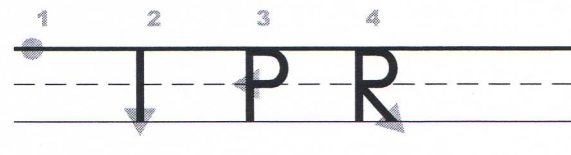
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.

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.

Letter Formation for R

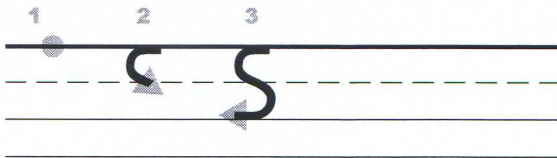


1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.

Fundations® Letter Formation Guide

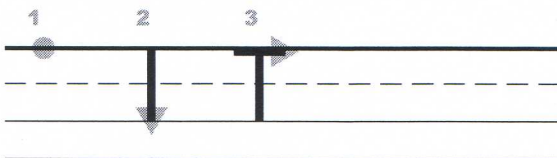
Use the following verbalization to direct students in proper letter formation.

Letter Formation for S



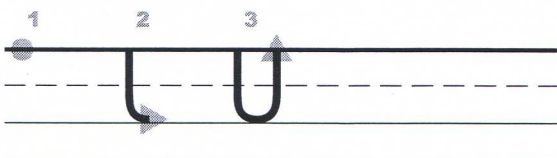
1. Point to the sky line.
2. Trace back and curve in to the plane line.
3. And curve back to the grass line.

Letter Formation for T



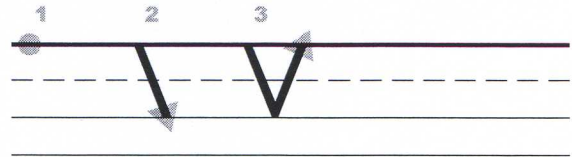
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.

Letter Formation for U



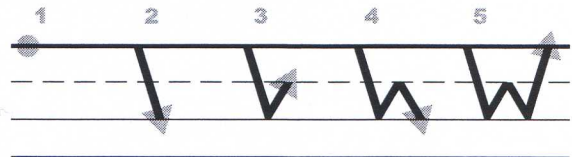
1. Point to the sky line.
2. Go to the grass line.
3. Curve up to the sky line.

Letter Formation for V



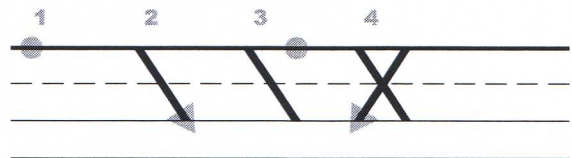
1. Point to the sky line.
2. Slide down to the grass line.
3. Slide back up to the sky line.

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.

Letter Formation for X

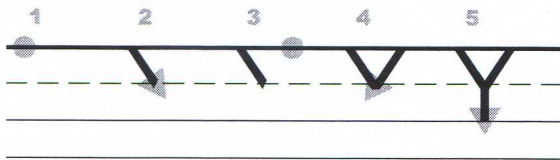


1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.

Fundations® Letter Formation Guide

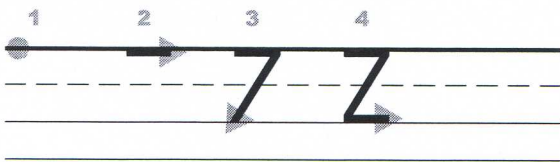
Use the following verbalization to direct students in proper letter formation.

Letter Formation for Y

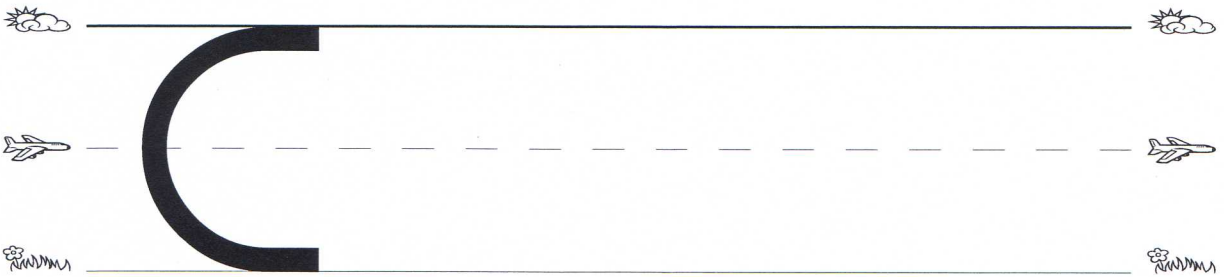
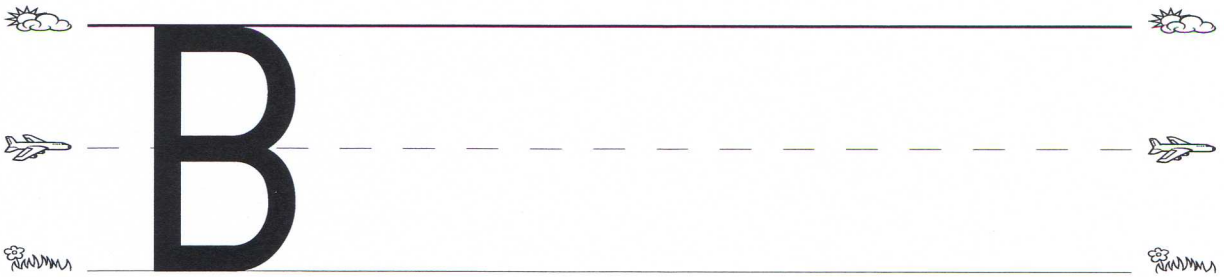
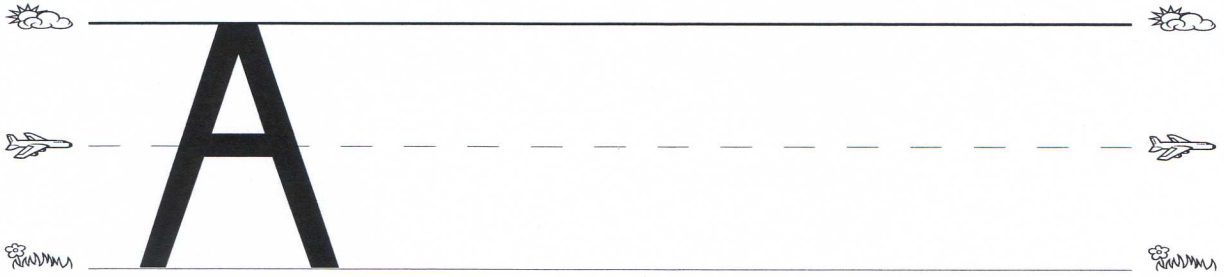


1. Point to the sky line.
2. Slide down to the plane line.
3. Leave a space and point to the sky line.
4. And then slide back to the plane line.
5. Go straight down to the grass line.

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.



Handwriting practice for uppercase letter D. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid). The letter is solid black on the left and dashed on the right. There are small illustrations of clouds, an airplane, and flowers on the lines.

Blank handwriting line with a small illustration of a frog on the left and a small illustration of a frog on the right.

Handwriting practice for uppercase letter E. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid). The letter is solid black on the left and dashed on the right. There are small illustrations of clouds, an airplane, and flowers on the lines.

Blank handwriting line with a small illustration of a frog on the left and a small illustration of a frog on the right.

Handwriting practice for uppercase letter F. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid). The letter is solid black on the left and dashed on the right. There are small illustrations of clouds, an airplane, and flowers on the lines.

Blank handwriting line with a small illustration of a frog on the left and a small illustration of a frog on the right.

Handwriting practice for uppercase letter G. The page features a large solid 'G' on the left side of a set of three horizontal lines (top, middle dashed, bottom). The rest of the line is a dashed 'G' for tracing. The top line is decorated with a sun icon, the middle dashed line with an airplane icon, and the bottom line with a flower icon. A frog icon is positioned at the bottom of the page.

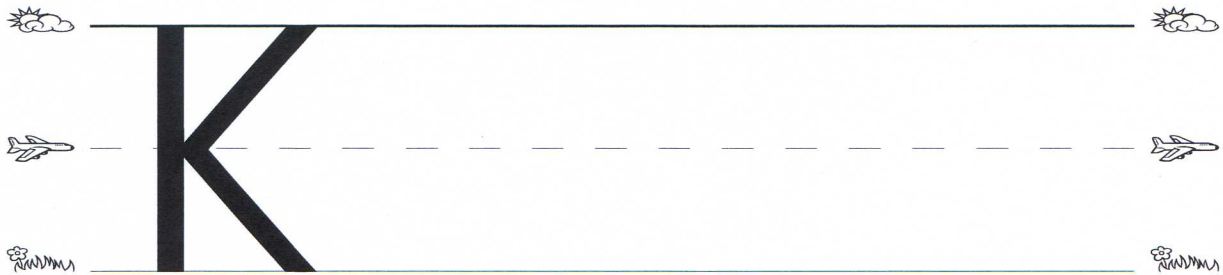
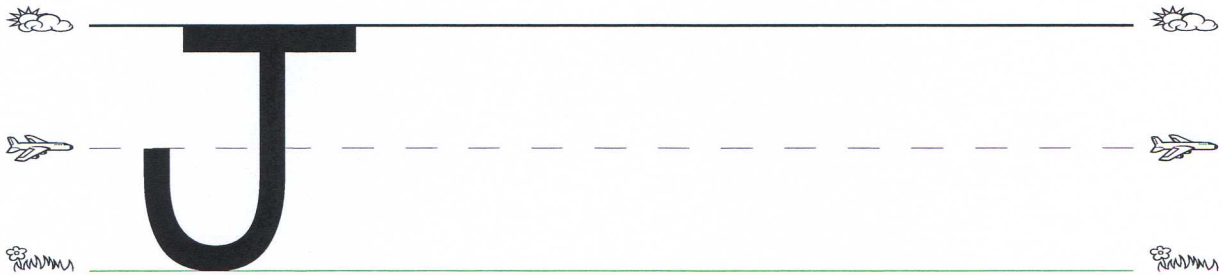
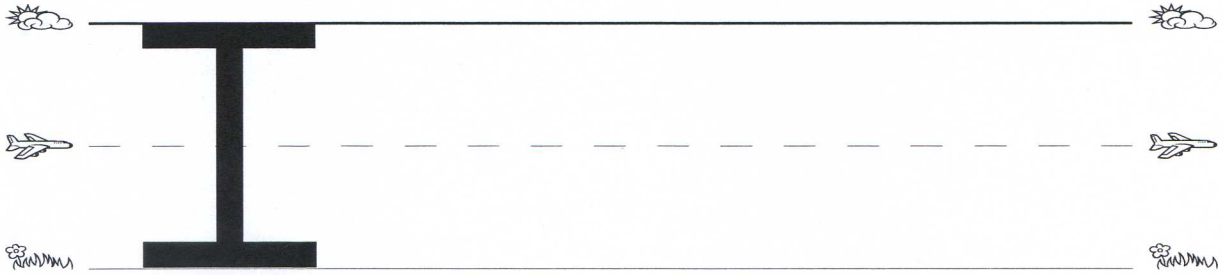
Handwriting practice for uppercase letter H. The page features a large solid 'H' on the left side of a set of three horizontal lines (top, middle dashed, bottom). The rest of the line is a dashed 'H' for tracing. The top line is decorated with a sun icon, the middle dashed line with an airplane icon, and the bottom line with a flower icon. A frog icon is positioned at the bottom of the page.

Blank handwriting practice lines for uppercase letter H. The page features a set of three horizontal lines (top, middle dashed, bottom) for tracing. The top line is decorated with a sun icon, the middle dashed line with an airplane icon, and the bottom line with a flower icon. A frog icon is positioned at the bottom of the page.

Blank handwriting practice lines. The page features a set of three horizontal lines (top, middle dashed, bottom) for tracing. The top line is decorated with a sun icon, the middle dashed line with an airplane icon, and the bottom line with a flower icon. A frog icon is positioned at the bottom of the page.

Fundations® Letter Formation

WEEK 2 (Page 1 of 3)



Handwriting practice for uppercase letter L. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid) with decorative icons (cloud, airplane, worms, frog) on the lines. The letter 'L' is formed by a vertical line from the top to the bottom line, and a horizontal line from the vertical line to the bottom-most line.

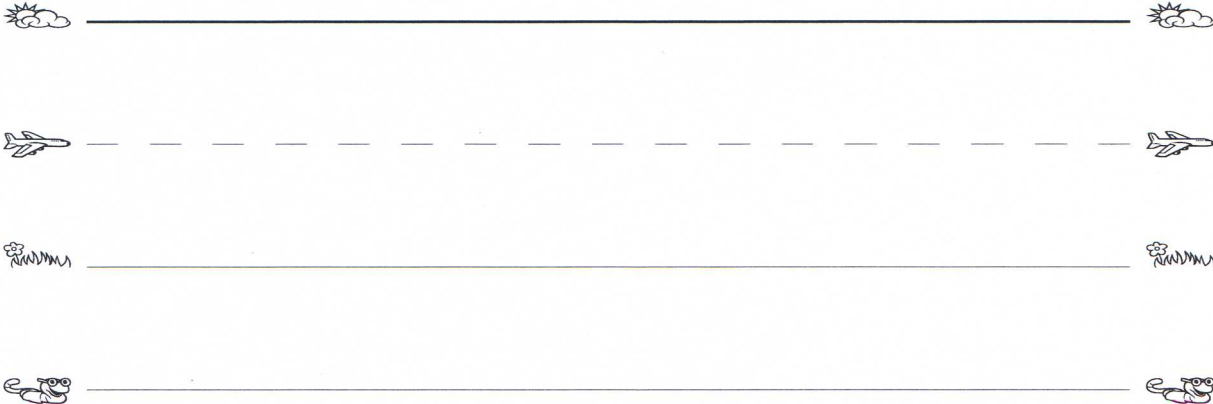
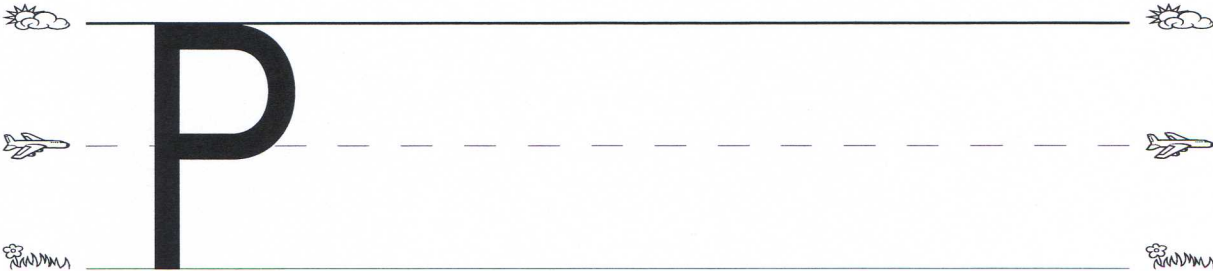
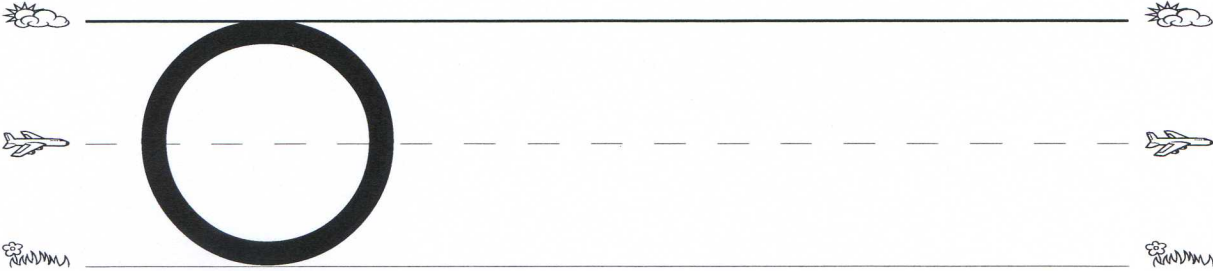
Blank handwriting practice lines for uppercase letter L. The lines are decorated with icons: cloud, airplane, worms, and frog.

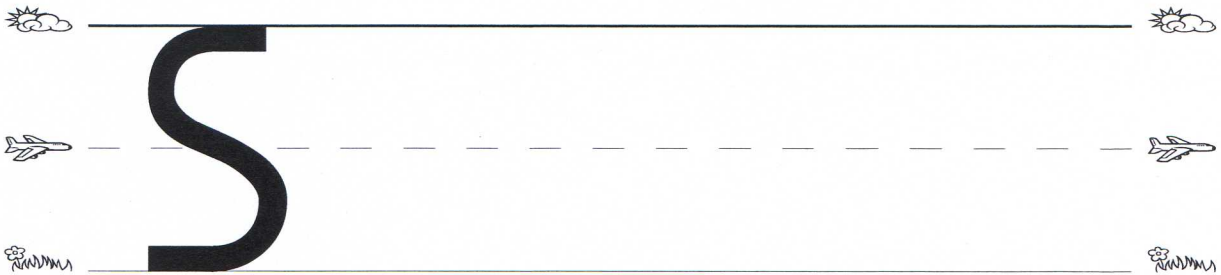
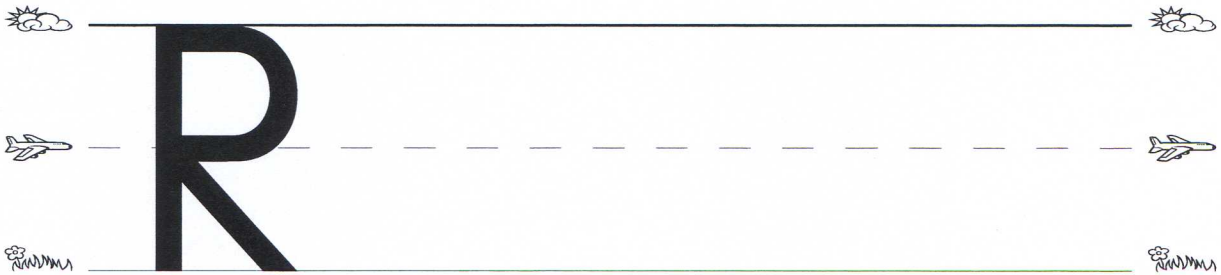
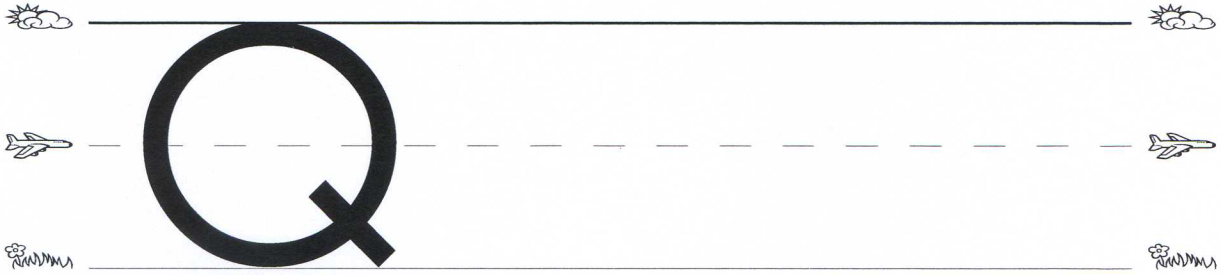
Handwriting practice for uppercase letter M. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid) with decorative icons (cloud, airplane, worms, frog) on the lines. The letter 'M' is formed by two vertical lines from the top to the bottom line, and a horizontal line connecting their midpoints on the middle dashed line.

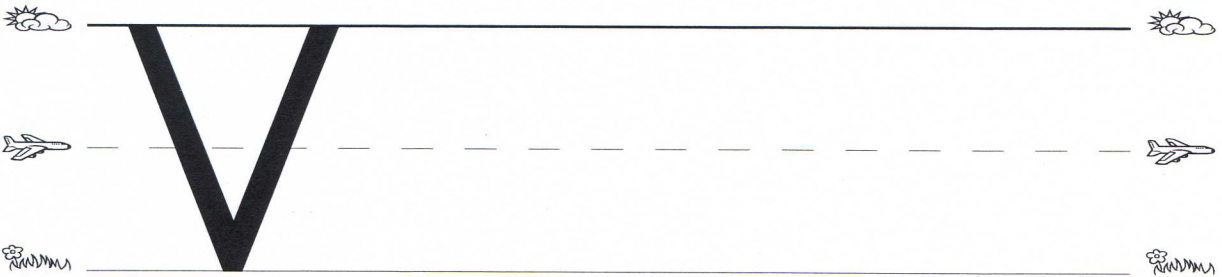
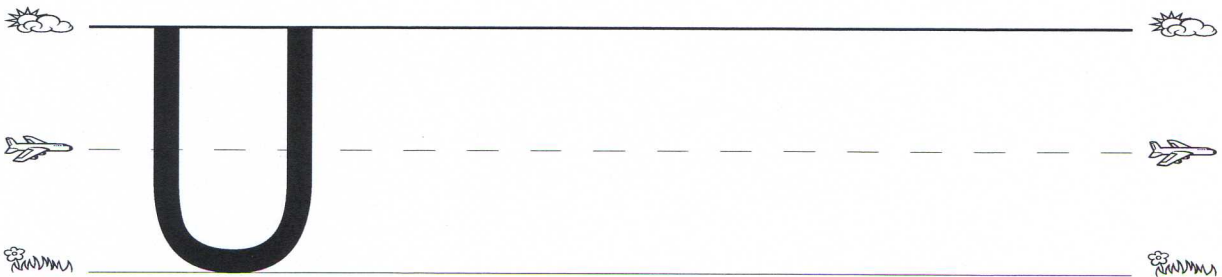
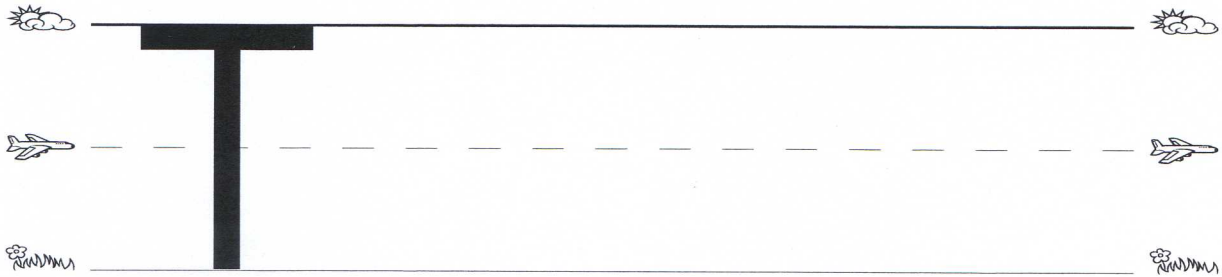
Blank handwriting practice lines for uppercase letter M. The lines are decorated with icons: cloud, airplane, worms, and frog.

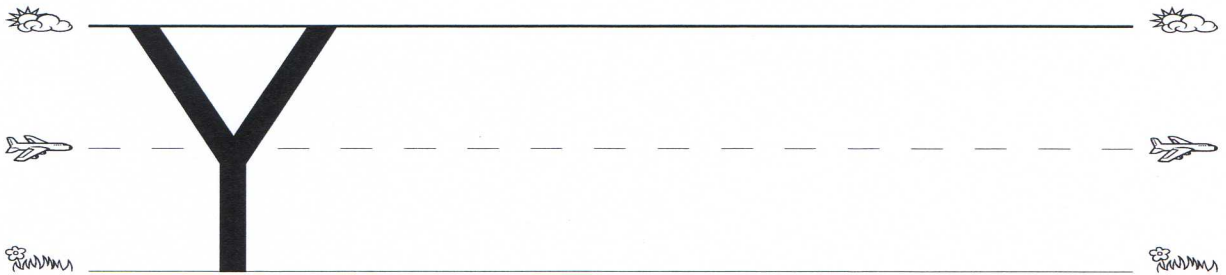
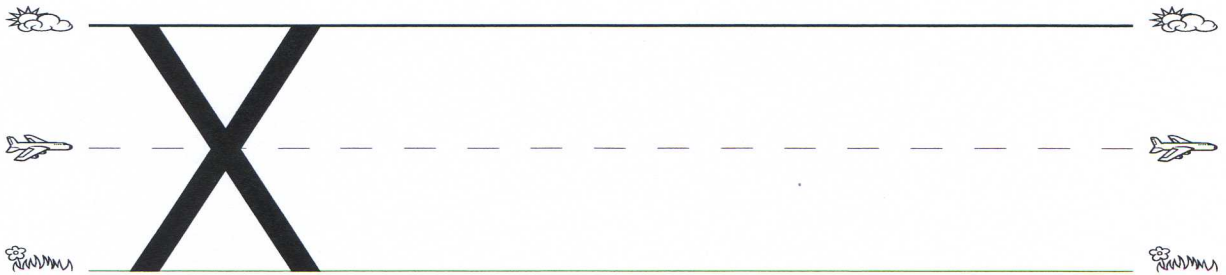
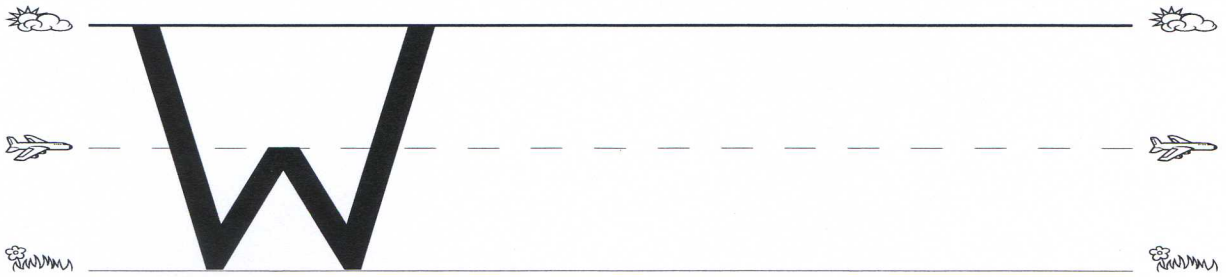
Handwriting practice for uppercase letter N. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid) with decorative icons (cloud, airplane, worms, frog) on the lines. The letter 'N' is formed by a vertical line from the top to the bottom line, a diagonal line from the top to the bottom-most line, and a vertical line from the top to the bottom line.

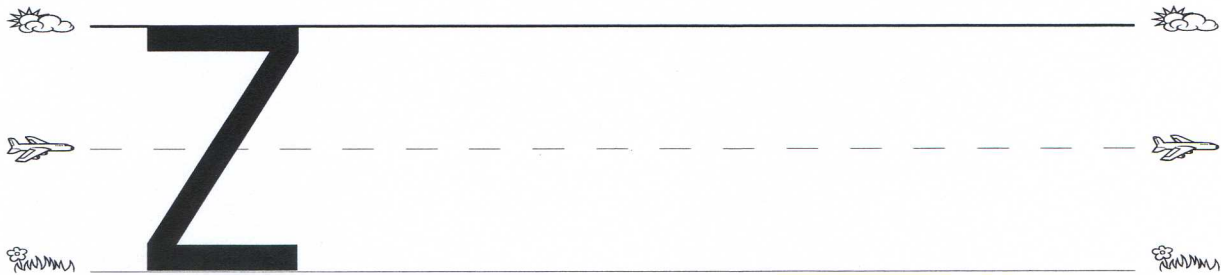
Blank handwriting practice lines for uppercase letter N. The lines are decorated with icons: cloud, airplane, worms, and frog.











Dear Family:

We have been working on concepts of print, oral expression, phonological awareness, letter formation and sound recognition. Your help is very much appreciated.

We are now ready to move forward to Unit 3 in Foundations®.

In Unit 3, your child will learn:

- *to use phonemic awareness skills to identify the beginning and ending sounds in words*
- *to blend three sounds into words*

Yes, your child will now begin to independently read short words by blending sounds together! Now that your child recognizes both upper and lower-case letters and the primary sound that each letter makes, we can blend some of those sounds to make words.

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.

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

Sincerely,





Help Your Child Recognize Sounds at the Beginning of Words

The sound at the **beginning** of a word is easiest to distinguish, so that is where we begin.

Picture Book Activity

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 begins 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, cheerio, M&M, chip). When the game is over count the rewards to demonstrate how well your child did.

Word Play Activity

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



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 cheerio) and if possible what letter makes that sound (another cheerio).

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

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



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 **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 ring finger to thumb; and then finally say the entire word “**mad**”.

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 1

mad	sad	lad	map
nap	lap	rap	sat
lag	sag	nag	rag

Week 2

fat	mat	rat	rip
sit	lid	fit	rid
sip	rig	lit	lip

Week 3

mop	fog	rod	not
log	top	lot	rot
rob	sob	Tom	nod

Week 4

mud	tug	kid	pot
rug	bus	red	lug
leg	met	net	fig

Write a word from your list here.

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

Monday's Words

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

Write a word from your list here.

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

Monday's Words

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

Write a word from your list here.

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

Monday's Words

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

Write a word from your list here.

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

Monday's Words

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

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 learn:

- *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*
- *how to read short sentences*

The words in Unit 3 began and ended with certain consonants. In Unit 4, your child will be reading and spelling words that begin with any consonant. These words will end with additional consonants as well.

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.

Sincerely,





**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

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



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 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 1

bug	hip	ten
hot	rag	gum

Week 2

nut	leg	pat
jog	kit	fun

Week 3

beg	met	pet
sob	dot	tub

Week 4

cup	tax	sun
hug	mix	rip

Week 5

bib	cub	fit
dig	cab	pig

Week 6

zap	rub	pal
gas	him	tug

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

--	--	--

Tuesday's Words

--	--	--

WEEK 2

Monday's Words

--	--	--

Tuesday's Words

--	--	--

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

--	--	--

Tuesday's Words

--	--	--

WEEK 4

Monday's Words

--	--	--

Tuesday's Words

--	--	--

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

--	--	--

Tuesday's Words

--	--	--

WEEK 6

Monday's Words

--	--	--

Tuesday's Words

--	--	--



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.

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

Dear Family:

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

In Unit 5, your child will learn

- *how to write a sentence*
- *the difference between stories that are real and stories that are make-believe*
- *“trick words” (the, is, was, a, and, of)*

“Trick” words cannot be sounded out. **Do not** tap these out! Your child needs to memorize these. You will cut out flashcards to help your child learn these words.

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,





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.
- 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 bug.

The box is hot.

The rug is red.

Dad a

had a

Tim a

did the

Tom had

had a

The

is

had

The

is

had a

The is

The is

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