

Dear Family:

We are now ready for you to be your child's Coach. If your child had Foundations® in Kindergarten, Unit 1 is mostly review and will go quickly. If your child did not have Foundations in Kindergarten, do not become discouraged with the pace of the progress. It may appear to be slow moving, but it is laying the necessary foundations for your child to be a fluent, independent reader.

During the next few weeks, I will be reviewing:

- The sequence of the alphabet.
- Letter formation from **a** to **z**.
- The letter name, a keyword and sound for the consonants:
b c d f g h j k l m n p q r s t v w x y z
- The letter name, a keyword and sound for the short vowels:
a e i o u

The keyword is a specific word which we will use to help your child master each sound. Notice the letter **y** is not included as a vowel. This comes later. If **y** begins a word it is considered a consonant and for now, it will only begin words.

Please work with your child to reinforce the above concepts. See the attached activity suggestions in order to do this. If you have any questions, please write them down and I shall get back to you.

WE ARE OFF!

Sincerely,

Mrs. Oliver





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 “**imnop**” 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.

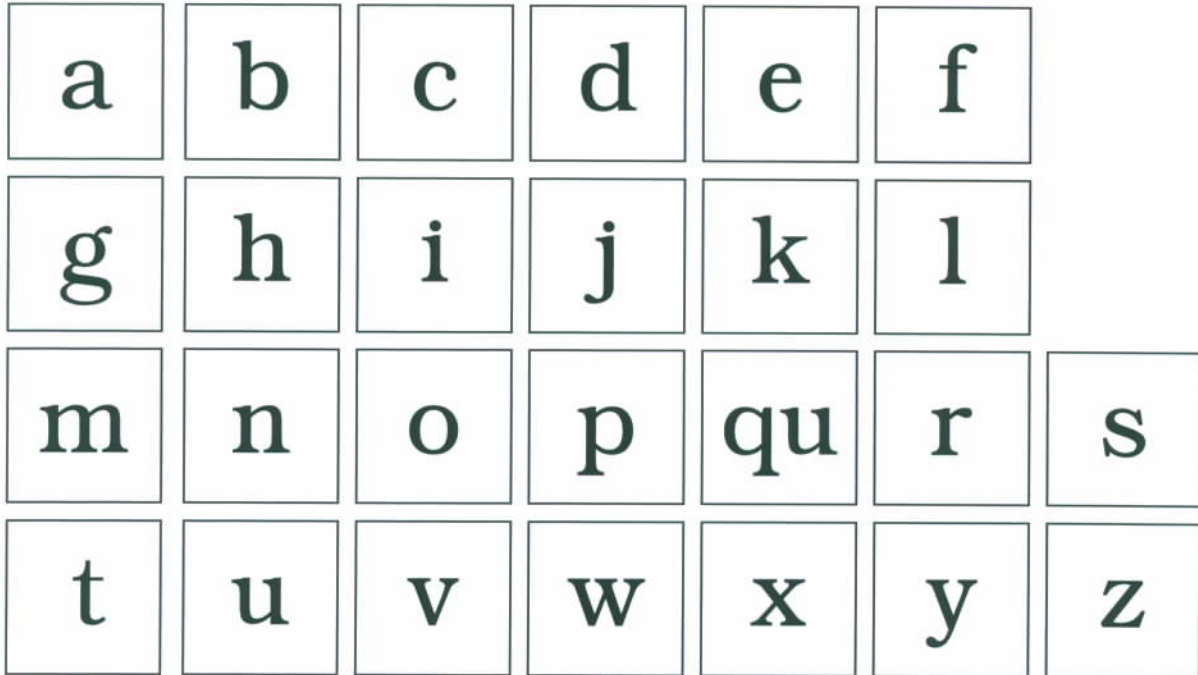
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares. 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 one of the 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: An Action Alphabet</i>	Beller, J.	Crown; 1984
<i>Alligators All Around: An Alphabet</i>	Sendak, M.	Harper Trophy; 1990
<i>Alphabears</i>	Hasue, K.	Henry Holt & Co.; 1984
<i>City Seen From A to Z</i>	Isadora, R.	Greenwillow; 1983
<i>Dr. Seuss's ABC (2nd edition)</i>	Seuss, Dr.	Random House; 1991
<i>The Guinea Pig ABC</i>	Duke, K.	Dutton; 1983
<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. **Cut this group into individual squares.** Keep these letters in a baggie to do this again and for other activities.



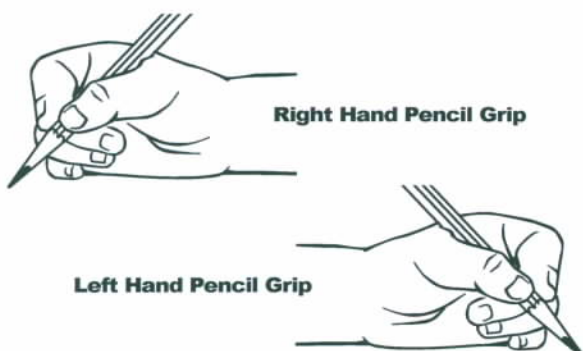


Review Letter Formations With Your Child

For the next three weeks, your child will practice writing the letters in **lower-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	t b f	a g	l h k
Day 2	n m	d s	v w
Day 3	i u	e r	y x
Day 4	c o	p j	z q

Cloud, airplane, flowers, and a monkey are illustrated on the left side of the handwriting lines. The letter **t** is printed on the lines for tracing.

Cloud, airplane, flowers, and a monkey are illustrated on the left side of the handwriting lines. The letter **b** is printed on the lines for tracing.

Cloud, airplane, flowers, and a monkey are illustrated on the left side of the handwriting lines. The letter **f** is printed on the lines for tracing.

Cloud, airplane, flowers, and a monkey are illustrated on the left side of the handwriting lines. The letter **n** is printed on the lines for tracing.

Cloud, airplane, flowers, and a monkey are illustrated on the left side of the handwriting lines. The letter **m** is printed on the lines for tracing.

Cloud, airplane, flowers, and a monkey are illustrated on the left side of the handwriting lines. This section contains empty handwriting lines for independent practice.



i



u



c



o





d



g



d



s



e



r







P







J







l

h









k






v



w






y



X



Z



q



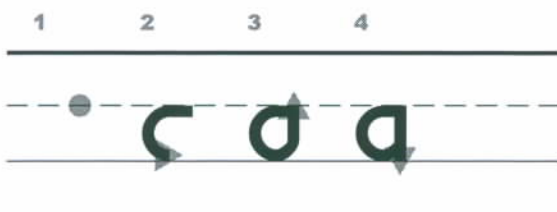
Fundations® Letter Formation Guide

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).

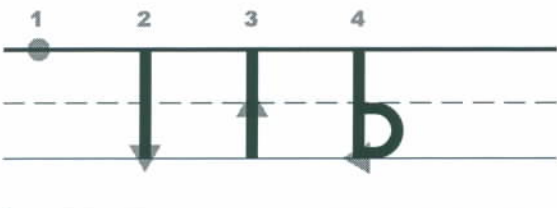


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ă/, have students repeat.

Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

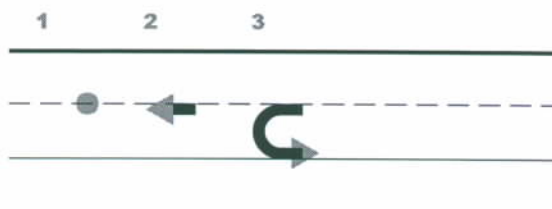


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/, have students repeat.

Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

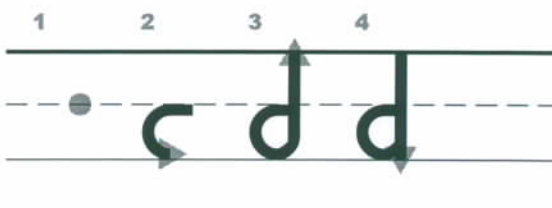


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/, have students repeat.

Letter Formation for 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.