

Dear Family:

I am now introducing Unit 2 in Foundations®. Your child is going to:

- Learn phonemic awareness skills.
- Blend, read, and spell short vowel words with three sounds.
- Learn or review six words by memory: **a, and, the, is, his, of**. These are called Trick Words because they cannot be sounded out. Instead, your child needs to learn these by memorizing them.
- Learn capitalization, punctuation, and word spacing for sentence dictation.
- Retell stories in detail and sequence.

It is important for your child to recognize and be able to hear and “move around” the beginning, ending and middle sounds of a word. As always ***your help*** is appreciated to keep your child on track. To help your child focus on sounds, you can play word games such as ***“I’m Thinking of an Object”*** and ***“Change That Word.”*** The directions are on the following pages.

Also, make flashcards on index cards for the Trick Words. Have your child read these quickly each night. Throughout the year, I will have you make more Trick Word flashcards to practice.

Remember to have FUN! Also, please write down any questions you might have, and I shall get back to you.

Sincerely,





## *This is Your Reference for Letter-Keyword-Sound*

In addition to writing letters and knowing the letter name, your child is learning (or reviewing) the consonants and short vowel sounds using keywords.

Throughout the year I will send home more sounds for your child to learn.

In school, we do a daily drill practicing these sounds. Right now, we are doing the sounds listed on this sheet.

Your child keeps a notebook at school with these keyword pictures. During the year, whenever your child cannot think of the sound that a letter makes, ask him or her to look at the keyword picture. That is a hint for the sound. The sound is represented by a letter between //.

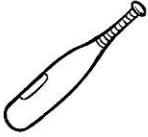
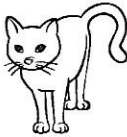


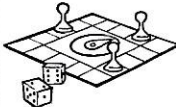









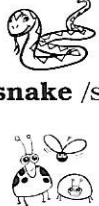






For the letter **a**, we use the keyword **apple**. This word helps your child know the sound /ă/. Whenever we practice these sounds, we say the letter name, the keyword, then the sound:

**a - apple - /ă/**

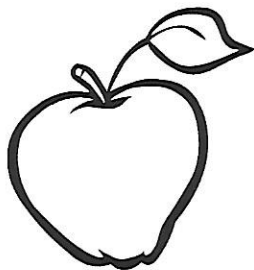
Do not hesitate to use the vocabulary words, short vowels and consonants. Your child is aware of their meaning as I use these terms in class.

<b>A a</b>	<b>apple</b>	/ă/
<b>B b</b>	<b>bat</b>	/b/
<b>C c</b>	<b>cat</b>	/k/
<b>D d</b>	<b>dog</b>	/d/
<b>E e</b>	<b>Ed</b>	/ě/
<b>F f</b>	<b>fan</b>	/f/
<b>G g</b>	<b>game</b>	/g/
<b>H h</b>	<b>hat</b>	/h/
<b>I i</b>	<b>itch</b>	/ĩ/
<b>J j</b>	<b>jug</b>	/j/
<b>K k</b>	<b>kite</b>	/k/
<b>L l</b>	<b>lamp</b>	/l/
<b>M m</b>	<b>man</b>	/m/
<b>N n</b>	<b>nut</b>	/n/
<b>O o</b>	<b>octopus</b>	/õ/
<b>P p</b>	<b>pan</b>	/p/
<b>Qu qu</b>	<b>queen</b>	/kw/
<b>R r</b>	<b>rat</b>	/r/
<b>S s</b>	<b>snake</b>	/s/
<b>T t</b>	<b>top</b>	/t/
<b>U u</b>	<b>up</b>	/ũ/
<b>V v</b>	<b>van</b>	/v/
<b>W w</b>	<b>wind</b>	/w/
<b>X x</b>	<b>fox</b>	/ks/
<b>Y y</b>	<b>yellow</b>	/y/
<b>Z z</b>	<b>zebra</b>	/z/

Fundations® **Consonants**

<p><b>b</b></p>  <p><b>bat</b> /b/</p>	<p><b>c</b></p>  <p><b>cat</b> /k/</p>	<p><b>d</b></p>  <p><b>dog</b> /d/</p>	<p><b>f</b></p>  <p><b>fun</b> /f/</p>		
<p><b>g</b></p>  <p><b>game</b> /g/</p>	<p><b>h</b></p>  <p><b>hat</b> /h/</p>	<p><b>j</b></p>  <p><b>jug</b> /j/</p>	<p><b>k</b></p>  <p><b>kite</b> /k/</p>	<p><b>l</b></p>  <p><b>lamp</b> /l/</p>	
<p><b>m</b></p>  <p><b>man</b> /m/</p>	<p><b>n</b></p>  <p><b>nut</b> /n/</p>	<p><b>p</b></p>  <p><b>pan</b> /p/</p>	<p><b>qu</b></p>  <p><b>queen</b> /kw/</p>	<p><b>r</b></p>  <p><b>rat</b> /r/</p>	<p><b>s</b></p>  <p><b>snake</b> /s/ <b>bugs</b> /z/</p>
<p><b>t</b></p>  <p><b>top</b> /t/</p>	<p><b>v</b></p>  <p><b>van</b> /v/</p>	<p><b>w</b></p>  <p><b>wind</b> /w/</p>	<p><b>x</b></p>  <p><b>fox</b> /ks/</p>	<p><b>y</b></p>  <p><b>yellow</b> /y/</p>	<p><b>z</b></p>  <p><b>zebra</b> /z/</p>

a



apple

/ă/

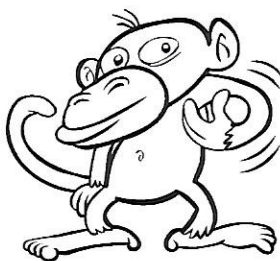
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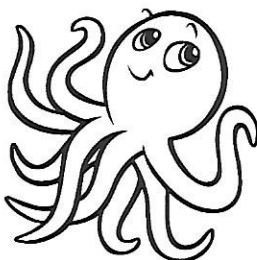
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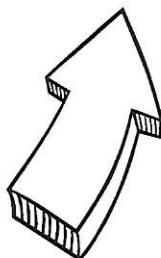
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## Do the “I’m Thinking Of An Object” Activity

### Find and cut out pictures of various objects from a magazine.

Make sure that you choose items that will **not** confuse your child.

For example if you chose an elephant, your child might identify an **l** sound (which we write like this, /l/). If you chose an artichoke, your child might identify an **r** sound (which we write like this, /r/).

### Examples of items that you might cut out:

dog	bed	cat
tomato	door	egg
man	ball	girl
hand	lady	cow
sun	doll	baby
bug	teeth	book

### Beginning Sounds

Spread the pictures out on a surface and say “**I am thinking of something that starts with /d/.**” Be sure to give the **sound** of the letter and not the letter name. Your child finds a picture that starts with the sound.

### Variation 1:

Have your child identify each item and place them in categories.

For example, have your child find all the items that begin with the sound of /b/.

Your child would find **bed, ball, baby, bug, and book.**

### Variation 2:

Put the pictures in a bag. Have your child pick a picture out of the bag. Then she or he says the name of the picture and tells you its beginning sound.

When you say a consonant sound, try not to add an extra sound to it. For example, when you say the sound /m/, don’t say /mu/.

I feel certain you will find working with your child in Foundations® very rewarding. Your child will treasure your involvement!

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Fundations® Wilson Writing Grid



Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.



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## Do the “Change The Word” Activity

Use the cut up letters from the Alphabet Sequence Activity from Unit 1.

Have your child match the letters to the uncut page. Then find the letters to make the word **fit**. Read the word and have your child repeat it after you.

Ask your child to change one sound for another. It is important to say the sound of the letter and **not** the letter name.

When you say the sound, try to “clip” it.

In other words, say /f/ not /fu/.

For example, you want your child to change the beginning sound. You say the word “**fit**” and your child repeats the word, “**fit**.”

Now you ask, “**Can you change the /f/ to /s/?**” Your child should exchange the letters to make the word, “**sit**.” Have your child read the new word (or read it for him or her).

### BEGINNING SOUNDS (WEEK 1)

You Make And Read	You Say	Child Makes And Reads
fit	change /f/ to /s/	sit
map	change /m/ to /l/	lap
rag	change /r/ to /s/	sag
sat	change /s/ to /m/	mat

### ENDING SOUNDS (WEEK 2)

You Make And Read	You Say	Child Makes And Reads
kit	change /t/ to /d/	kid
rag	change /g/ to /t/	rat
lap	change /p/ to /g/	lag
cap	change /p/ to /b/	cab