

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,





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 **“l m n o p”** 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. 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

Foundations® 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. **Cut this group into individual squares.** Keep these letters in a baggie to do this 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