

Dear Family:

We have been working on concepts of print, oral expression, phonological awareness, letter formation and sound recognition. Your help is very much appreciated.

We are now ready to move forward to Unit 3 in Foundations®.

In Unit 3, your child will learn:

- *to use phonemic awareness skills to identify the beginning and ending sounds in words*
- *to blend three sounds into words*

Yes, your child will now begin to independently read short words by blending sounds together! Now that your child recognizes both upper and lower-case letters and the primary sound that each letter makes, we can blend some of those sounds to make words.

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.

Enjoy helping your child discover the world of reading. Provide help whenever needed. Most importantly, remember to have fun!

Sincerely,





Help Your Child Recognize Sounds at the Beginning of Words

The sound at the **beginning** of a word is easiest to distinguish, so that is where we begin.

Picture Book Activity

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 begins 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, cheerio, M&M, chip). When the game is over count the rewards to demonstrate how well your child did.

Word Play Activity

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** **dog**).



Help Your Child Recognize Sounds at the Ending of Words

A word's **ending** sound is much more difficult for your child to hear. You will need to pronounce the words very carefully. This is another activity where you can give mini-rewards and then count responses.

Picture Book Activity

You can use a picture book and ask for the ending sound on the name of the picture (rather than the beginning sound). For example: for the word **dog**, the sound /g/ is the answer.

Word Play Activity

Say the word. Ask your child to repeat the word and tell you what sound was at the end of the word (one cheerio) and if possible what letter makes that sound (another cheerio).

You can do this activity several times. Mix up the words or just do a few at a time.

Word	What sound?	What letter?
chin	/n/	n
farm	/m/	m
map	/p/	p
heart	/t/	t
band	/d/	d
bark	/k/	k
bus	/s/	s
hill	/l/	l
rag	/g/	g
tap	/p/	p
grass	/s/	s
hit	/t/	t
rob	/b/	b
huff	/f/	f
mom	/m/	m
ran	/n/	n
hop	/p/	p
whiz	/z/	z



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 **mad**, have your child say the sound /**m**/ while touching index finger to thumb; then say the sound /**ā**/ while touching middle finger to thumb; then say the sound /**d**/ while touching ring finger to thumb; and then finally say the entire word “**mad**”.

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 1

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

Week 2

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

Week 3

mop	fog	rod	not
log	top	lot	rot
rob	sob	Tom	nod

Week 4

mud	tug	kid	pot
rug	bus	red	lug
leg	met	net	fig

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

--	--	--

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

--	--	--

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

--	--	--

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

--	--	--