

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,



WEEK 3

the

a

and

WEEK 4

are

to

his

is

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

Fundations® **Trick Words**

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.

UNIT
3



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?
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
fluff	/f/	f
mom	/m/	m
ran	/n/	n
hop	/p/	p
whiz	/z/	z



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 **mad**, have your child say the sound /**m**/ while touching index finger to thumb; then say the sound /**ä**/ 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

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

Name: _____

Date: _____



WEEKS 1-2

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

--	--	--

Name: _____

Date: _____



WEEKS 3-4

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

--	--	--

Name: _____

Date: _____



WEEKS 5-6

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

--	--	--

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:

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,



WEEK 1

we

she

he

WEEK 2

be

me

WEEK 3

I

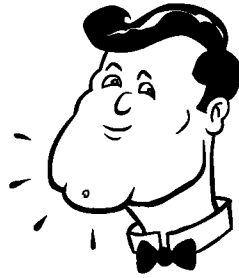
you

they

WEEK 4

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

ch



chin

/ch/

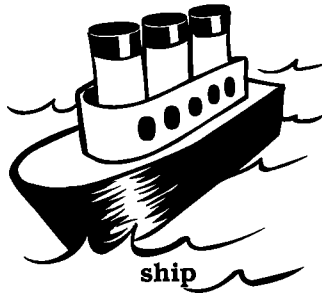
ck



sock

/k/

sh



ship

/sh/

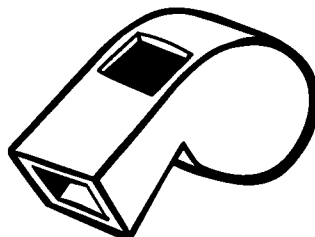
th



thumb

/th/

wh



whistle

/w/

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

Name: _____

Date: _____



WEEK 2



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.

bath

such

moth

rash

pack

fish

lick

thin

quack

ship

lock

peck

dish

chip

chop

thud

mash

shock

Name: _____

Date: _____



WEEK 3

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.

Name: _____

Date: _____



WEEK 4

Fundations® **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.

Name: _____

Date: _____



WEEK 4

Fundations® **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,



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 4

by

my

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.



Name: _____

Date: _____



WEEK 1

Fundations® **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.

Name: _____

Date: _____



WEEK 1

Fundations® **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.

Name: _____

Date: _____



WEEK 2

Fundations® **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.

Name: _____

Date: _____



WEEK 2

Fundations® **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.

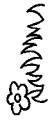
Jen had a chip.

The box is shut.

The rug is thick.

Name: _____

Date: _____



Dad

d



had

d

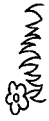


Tim

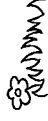
d

Date:

Name:



did the



Tom had



had a

Name: _____

Date: _____



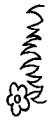
The is

had

The is

Name: _____

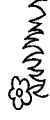
Date: _____



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