

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**).

