Alphabet Book Activity

Staple together the a-z letter pages from Unit 1 to make your child's Alphabet Book.

In school, your child has learned keywords to help remember the primary sound for each letter. These keywords, listed below, are represented on the letter page with a picture. When you "read" the alphabet book with your child, have him or her say the **letter name**, the **keyword** and then the **sound** within the bars - //.

You can also add pictures of other objects that begin with each letter.

Cut out pictures and glue them on the letter page. Write the name of the picture under it. Pictures can be found in magazines and educational websites. You can also draw simple pictures that your child can name.

Say these letter-keyword-sound.

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

Dear Family:

Your child is well on the way to reading and writing. We are now ready to begin Unit 4 in Fundations®. I hope you have had fun!

In Unit 4, your child will continue to practice:

• *how to blend and read more three-sound words*
• *how to segment or pull apart sounds in a word*
• *how to spell three sound words*

Your child will also continue to learn high frequency Trick Words. You will cut out Unit 4 Trick Words to help your child practice. Continue to practice Unit 3 words.

Your child will also learn how to read and spell words with **consonant digraphs**. A consonant digraph is two consonants together that make one sound such as "**s**" and "**h**" together make the sound of **/sh/**. Your child will learn the following consonant digraphs:

wh - whistle - /w/   **ch - chin - /ch/**   **sh - ship - /sh/**
th - thumb - /th/   **ck - sock - /k/**

I will also emphasize the fluent reading of sentences, using phrasing. When your child reads, it should sound like he is talking rather than reading one word at a time. To help guide your child with phrasing, we scoop under phrases:

The dog and cat sat on the deck.

Model fluent reading for your child whenever you read to him.

Sincerely,