

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

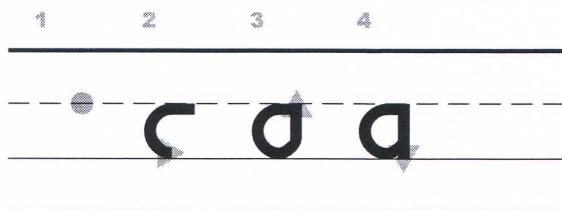
# Fundations® Letter Formation Guide

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).

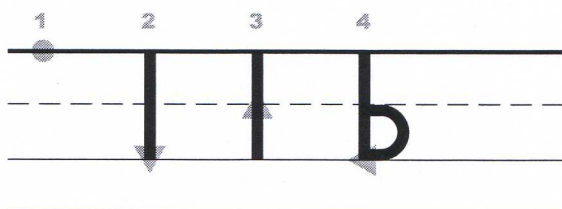


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.

## Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

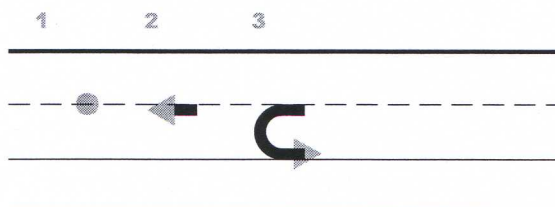


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.

## Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

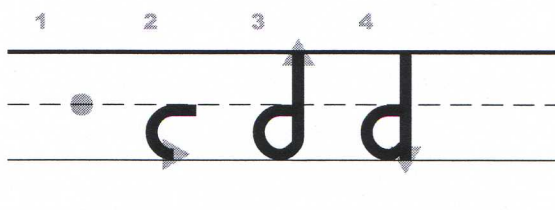


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.

## Letter Formation for d

d is a plane line round letter.

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



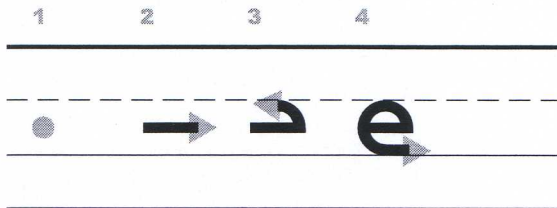
1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.

# 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.

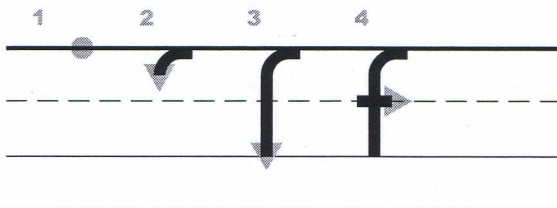


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.

## Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

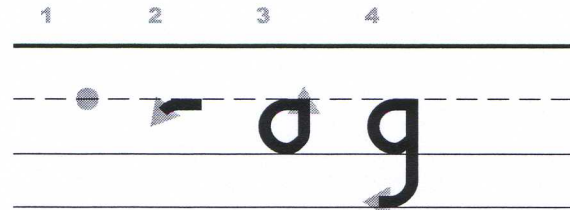


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line

## Letter Formation for g

g is a plane line round letter.

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

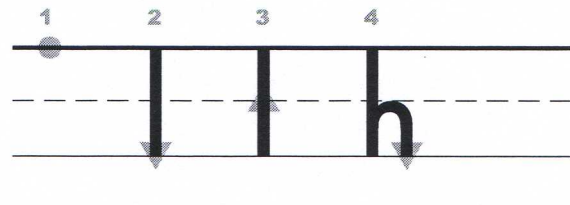


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

## 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.

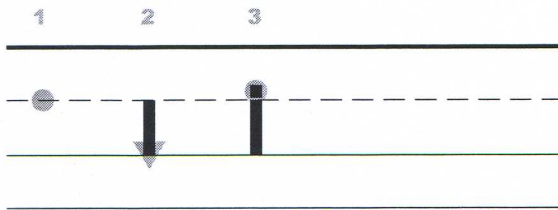
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## Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

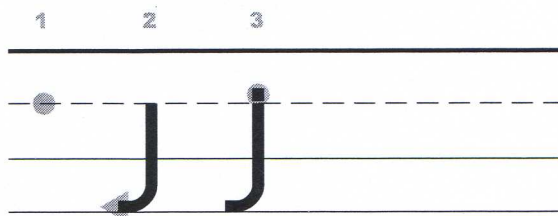


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.

## Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

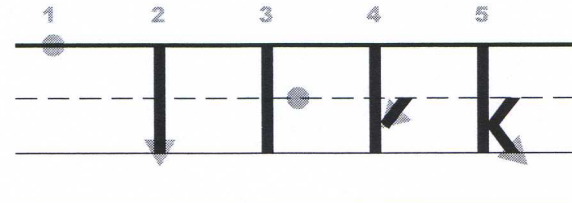


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.

## Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

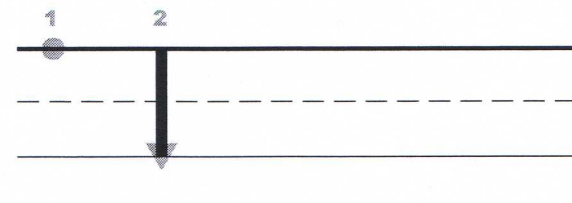


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.

## 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.

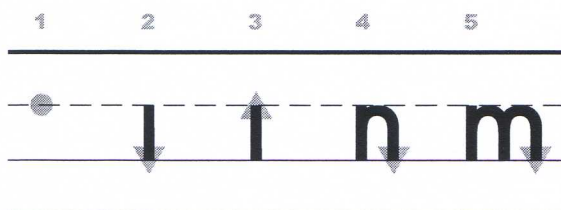
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Use the following verbalization to direct students in proper letter formation.

## Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

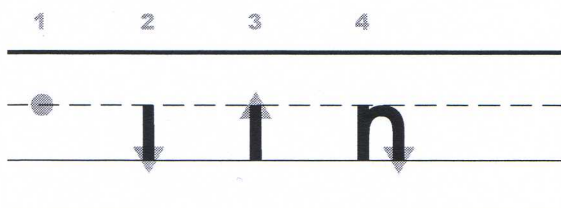


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

## Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

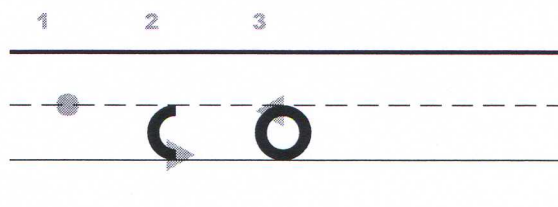


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

## Letter Formation for o

o is a plane line round letter.

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

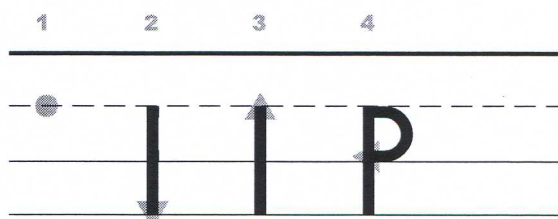


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.

## 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

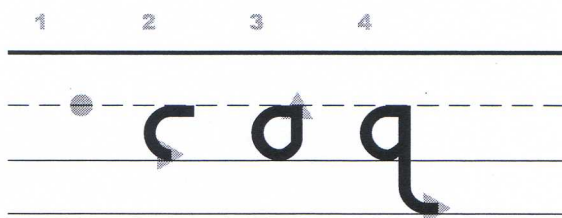
Use the following verbalization to direct students in proper letter formation.

## 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.

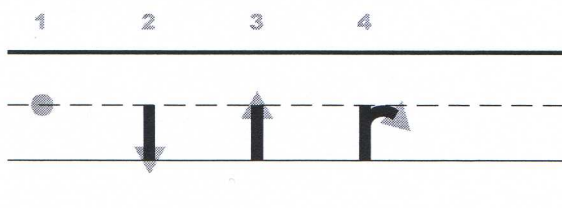


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy" u.

## Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

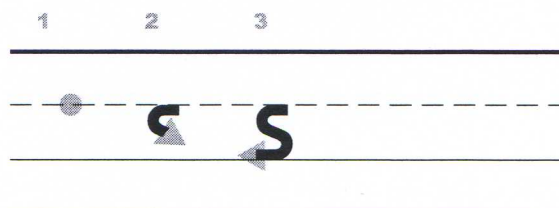


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.

## Letter Formation for s

s is a plane line round letter.

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

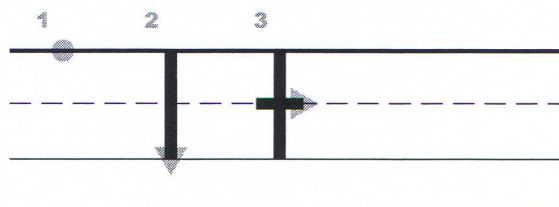


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.

## 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.

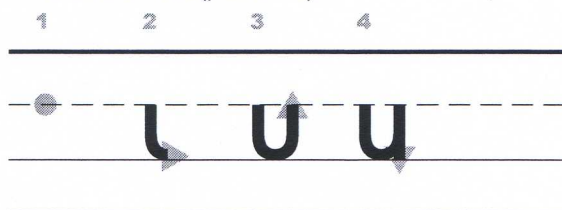
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Use the following verbalization to direct students in proper letter formation.

## Letter Formation for U

u is a plane line letter.

It starts on the (plane line).

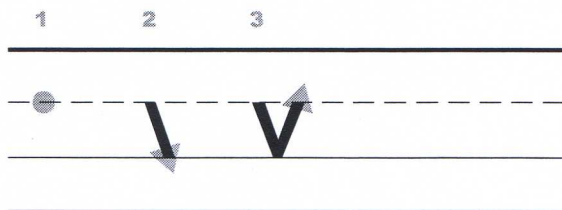


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.

## Letter Formation for V

v is a plane line slide letter.

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

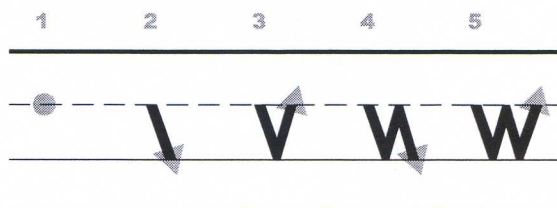


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

## Letter Formation for W

w is a plane line slide letter.

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

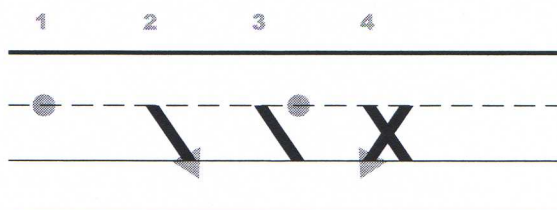


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

## 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.

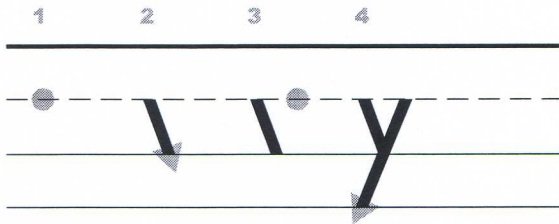
# Fundations® Letter Formation Guide

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).



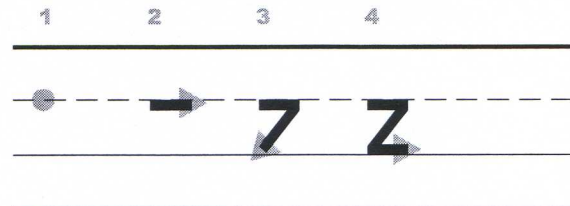
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.

## Letter Formation for Z

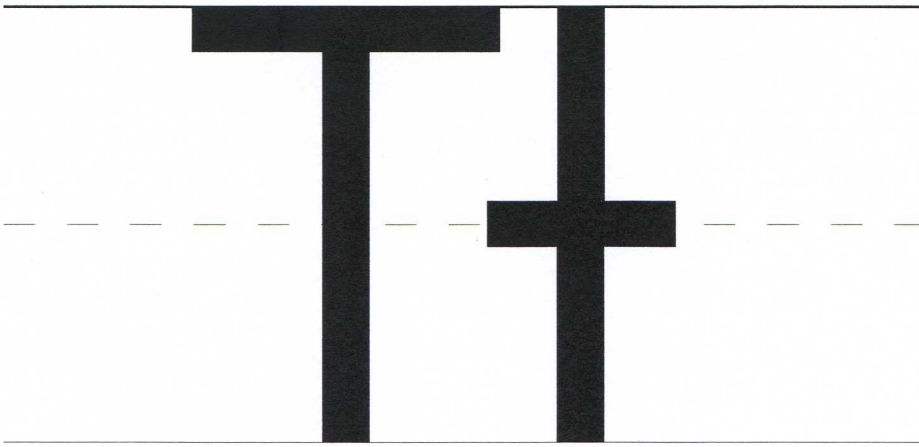
z is a plane line slide letter, but it doesn't slide right away.

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

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

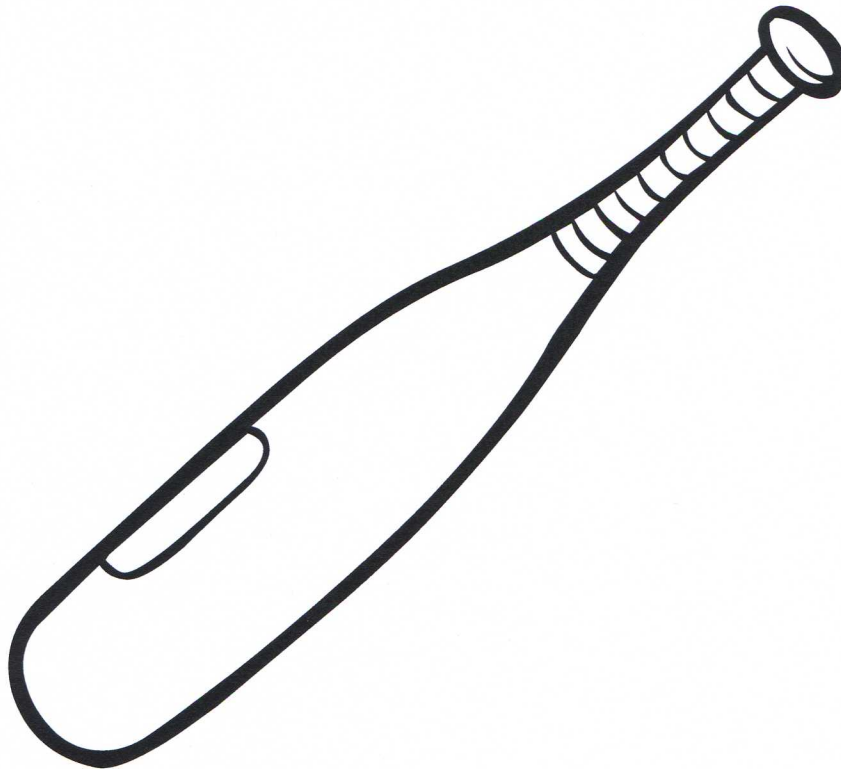


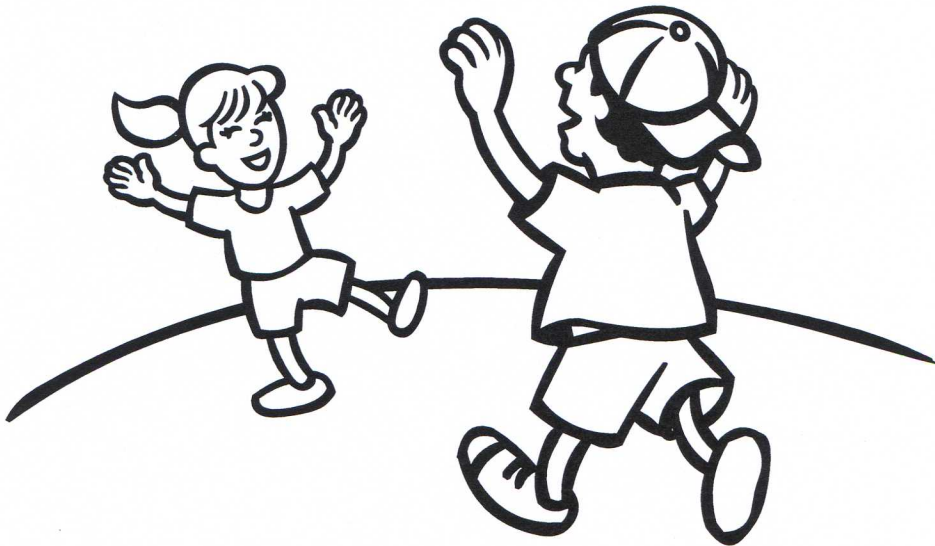
1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.





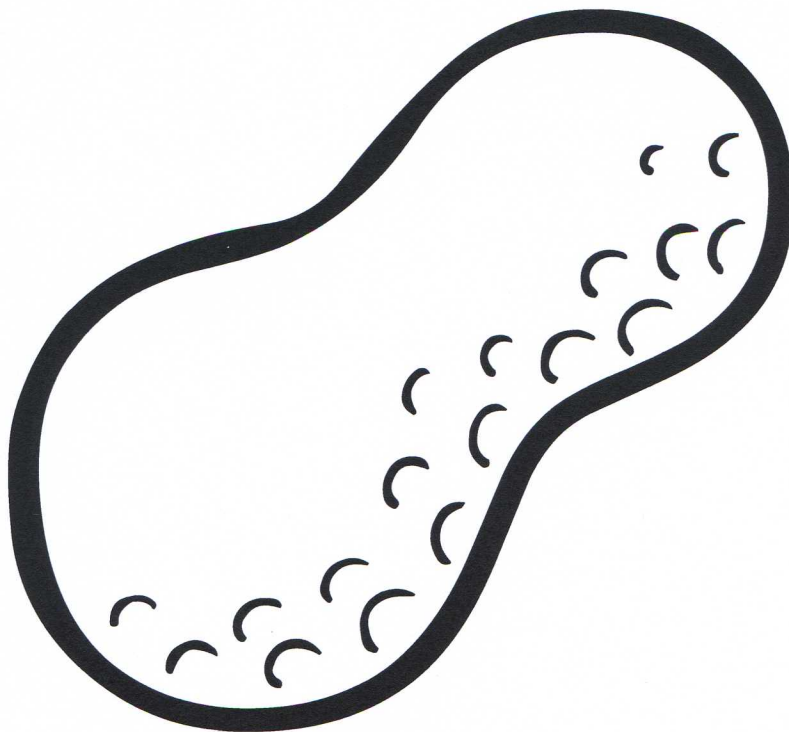
Bb







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.

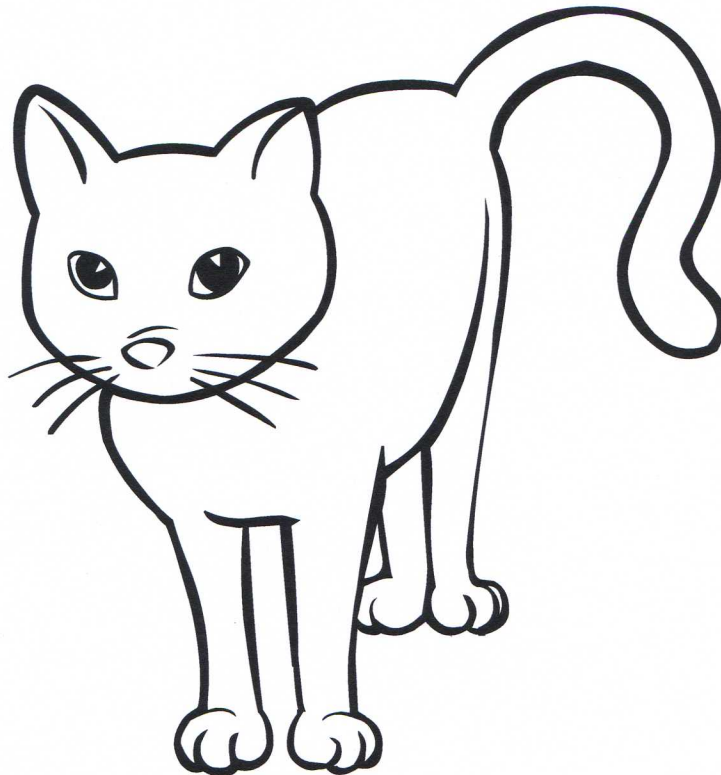
You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

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

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

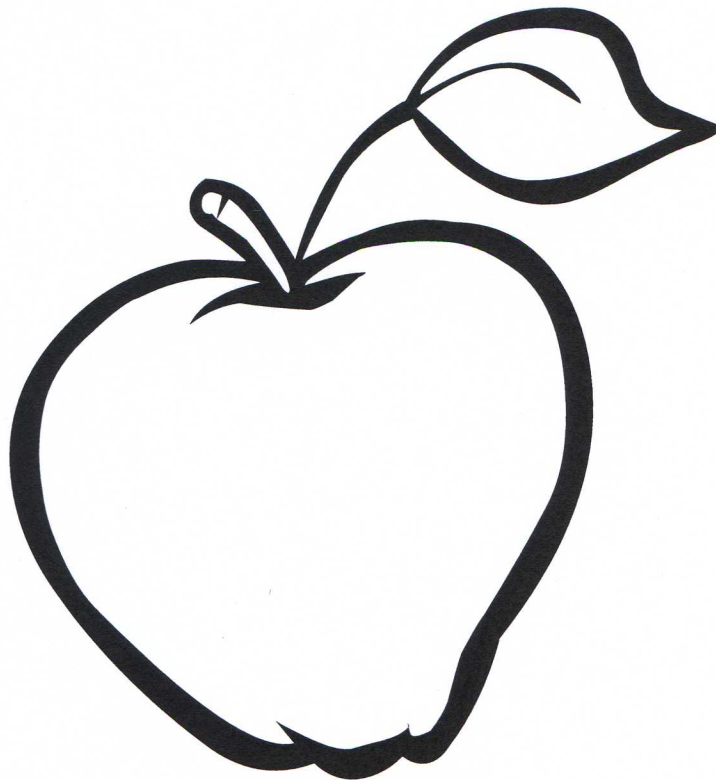


Cc



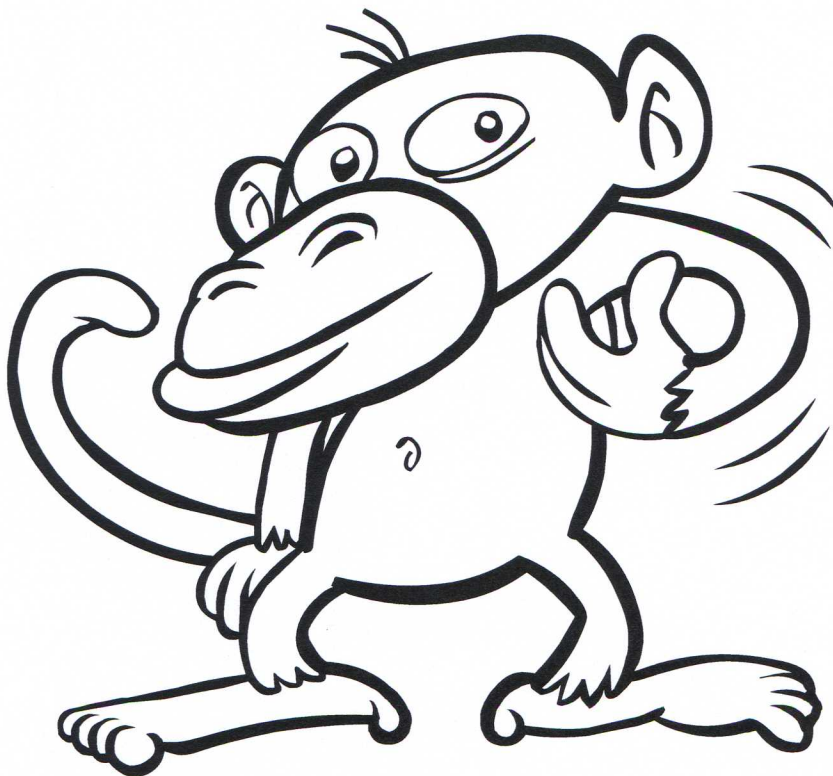


Aa



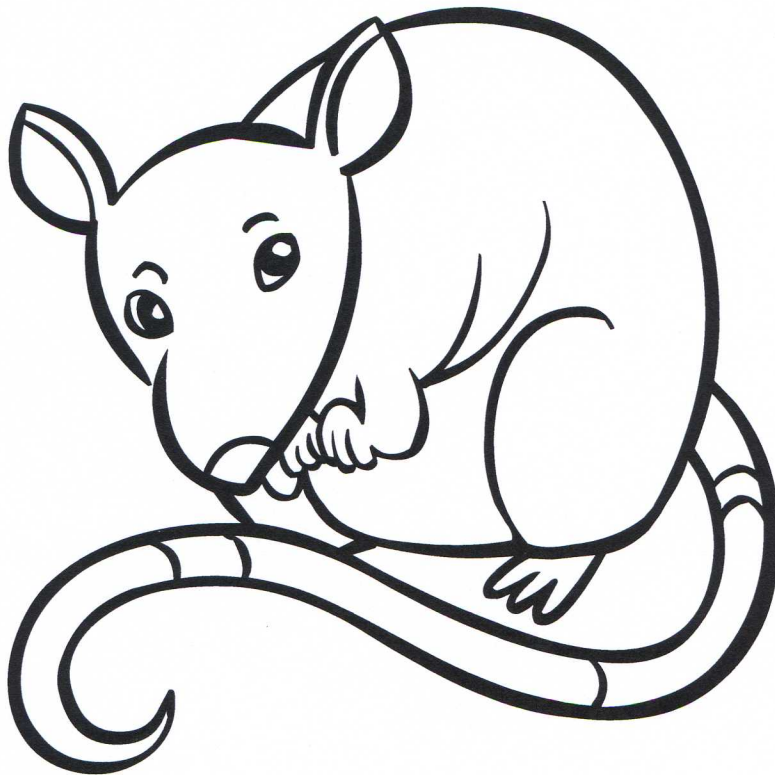


I i





Rr





## ***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**

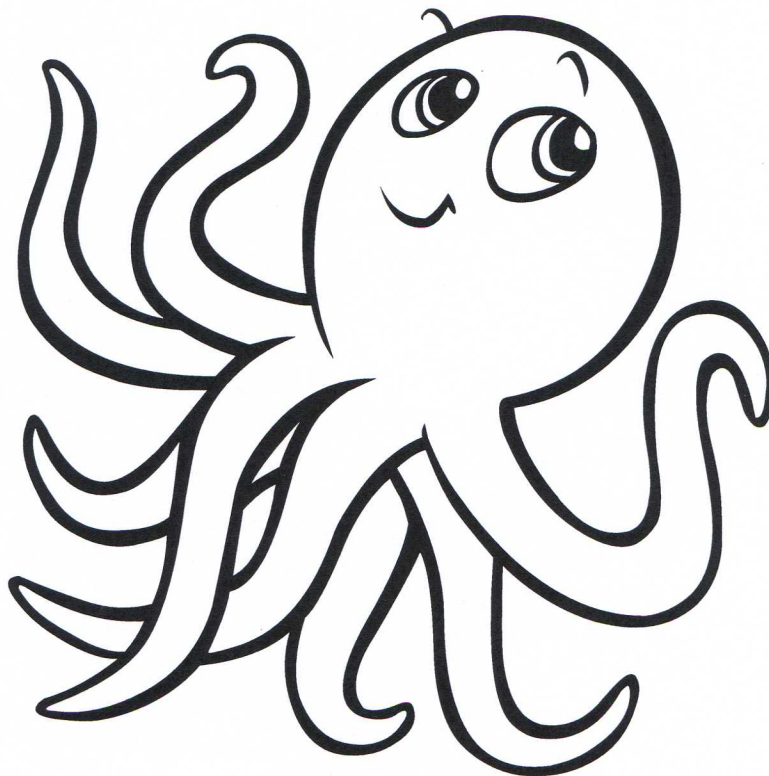
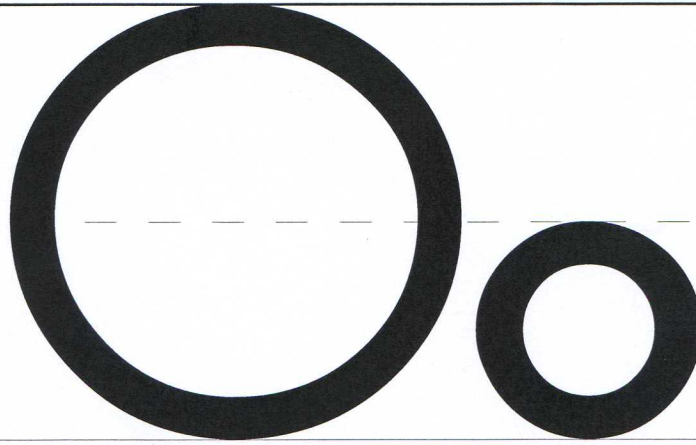
Children love to hear the same story read over and over. **After your child knows a story well, have them tell you the story, using the pictures as a guide.**

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?"

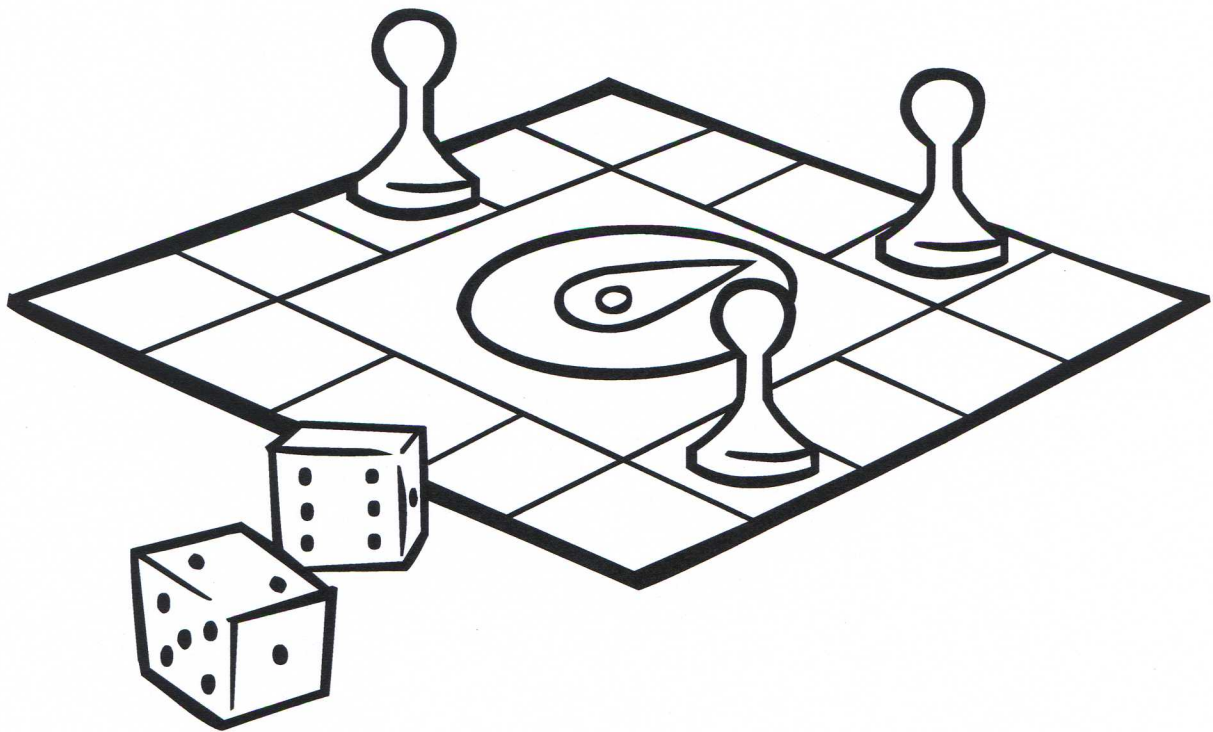
The **suggested books** listed below focus on comprehension and re-telling. They should be available at your local library.

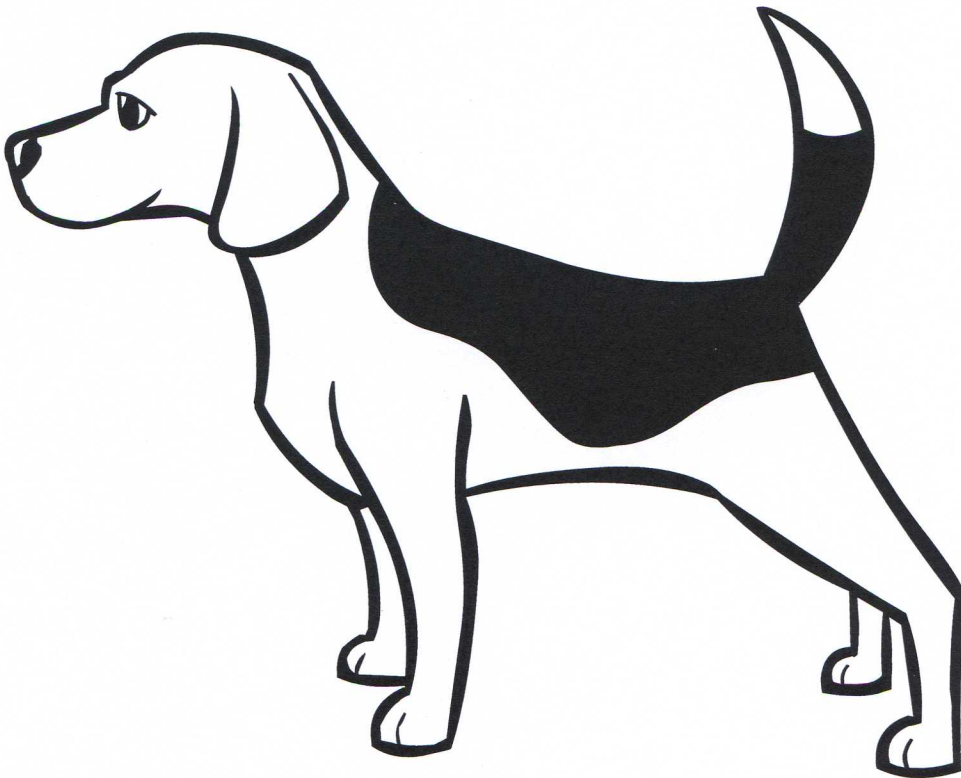
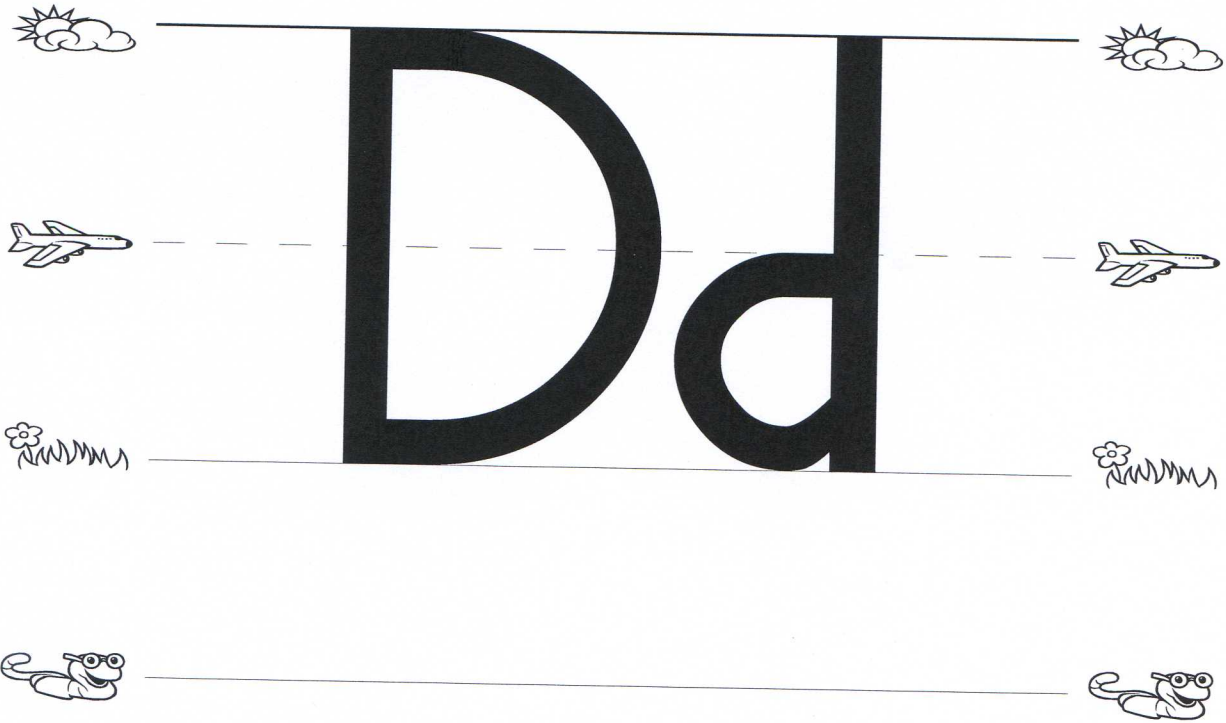
Title	Author	Publisher / Date
<b><i>Miss Nelson is Missing</i></b>	Allard, H.	Houghton Mifflin; 1977
<b><i>Madeline</i></b>	Bemelmans, L.	Viking; 1939, 1967
<b><i>Mike Mulligan and His Steam Shovel</i></b>	Burton, V.	Houghton Mifflin; 1967
<b><i>The Little House</i></b>	Burton, V.	Houghton Mifflin; 1969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

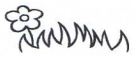




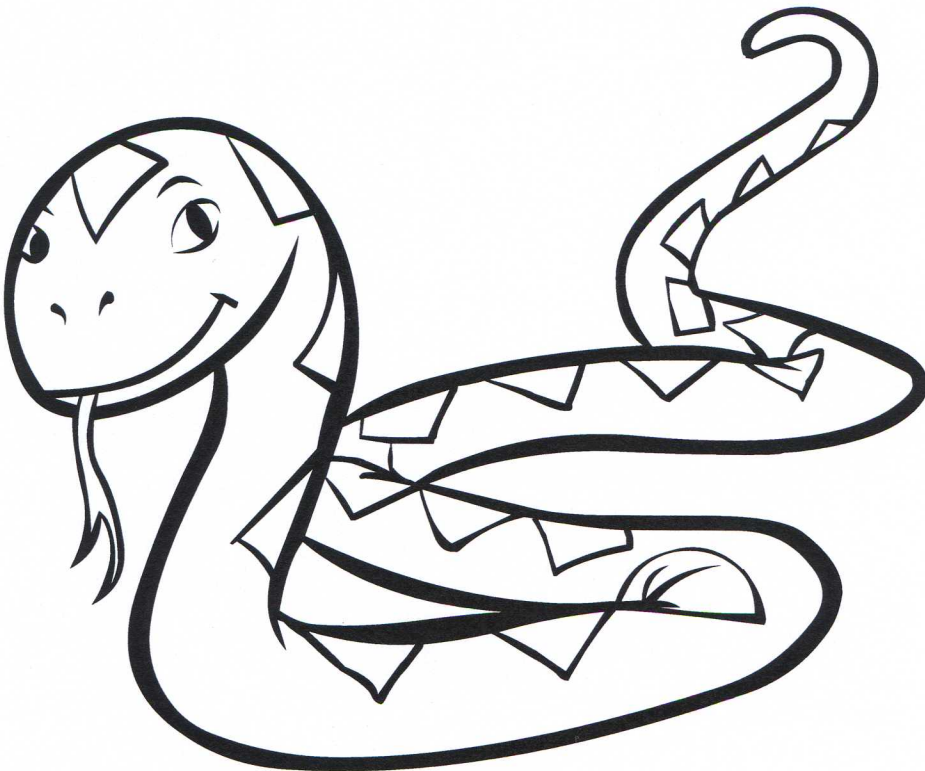
Gg







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.**

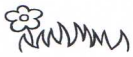
**My favorite color is red.**

**I ride on the bus.**

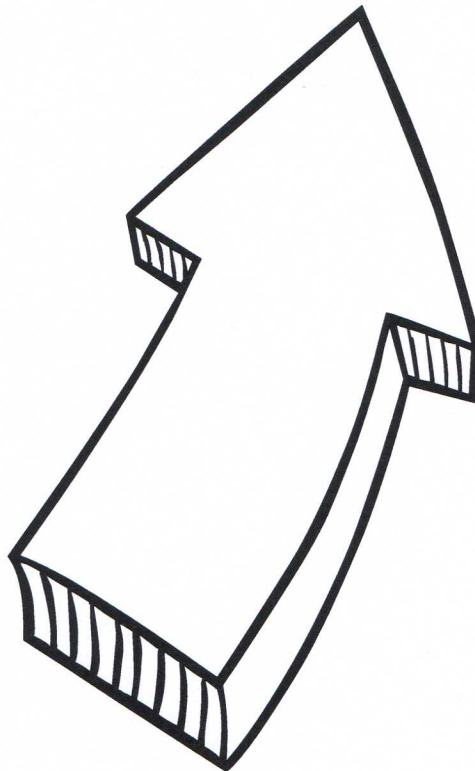


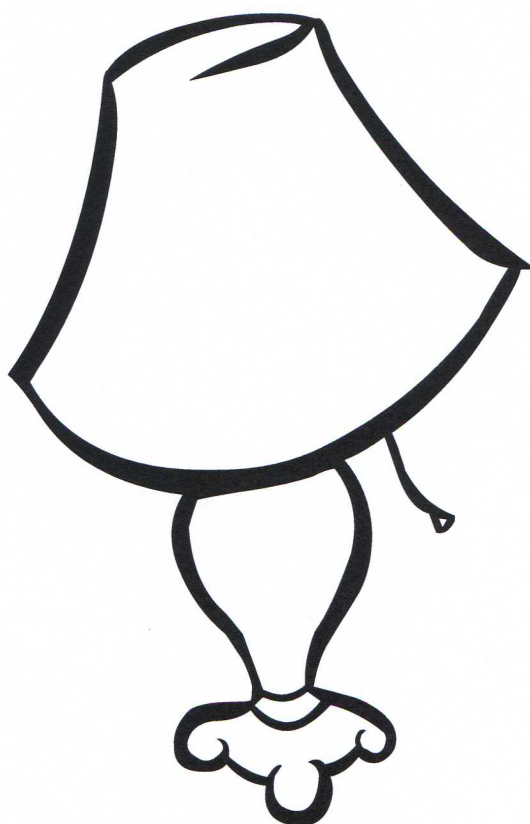
Ee

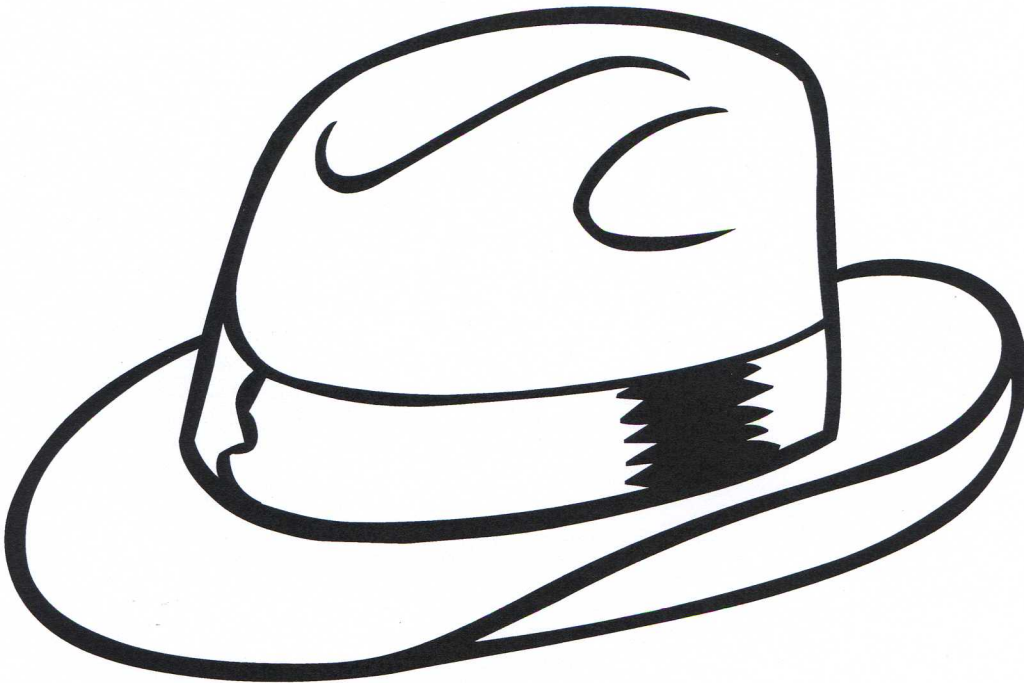




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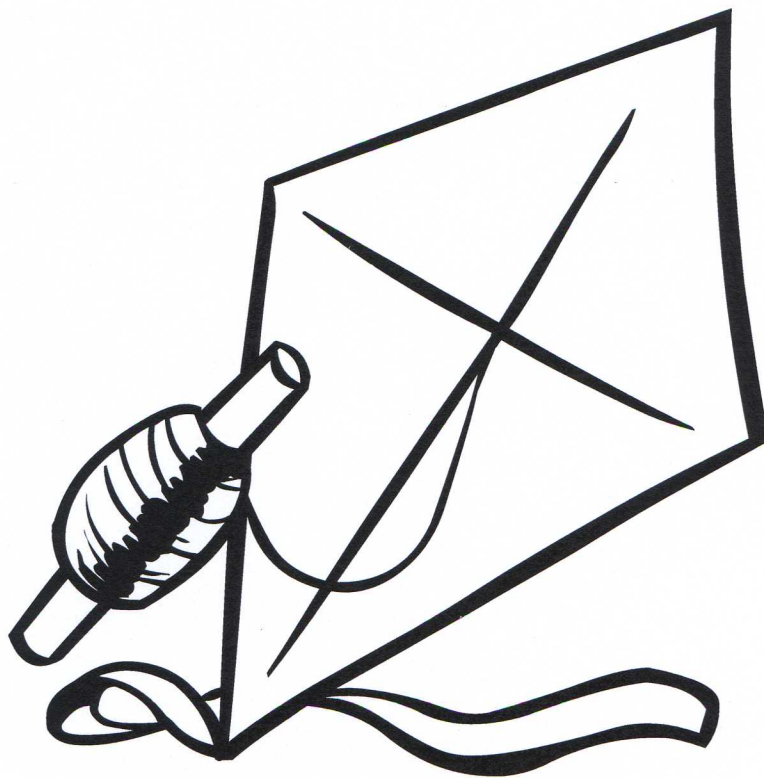








Kk





## 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

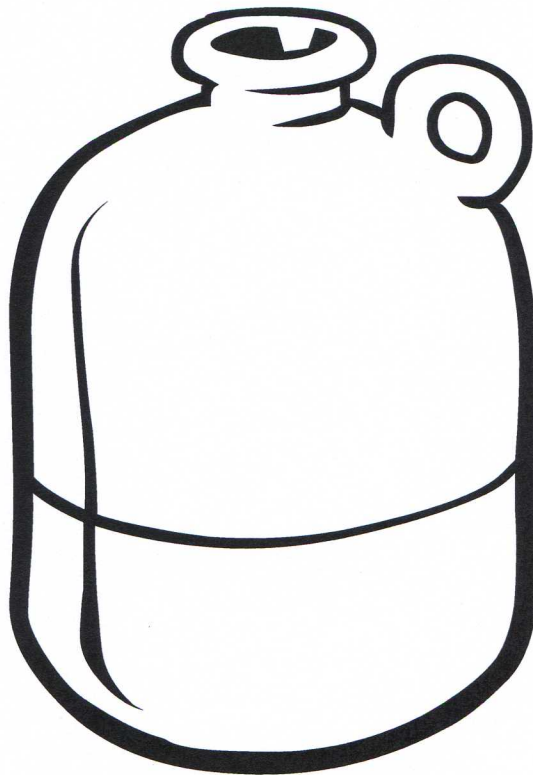


Pp



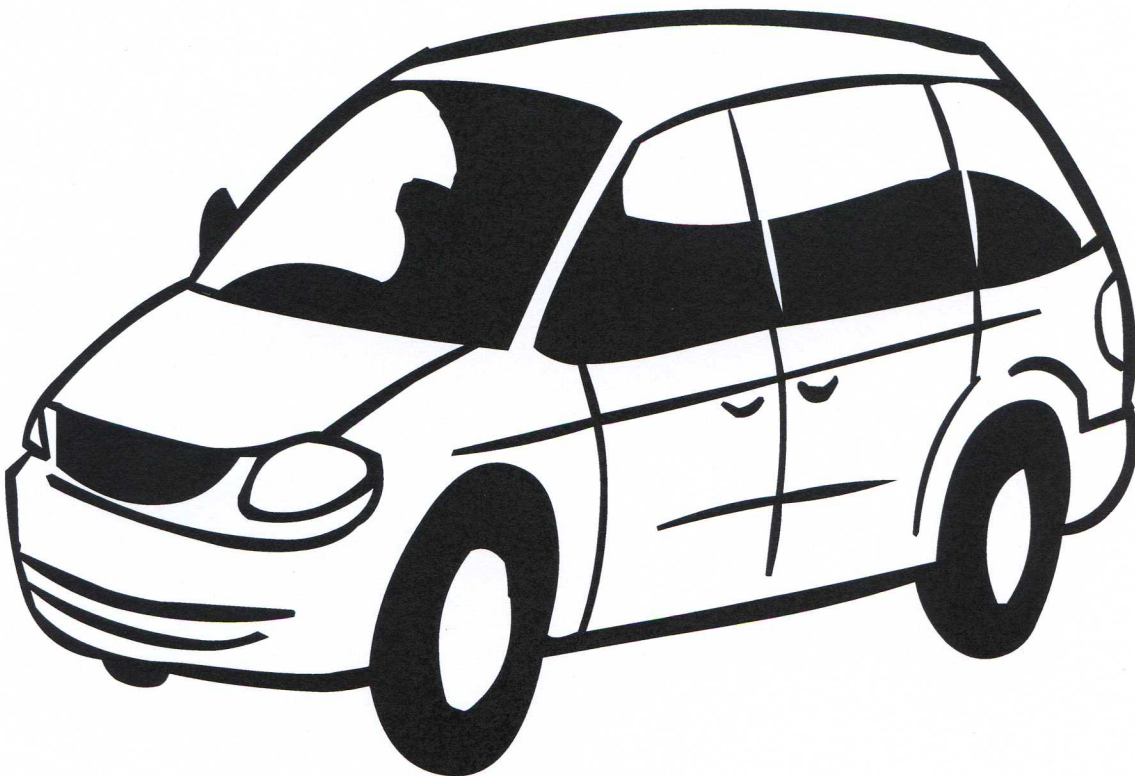


Jj





V v







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

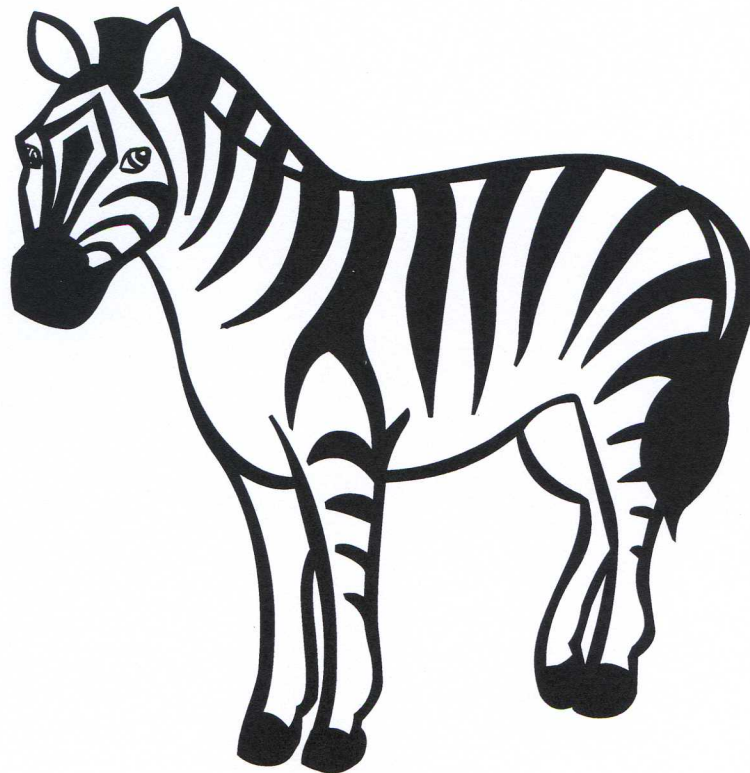
Say, “**Find the letter** (name a letter).” Have your child point to it. When this seems easy, have your child point to and then name the letters. First do them in alphabetical order, then do them in mixed order with different fonts.

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





