UNIT 2

Dear Family:

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

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

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

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

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

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

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

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

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

Sincerely,

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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.

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

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

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Name: Date:

UNIT 2

WEEK 1

Fundations® **Alphabet Order Squares**

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

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.

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

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

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Review Recognizing Sounds at the Beginning and End of Words

Word Play Activity – Beginning Sound

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

map	**mom**	**<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 <u>dog</u>**).

Picture Book Activity – Ending Sounds

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

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

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

Optional:

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

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Help Your Child Blend Sounds to Make Words

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

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

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

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

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

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

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

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

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

Week 2

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

Week 3

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

Week 4

mop	**fog**	**rod**	**not**
log	**top**	**lot**	**rod**
rug	**bus**	**red**	**leg**

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Name: Date:

UNIT 2

WEEK 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.

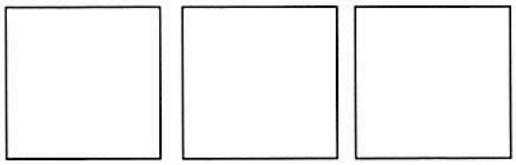
Monday's Words

_____

_____

_____

_____



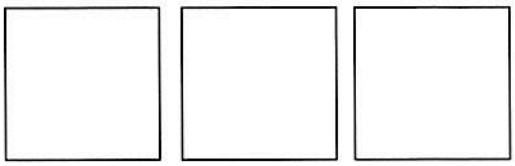
Tuesday's Words

_____

_____

_____

_____



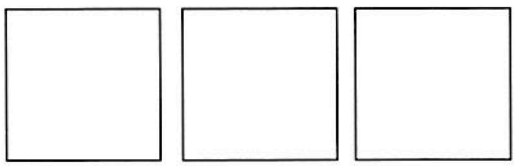
Wednesday's Words

_____

_____

_____

_____



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Name: Date:

UNIT 2

WEEK 3

Fundations® **Make Words Activity**

Write a word from your list here.

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

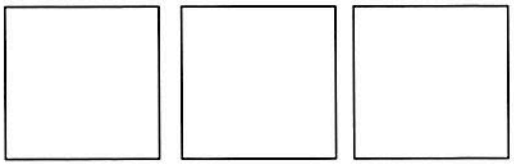
Monday's Words

_____

_____

_____

_____



Tuesday's Words

_____

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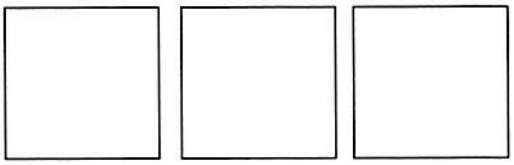

Wednesday's Words

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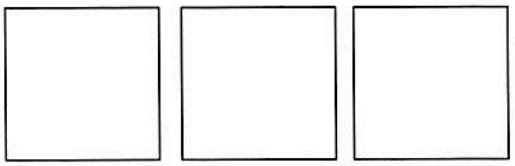

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Name: Date:

UNIT 2

WEEK 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.

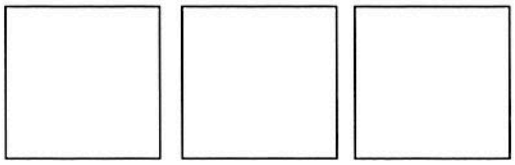
Monday's Words

_____

_____

_____

_____



Tuesday's Words

_____

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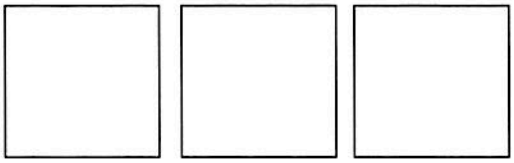
_____

_____



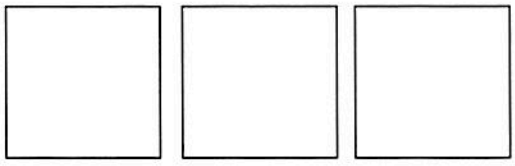
Wednesday's Words

_____

_____

_____

_____



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Review Letter Formations With Your Child

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

Encourage correct pencil grip

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

Right Hand Pencil Grip

Left Hand Pencil Grip

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

Practice the letter formations

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

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

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

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

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

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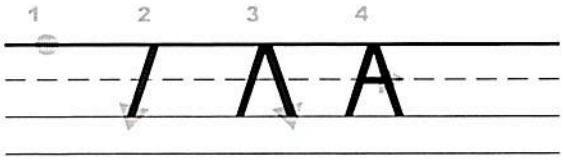
UNIT 2

WEEK 2

Review Letter Formations

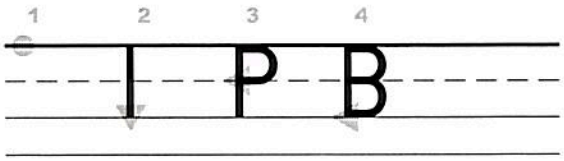
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for A



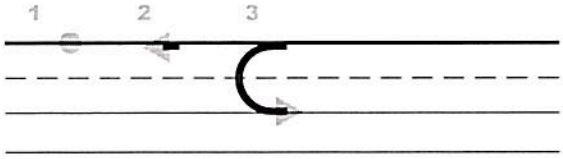
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a - apple - /ă/, have students repeat.

Letter Formation for B



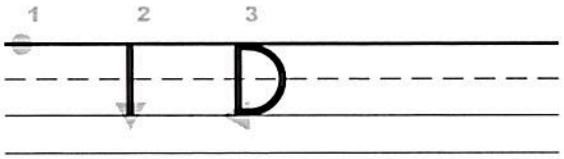
1. Point to the sky line.
2. Go down to the grass line.
3. Start back at the sky line and go around to the plane line.
4. And around again to the grass line.
5. Say b - bat - /b/, have students repeat.

Letter Formation for C



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

Letter Formation for D



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

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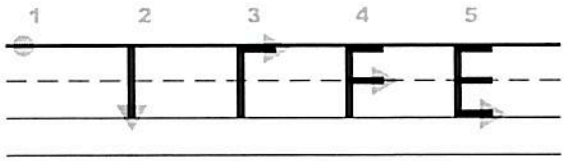
UNIT 2

WEEK 2

Review Letter Formations

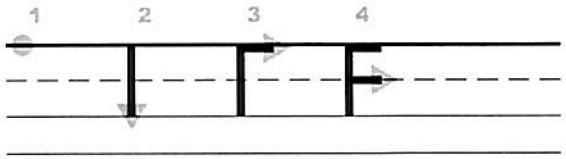
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for E



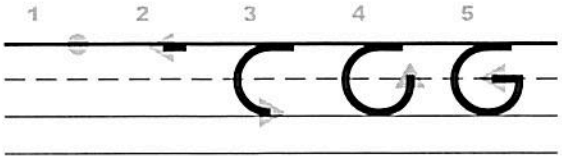
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. And a line on the grass line.
6. Say e - Ed - /ĕ/, have students repeat.

Letter Formation for F



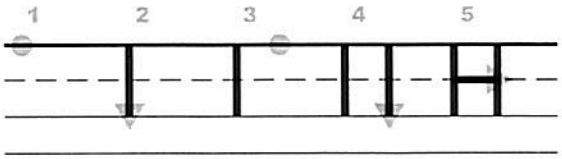
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f - fun - /f/, have students repeat.

Letter Formation for G



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

Letter Formation for H



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

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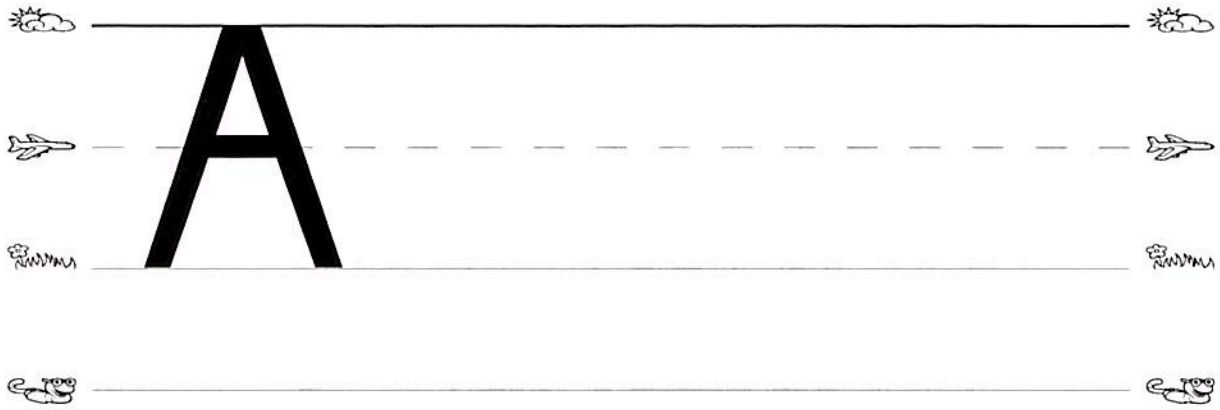
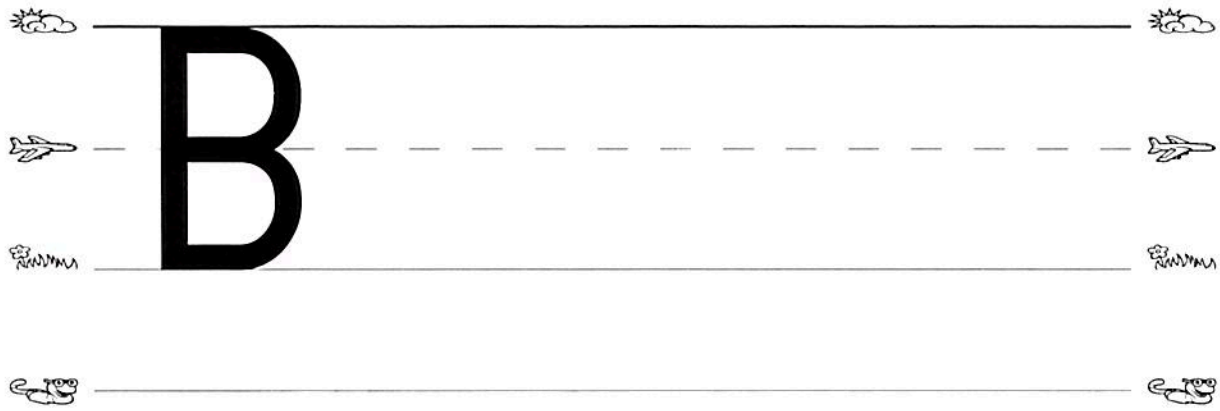
Name: Date:

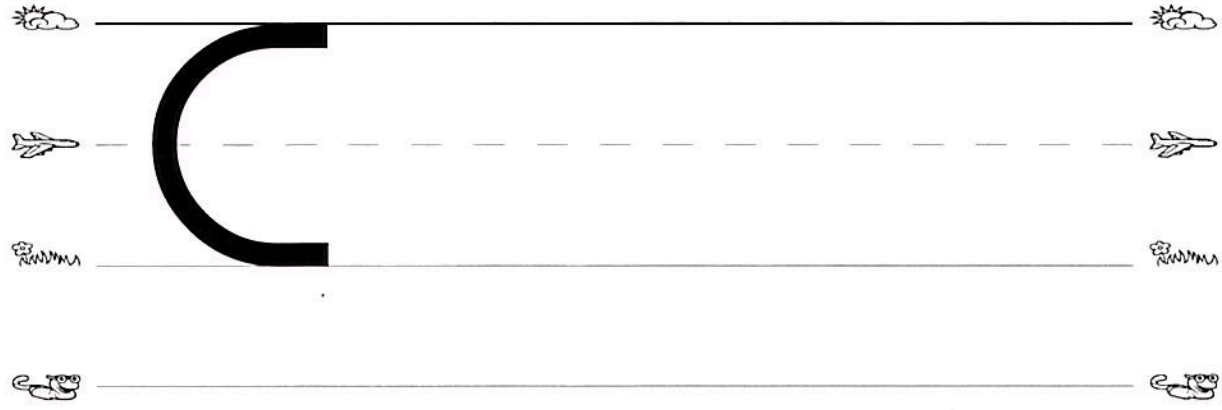
UNIT 2

WEEK 2

Fundations® **Practice Letter Formation**







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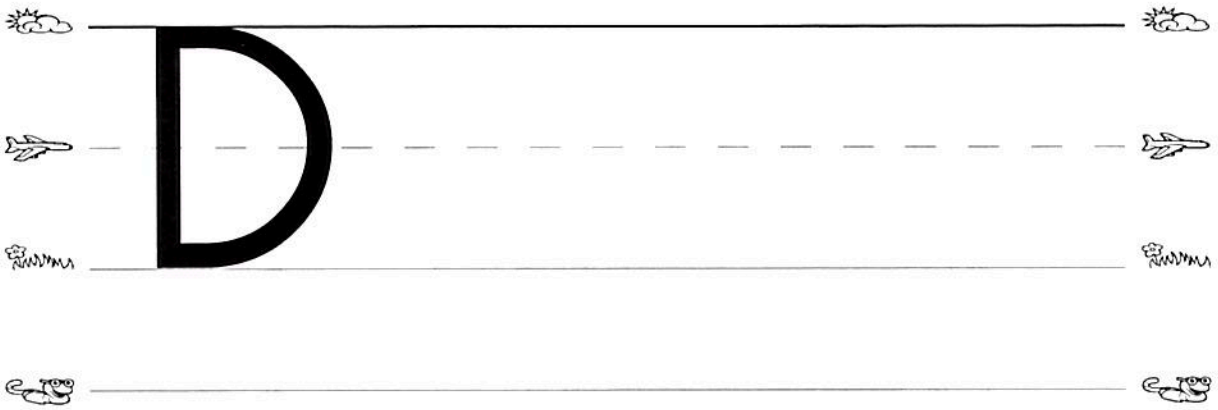
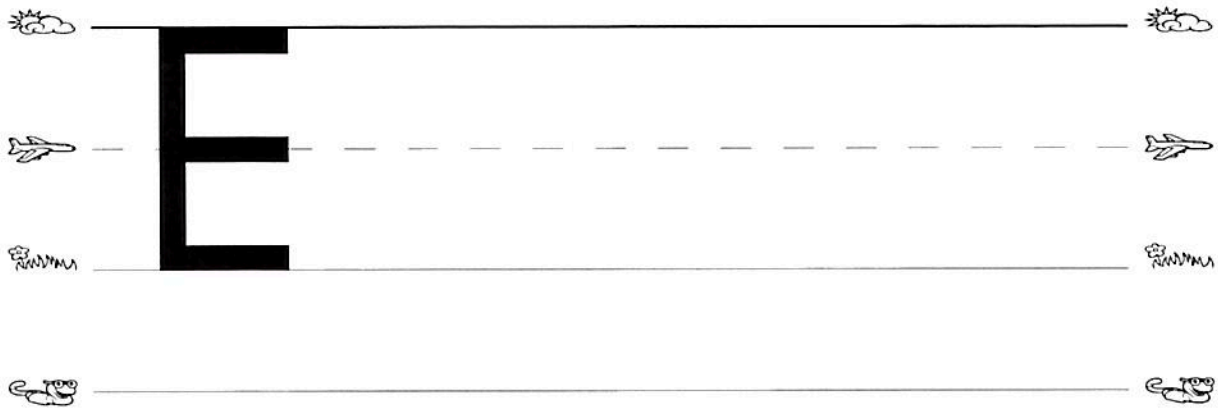
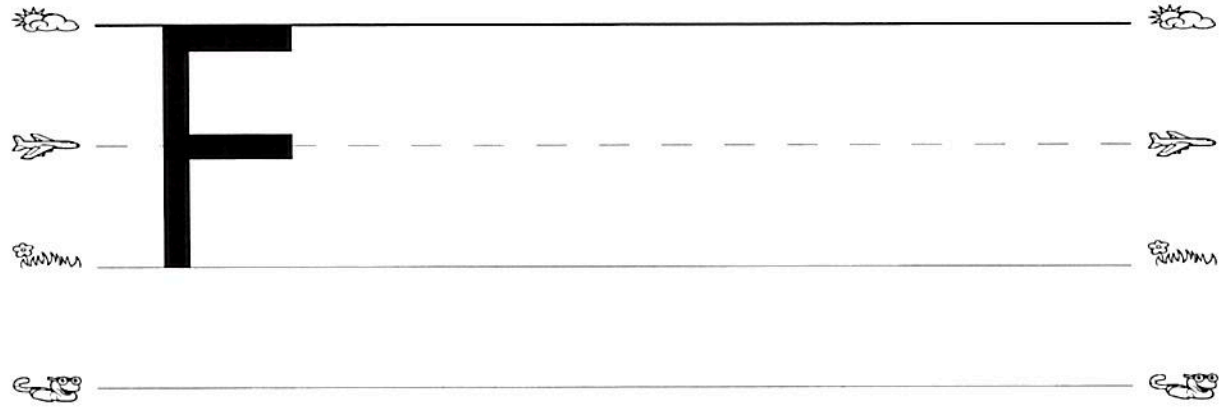
UNIT 2

WEEK 2

Fundations® **Practice Letter Formation**







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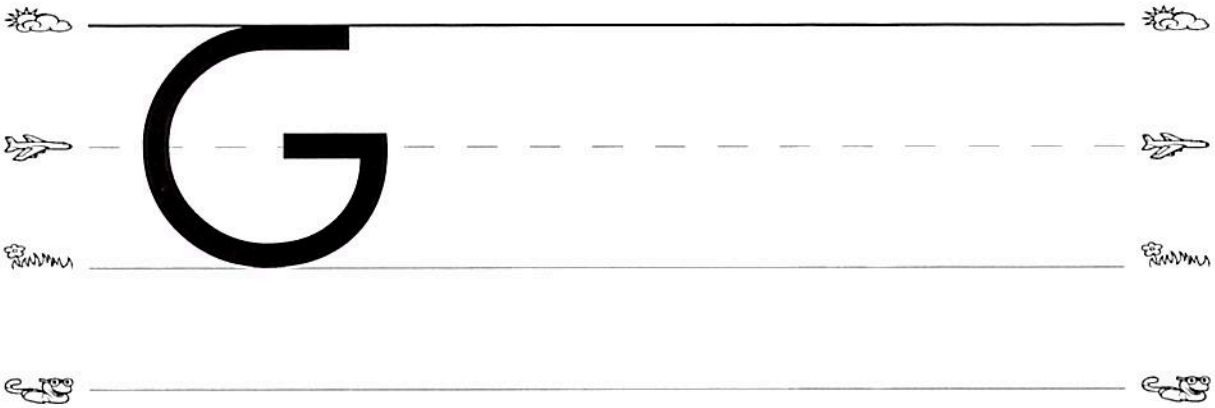
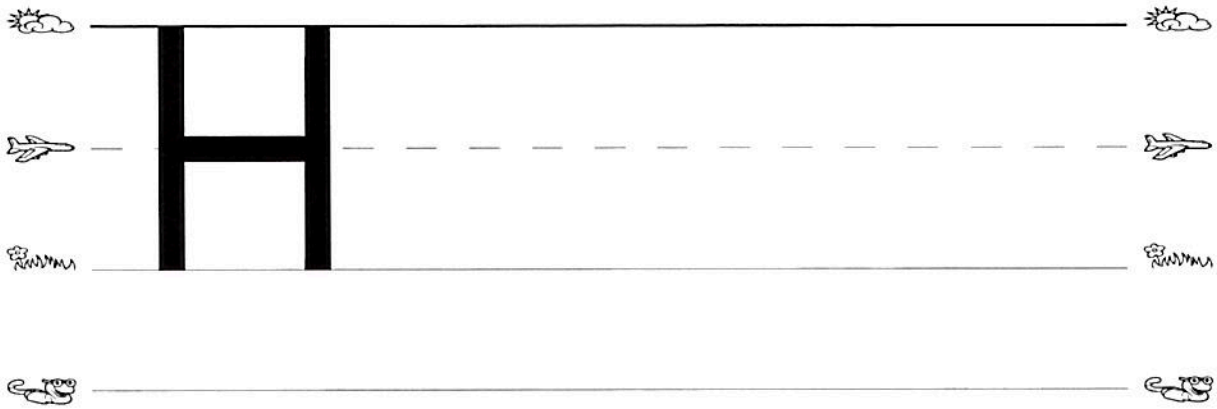
UNIT 2

WEEK 2

Fundations® **Practice Letter Formation**





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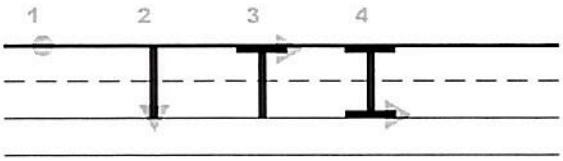
Review Letter Formations

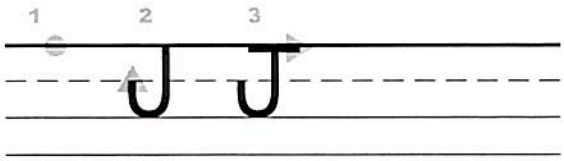
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for I



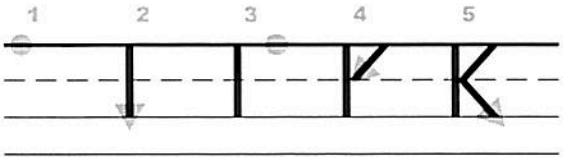
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. And cross on the grass line.
5. Say i - itch - /i/, have students repeat.

Letter Formation for J



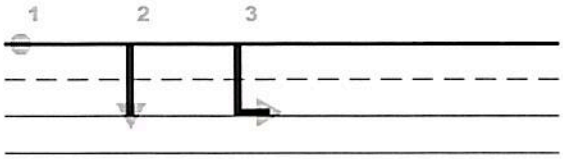
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j - jug - /j/, have students repeat.

Letter Formation for K



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

Letter Formation for L



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

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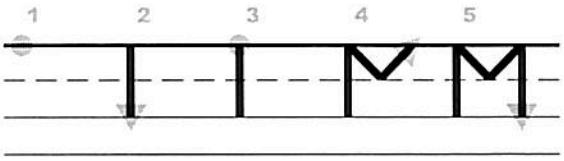
UNIT 2

WEEK 3

Review Letter Formations

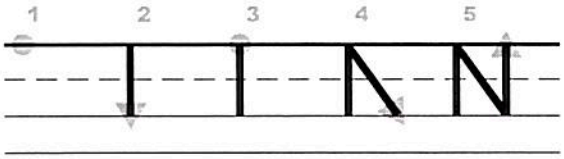
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for M



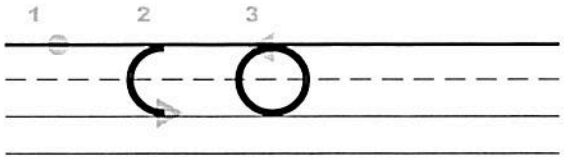
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m - man - /m/, have students repeat.

Letter Formation for N



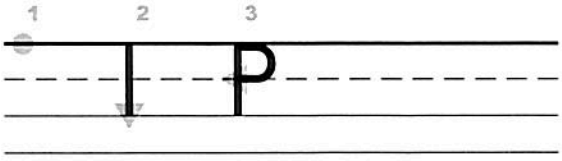
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n - nut - /n/, have students repeat.

Letter Formation for O



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

Letter Formation for P



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

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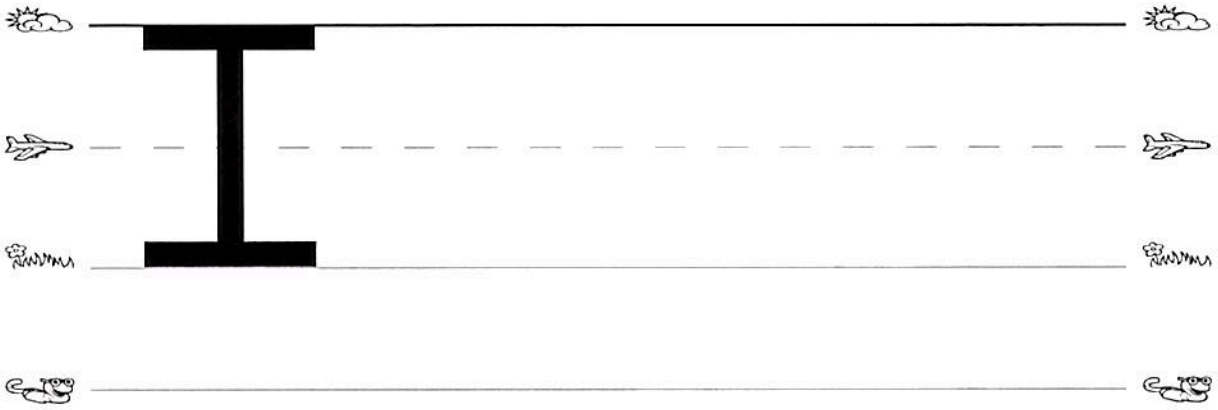
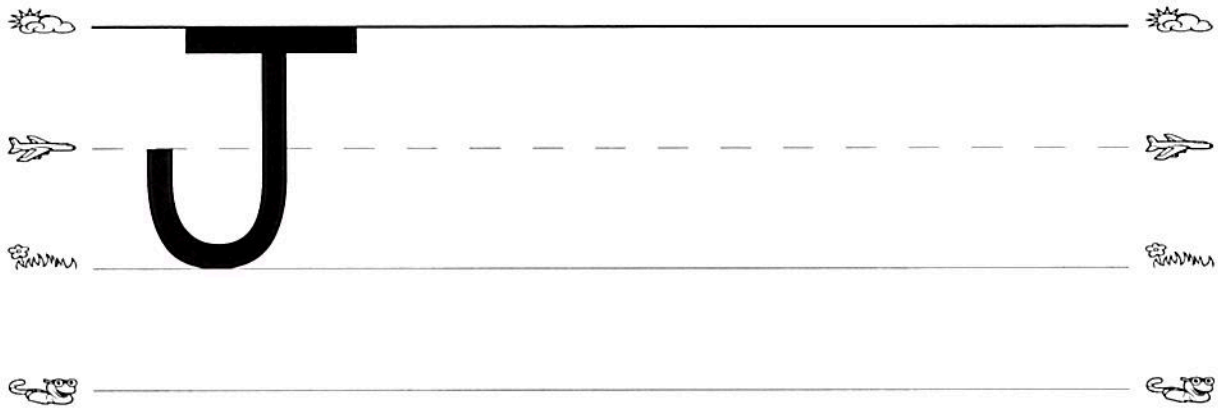
Name: Date:

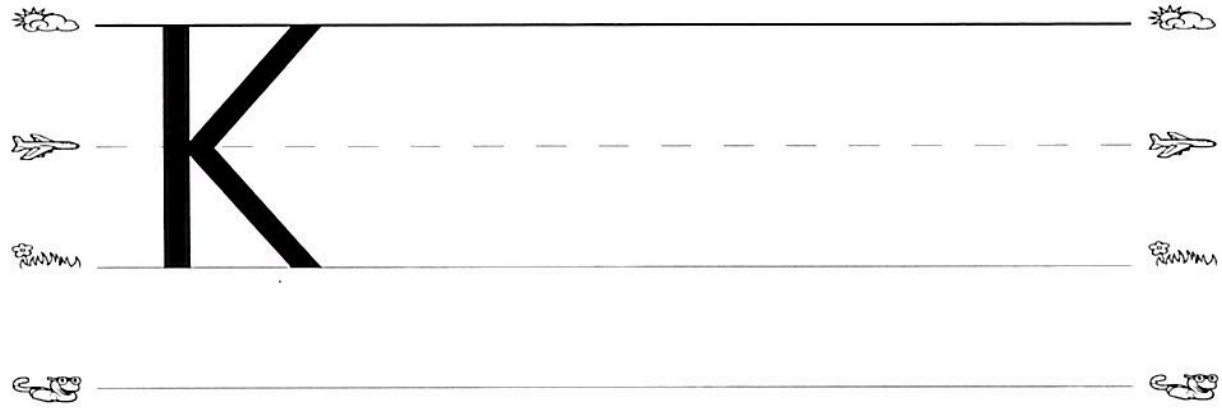
UNIT 2

WEEK 3

Fundations® **Practice Letter Formation**







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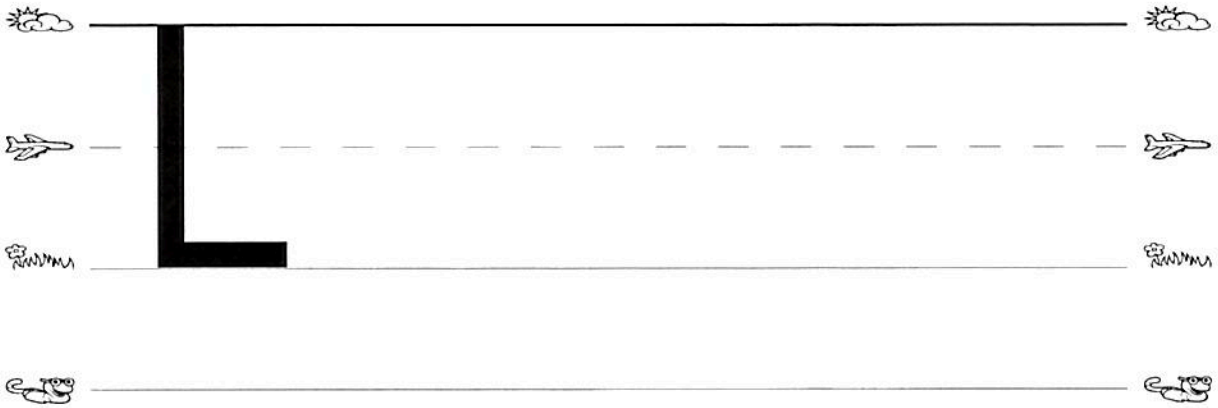
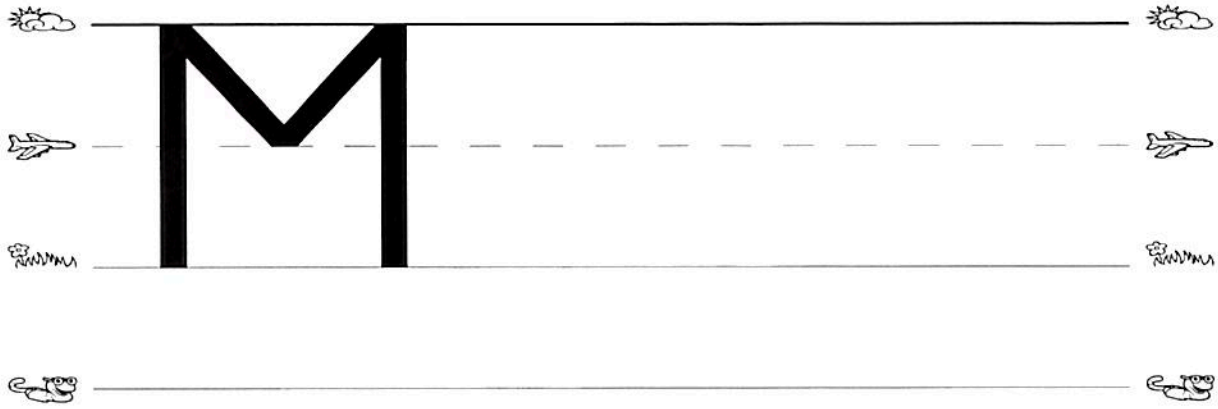
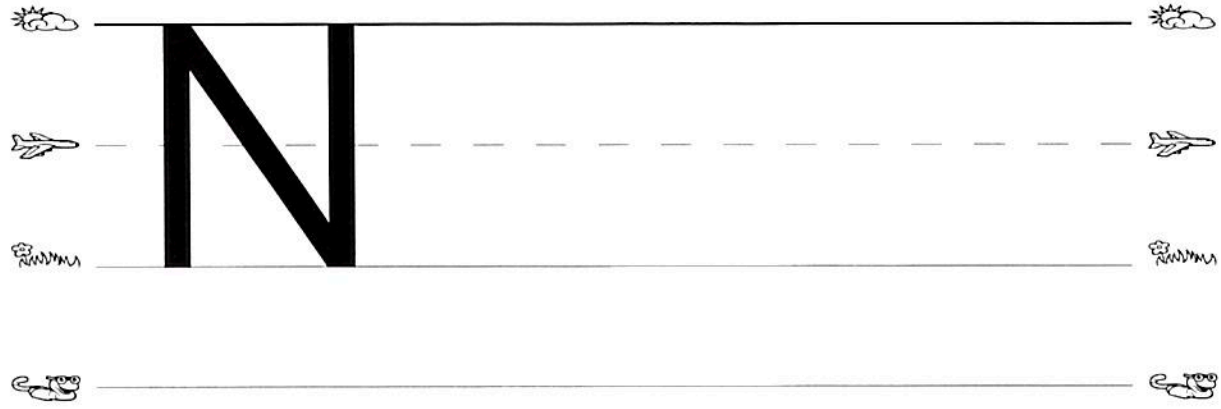
UNIT 2

WEEK 3

Fundations® **Practice Letter Formation**







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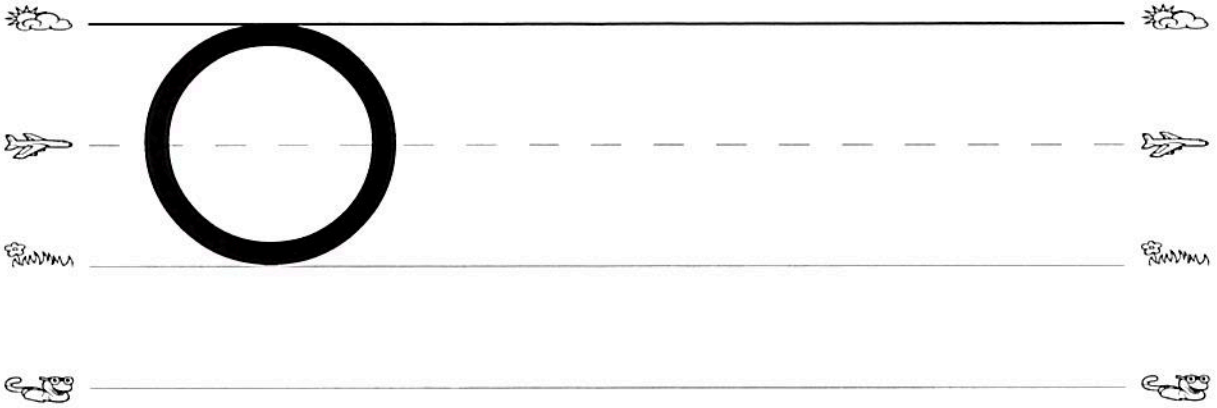
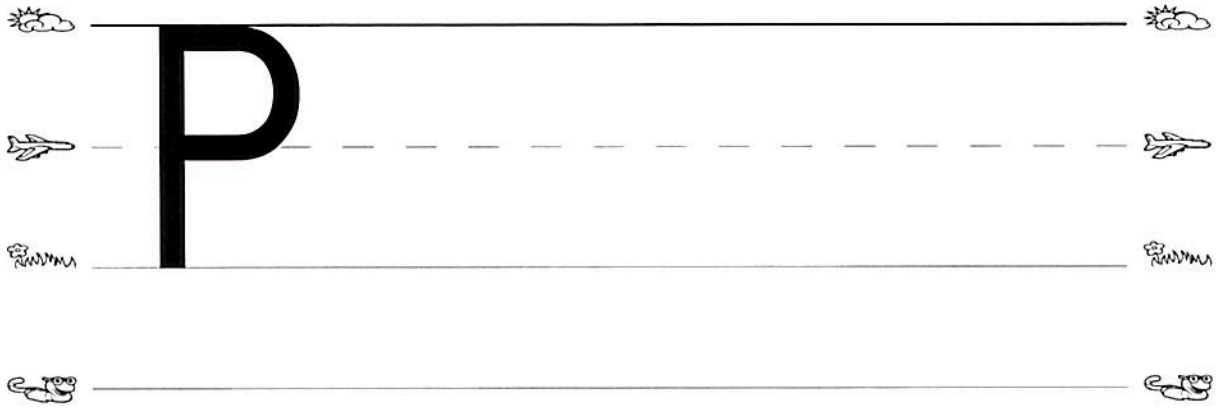
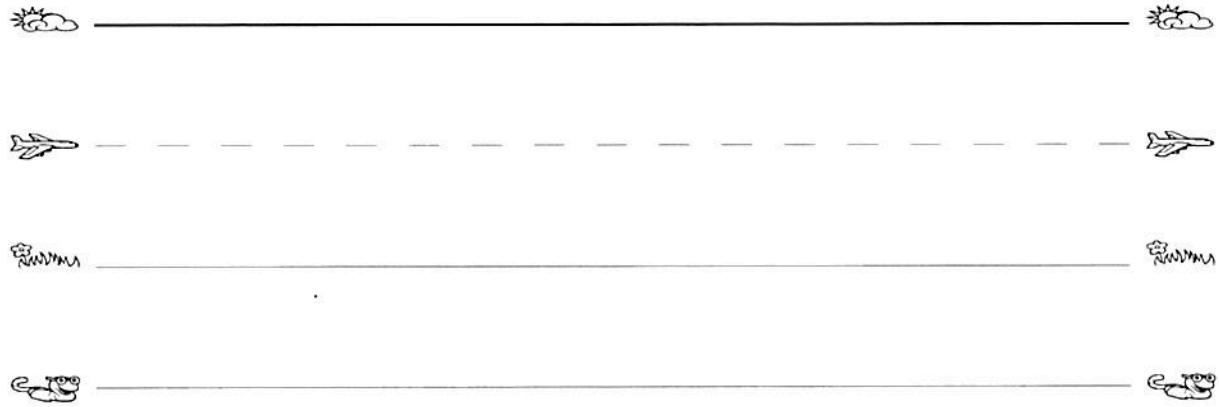
UNIT 2

WEEK 3

Fundations® **Practice Letter Formation**







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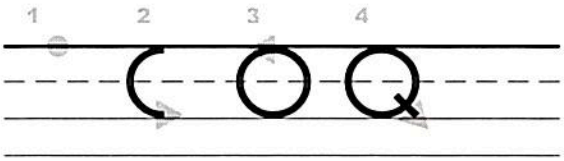
UNIT 2

WEEK 4

Review Letter Formations

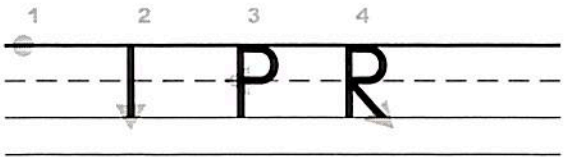
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for Q



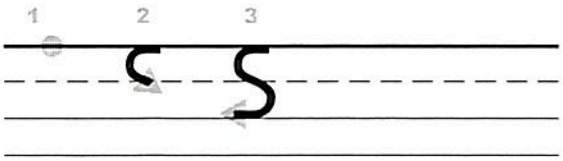
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Make a tail.
5. Say qu - queen - /kw/, have students repeat.

Letter Formation for R



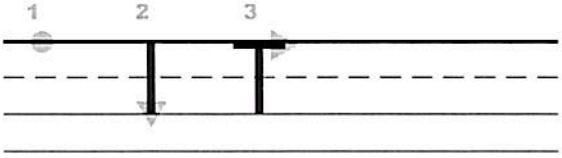
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.
5. Say r - rat - /r/, have students repeat.

Letter Formation for S



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

Letter Formation for T



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

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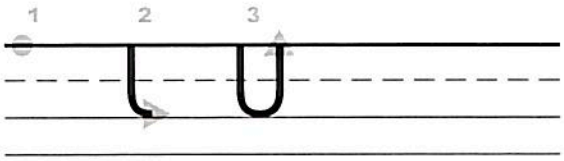
UNIT 2

WEEK 4

Review Letter Formations

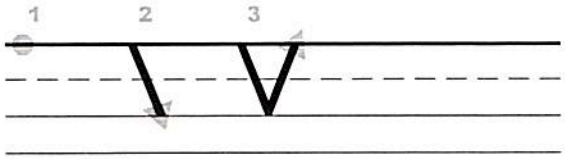
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for U



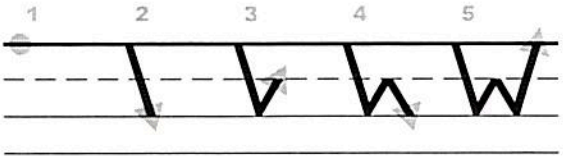
1. Point to the sky line.
2. Go to the grass line,
3. and curve up to the sky line.
4. Say u - up - /ŭ/, have students repeat.

Letter Formation for V



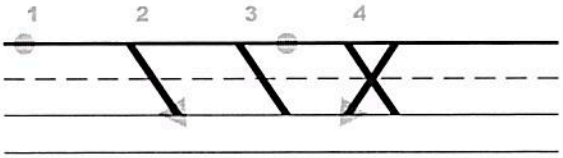
1. Point to the sky line.
2. Slide down to the grass line,
3. and slide back up to the sky line.
4. Say v - van - /v/, have students repeat.

Letter Formation for W



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

Letter Formation for X



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

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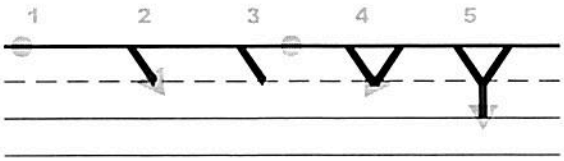
Review Letter Formations

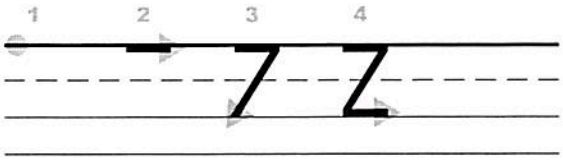
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for Y



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

Letter Formation for Z



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

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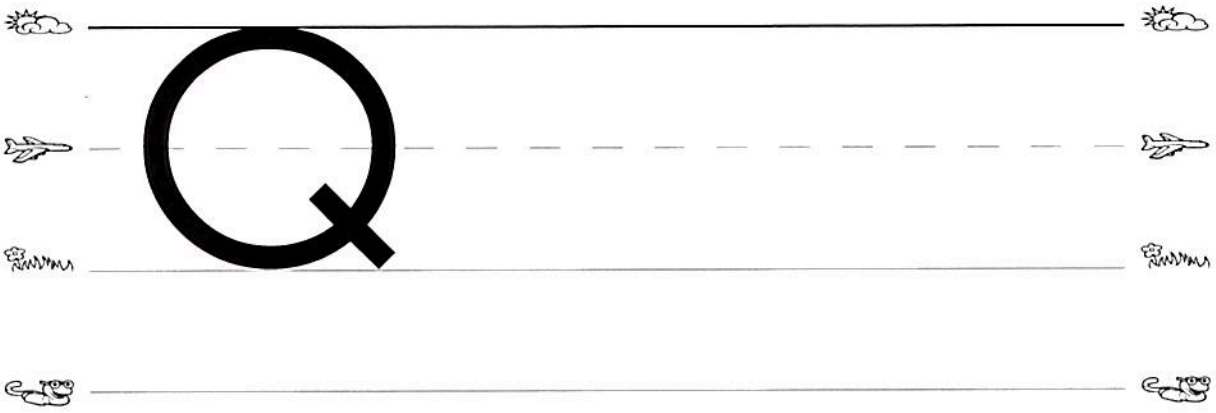
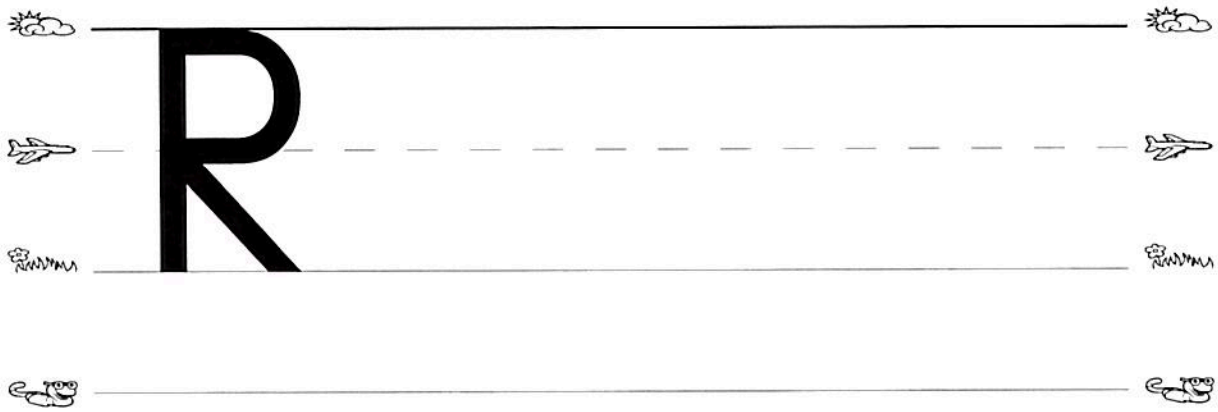
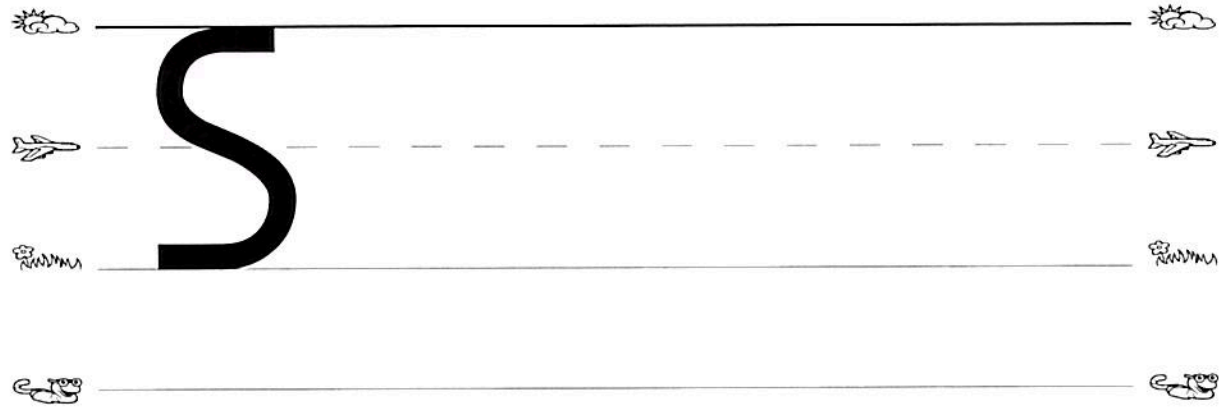
UNIT 2

WEEK 4

Fundations® **Practice Letter Formation**







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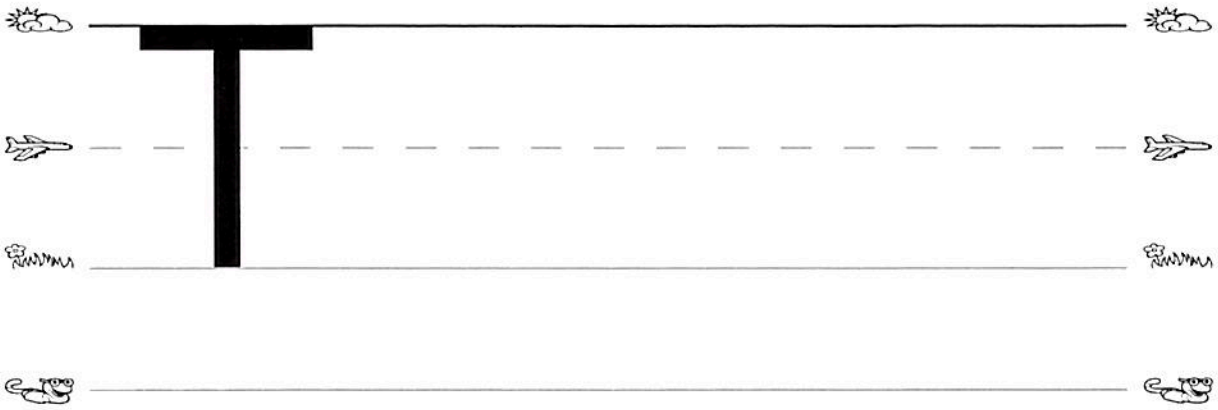
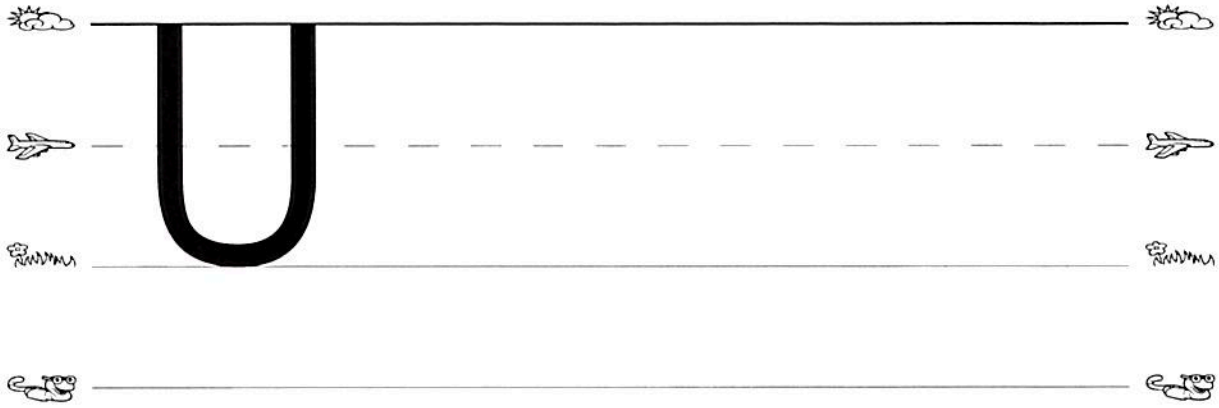
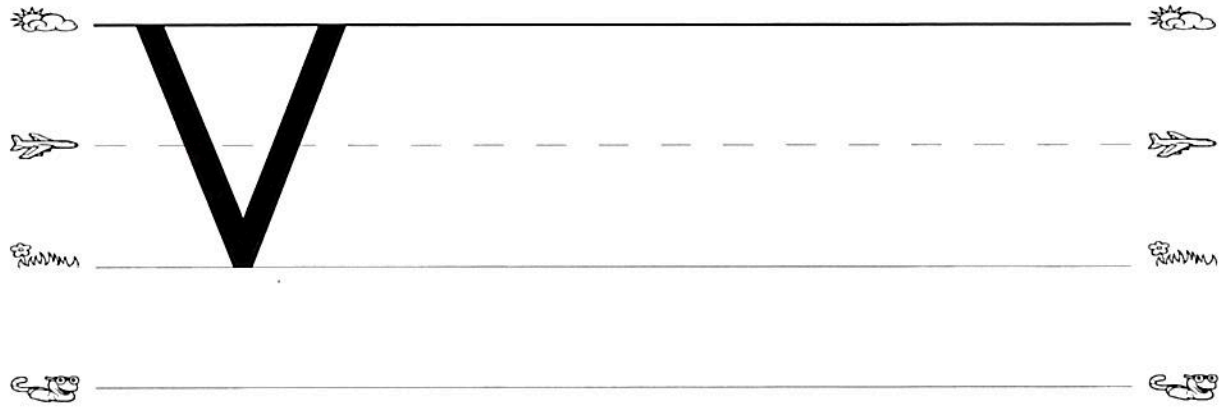
UNIT 2

WEEK 4

Fundations® **Practice Letter Formation**







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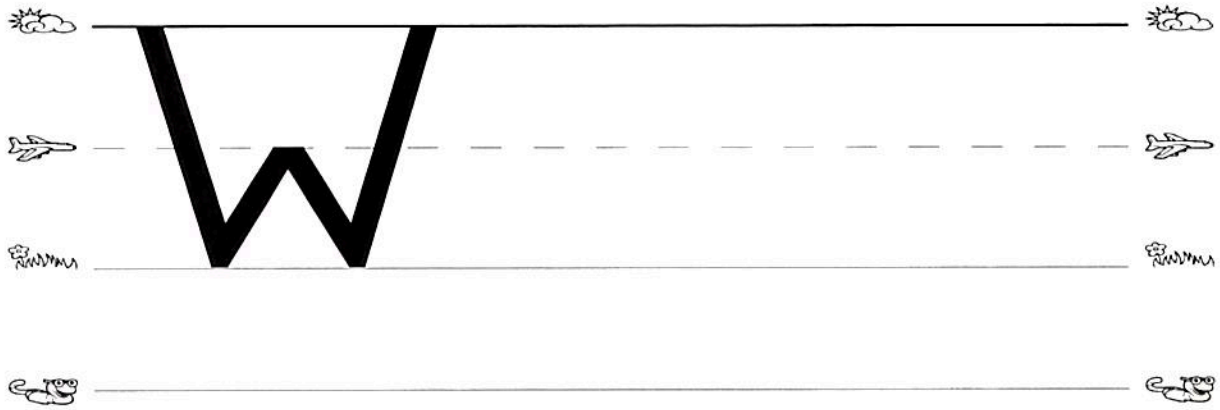
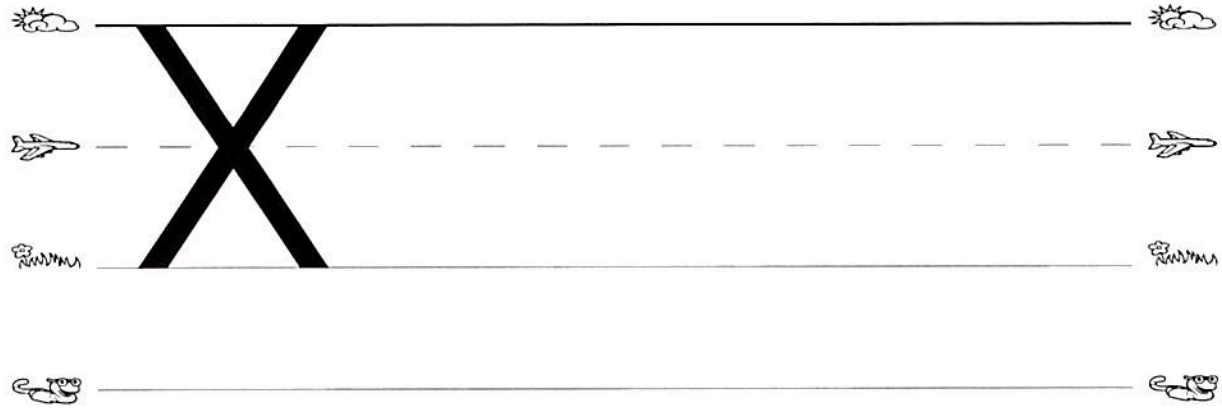
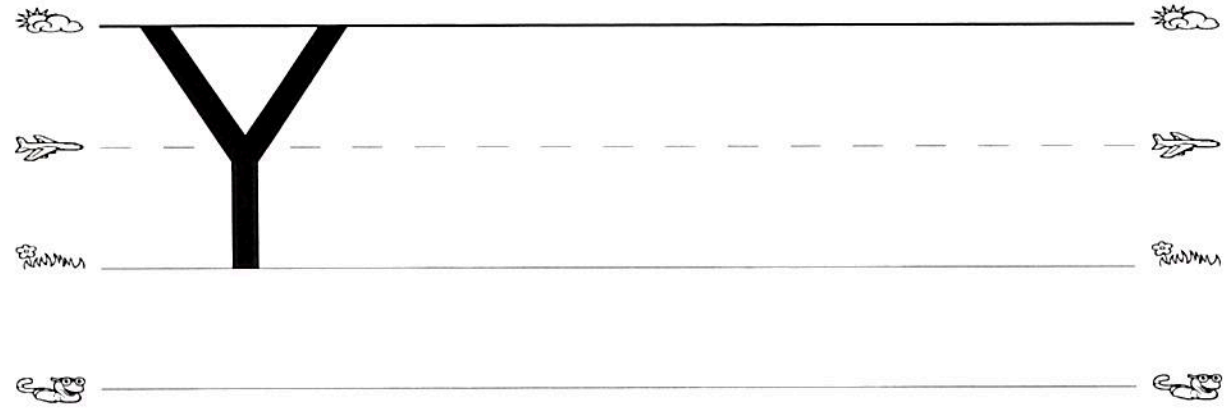
UNIT 2

WEEK 4

Fundations® **Practice Letter Formation**







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UNIT 2

WEEK 4

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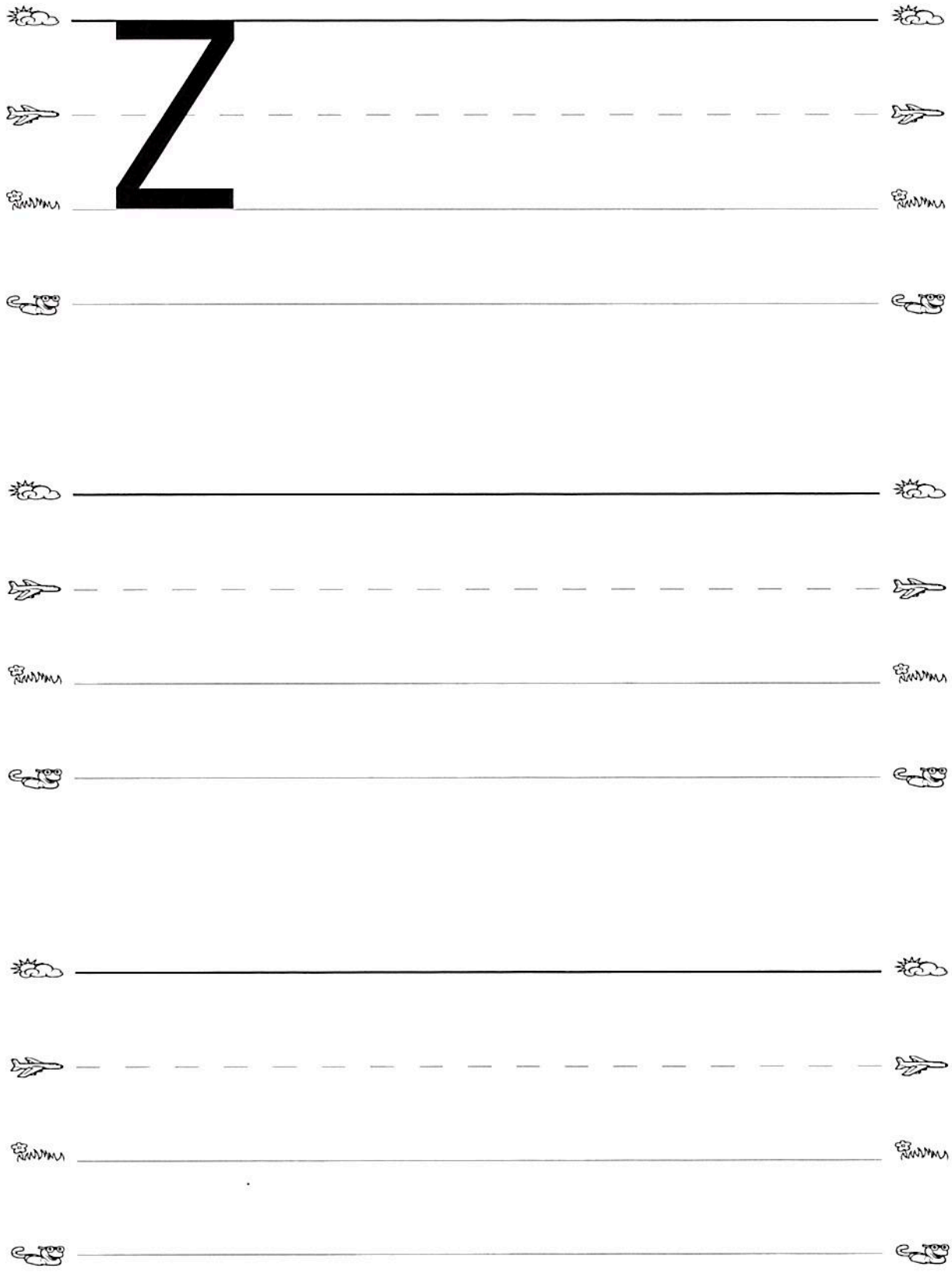

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