

Dear Family:

Your child is well on the way to reading and writing. We are now ready to begin Unit 4 in Foundations®. 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:

sh - ship - /sh/

ch - chin - /ch/

ck - sock - /k/

wh - whistle - /w/

th - thumb - /th/

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,



WEEK 1

we

she

he

WEEK 2

be

me

WEEK 3

I

you

WEEK 4

they

→ Cut words into flashcards. 1. Each night, help your child **read** the Trick Words. These words must be memorized.

ch



chin

/ch/

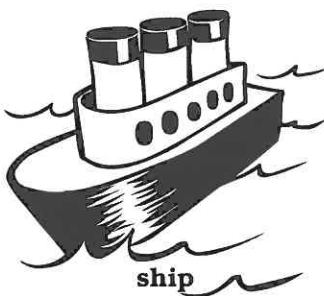
ck



sock

/k/

sh



ship

/sh/

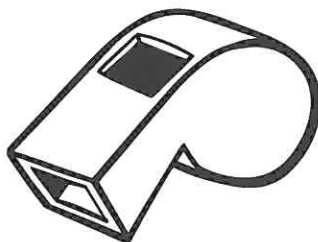
th



thumb

/th/

wh



whistle

/w/

→ Add this page to your child's notebook of sounds.



Do the “Digraph Detective” Activity

Help your child **read** the following words. Encourage tapping each sound as needed. (The digraphs get one tap since they make only one sound.) Tell your child he is a digraph detective and has to find all the digraphs and underline them. (Digraphs: wh, ch, sh, th, ck)

bathth

cash

top

chin

shop

thud

bag

whip

yet

chat

zip

with

rush

luck

box



Practice Reading Phrases

Ask your child to find the words with digraphs (**wh**, **ch**, **sh**, **th**, **ck**) and identify those digraphs by underlining them: ship, such. Then, help your child practice reading in meaningful phrases. Practice reading the lists of phrases aloud with your child. While reading, encourage your child to 'scoop' each phrase with a finger. After practicing together, have your child read the phrases independently.

at the job

on his chin

had to rush

with his sock

in the mud

in the dish

to the bus

on the path

are not back

a big wish



Help Your Child Spell Words with Digraphs

Your child can now spell words with digraphs. You will say the word to your child and have him or her spell it.

Use the letter squares. Say a word. Have your child repeat the word. Then tap the sounds out together. After you tap the sounds, have your child find the letter that goes with each tap to spell the word.

A consonant digraph is two consonants together that make one sound such as “**s**” and “**h**” together make the sound of /**sh**/. Because a consonant digraph makes only **one sound**, they only get **one tap**. For example, the word “**sh o p**” has three taps even though there are four letters because there are only three sounds to the word.

The consonant digraphs are:

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

The sound /**k**/ at the end of a word is usually spelled with the letters “**ck**.”

Do two-three words each night. Remember to have your child look in the sound notebook for help, as needed.

bath	such	moth
rash	pack	fish
lick	thin	quack
ship	lock	peck
dish	chip	chop
thud	mash	shock

Foundations® Read and Draw Activity

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions such as, "What does Liz look like?"

Did Liz get mad?

Dad sat on the bed.

Fundations® **Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

Jim had a hat.

The dog had a bath.

Foundations® **Read and Draw Activity**

Have your child read the sentence and follow the 'scoops' with a finger while reading. Ask your child to draw a picture below the sentence and tell you about it. Encourage oral expression by asking open-ended questions.

Ben had a nap on the cot.

Did Dad pet the dog?

Dear Family:

At last, we are ready to begin the final unit in Foundations®. You have been a wonderful coach and support.

In Unit 5, your child will continue to practice reading sentences in phrases and will learn how to write a sentence. Emphasize capitalization and punctuation.

We will also learn the difference between stories that are real and stories that are make-believe. This is a list of narrative (make-believe) and informational (real) stories to read together.

A Bear Cub Grows Up by Pam Allman (Scholastic; 2005)
A Ladybug's Life by John Himmelman (Scholastic; 1998)
All About Frogs by Jim Aronosky (Scholastic; 2008)
Bear's New Friend by Karma Wilson (Margaret K. McElderry; 2006)
Carl's Sleepy Afternoon by Alexandra Day (Farrar, Straus and Giroux; 2005)
The Frog with the Big Mouth by Teresa Bateman (Whitman, Albert, & Company; 2008)
The Grouchy Ladybug by Eric Carle (HarperCollins; 1996)
I'm a Manatee by John Lithgow (Simon & Schuster; 2003)
Manatees by Frank Staub (Lerner; 1998)
Marsupials by Nic Bishop (Scholastic; 2009)
Marsupial Sue by John Lithgow (Simon & Schuster; 2001)
Oceans Alive: Octopuses by Ann Herriges (Bellwether; 2006)
Octavia and Her Purple Ink Cloud by Donna and Doreen Rathmell (Sylvan Dell; 2006)
The Rottweiler by Charlotte Wilcox (Capstone; 1996)

We have had a wonderful year exploring the world of print. I am so pleased with the progress made this year. Thank you for all of your help at home.

Sincerely,

