

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

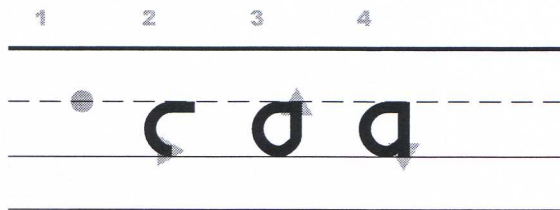
Fundations® Letter Formation Guide

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).

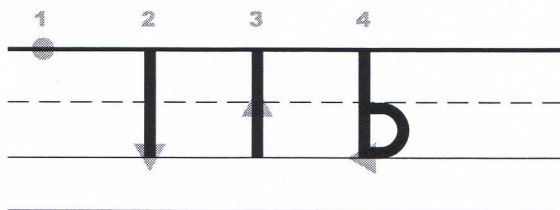


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.

Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

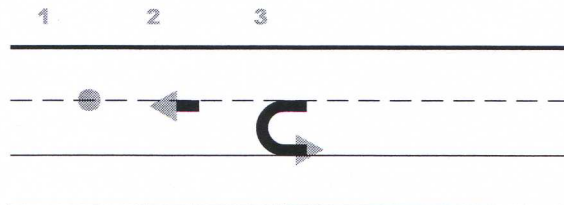


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.

Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

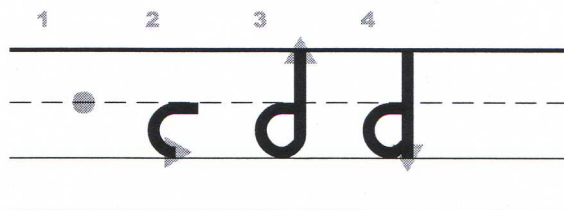


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.

Letter Formation for d

d is a plane line round letter.

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



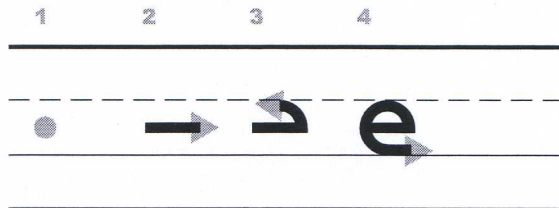
1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.

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.

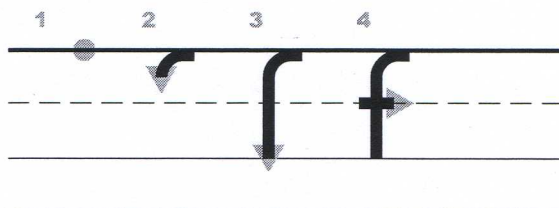


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.

Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

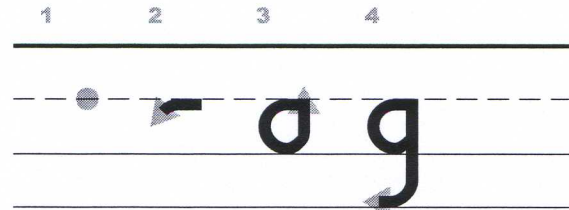


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line

Letter Formation for g

g is a plane line round letter.

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

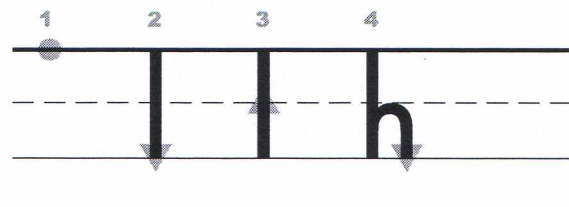


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

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.

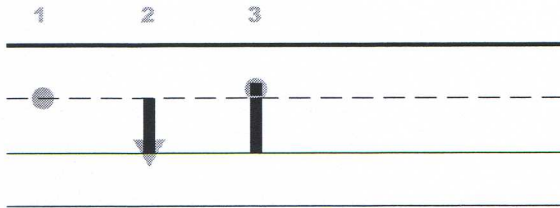
Fundations® Letter Formation Guide

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

Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

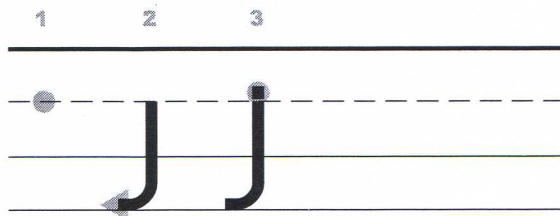


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.

Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

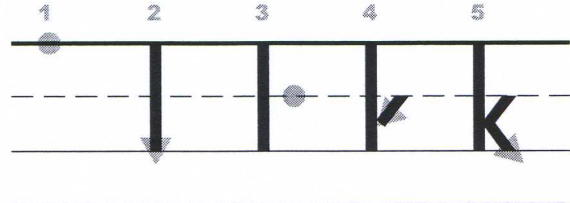


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.

Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

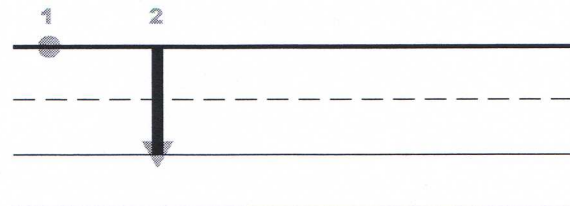


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.

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.

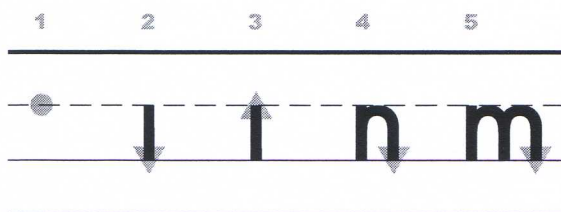
Fundations® Letter Formation Guide

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).

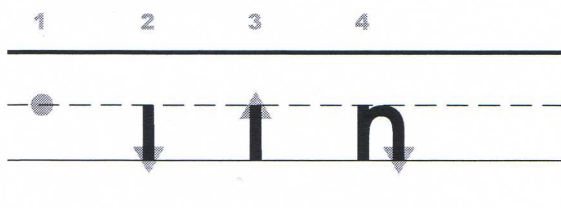


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

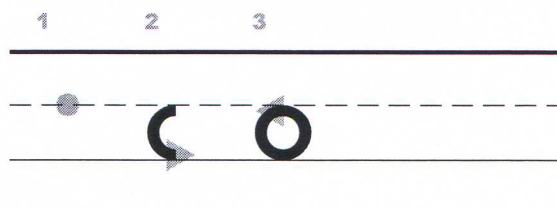


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

Letter Formation for o

o is a plane line round letter.

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

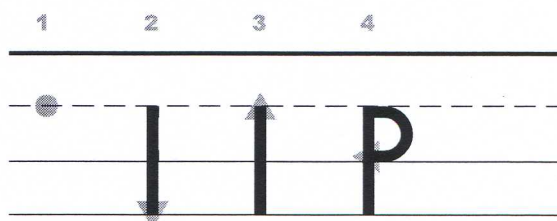


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.

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

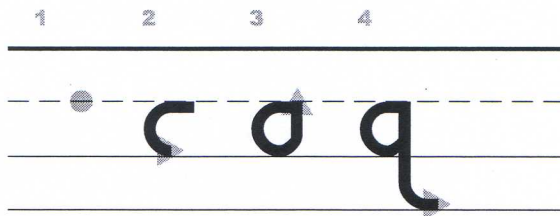
Use the following verbalization to direct students in proper letter formation.

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.

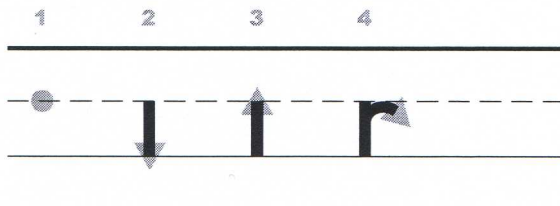


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy" u.

Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

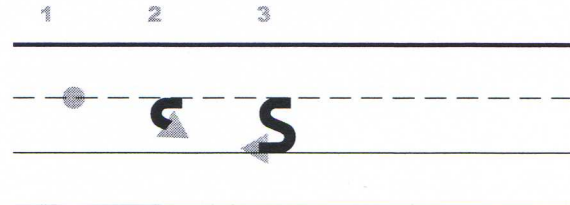


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.

Letter Formation for s

s is a plane line round letter.

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

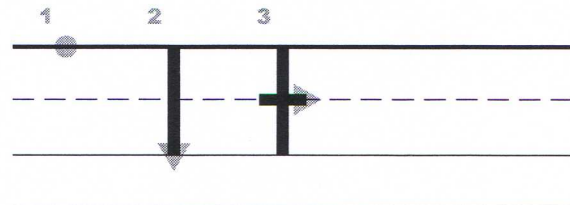


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.

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.

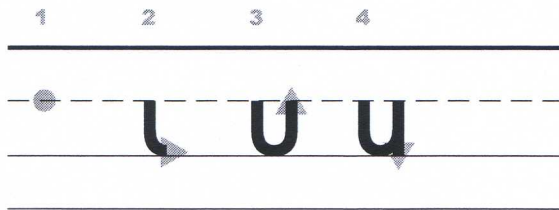
Fundations® Letter Formation Guide

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) and (slides).

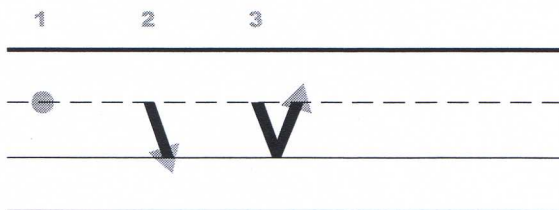


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.

Letter Formation for V

v is a plane line slide letter.

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

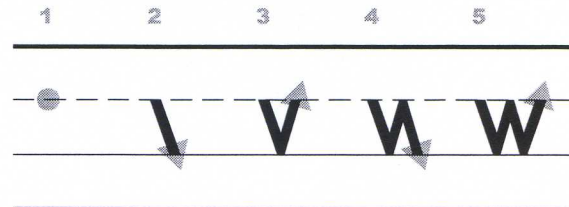


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

Letter Formation for W

w is a plane line slide letter.

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

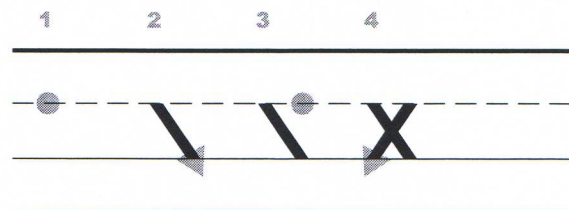


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

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.

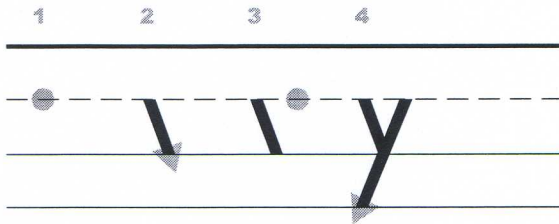
Fundations® Letter Formation Guide

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).



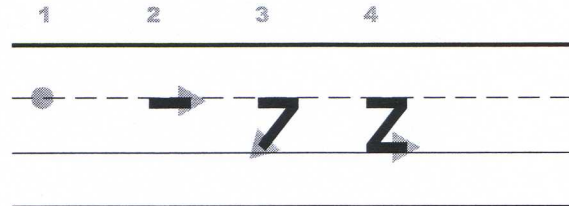
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.

Letter Formation for Z

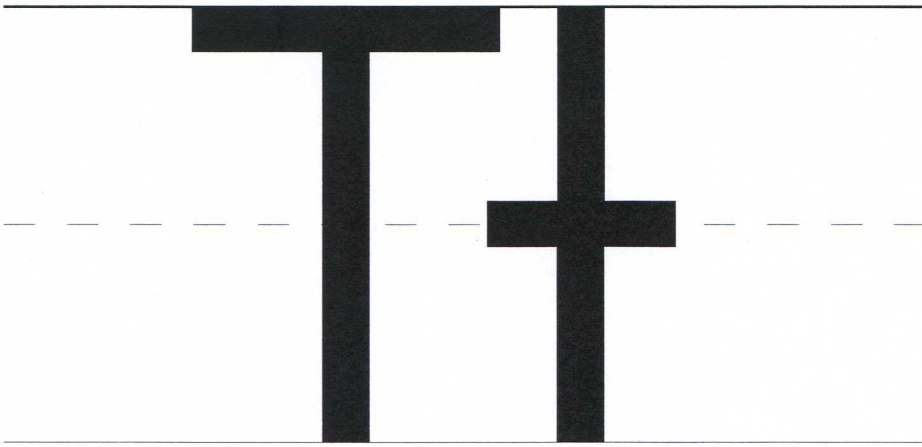
z is a plane line slide letter, but it doesn't slide right away.

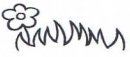
Where does it start? (On the plane line).

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

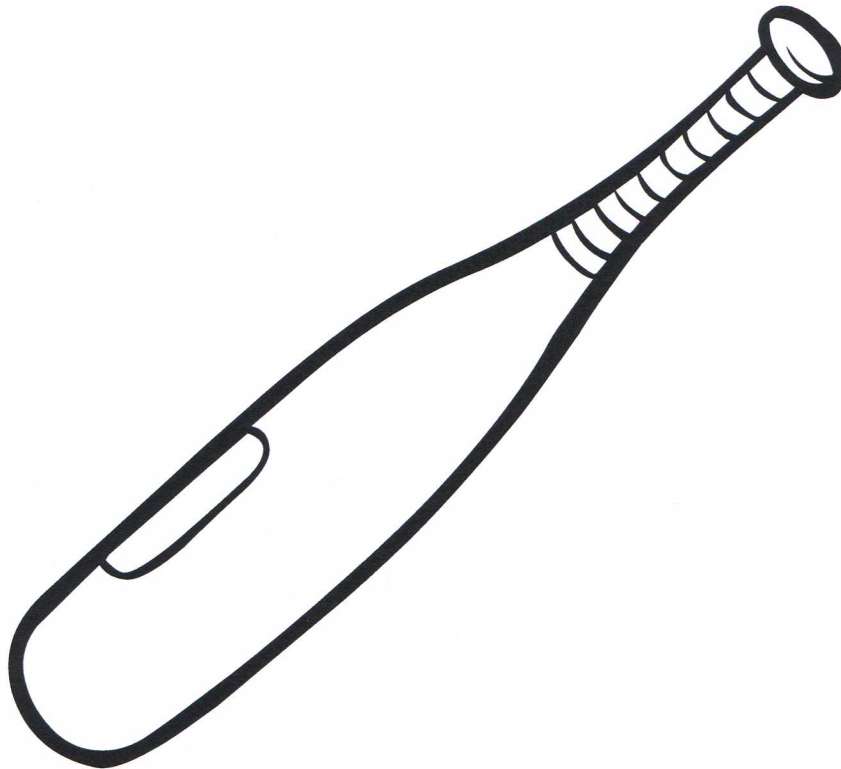


1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.



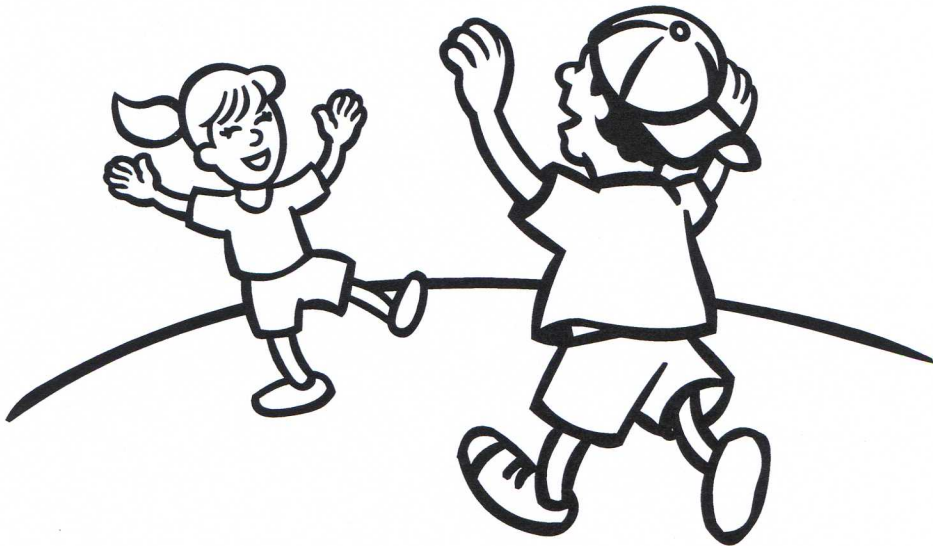
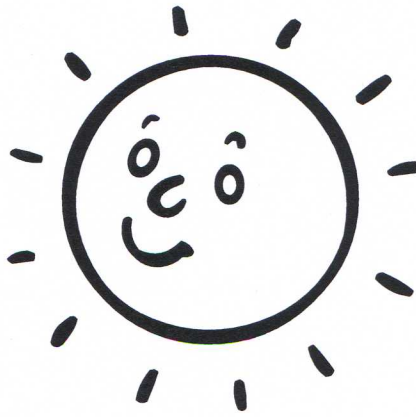
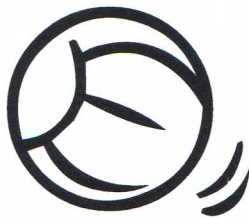


Bb



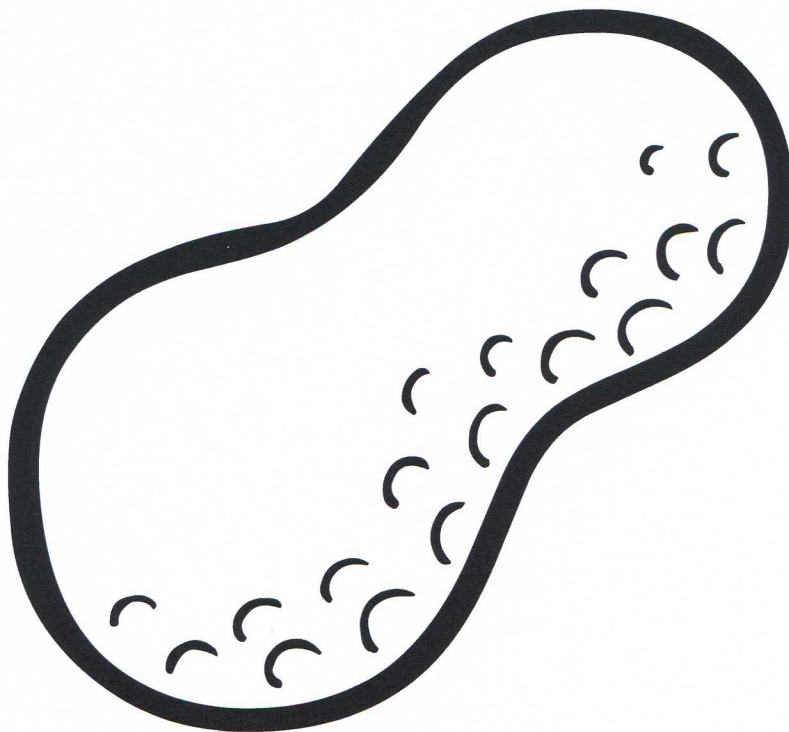


F f





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

