

Dear Family:

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

In Unit 5, your child will learn

- *how to write a sentence*
- *the difference between stories that are real and stories that are make-believe*
- *“trick words” (the, is, was, a, and, of)*

“Trick” words cannot be sounded out. **Do not** tap these out! Your child needs to memorize these. You will cut out flashcards to help your child learn these words.

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,







## ***Help Your Child Write Sentences***

Use the next several pages for this activity. As you can see, some words are left blank. Your child will write in the missing word.

Remind them to leave a finger-space between words.

### ***Follow These Steps:***

1. Dictate a sentence from this list.
2. Have your child repeat the sentence.
3. Your child adds the words to complete the sentence. You may repeat the sentence as often as needed. Have your child tap the sounds in each word to spell it.
4. When your child has finished writing, re-read the sentence as your child points to each word.
5. Ask, **“Does the first word have a capital letter?”**
6. Ask, **“Do you have a period at the end?”**
7. Check to see if there is a finger space between each word.
8. Help your child make corrections as needed (re-tapping the word).

On Tuesday and Thursday dictate a sentence from below and ask your child to fill in the missing word on the following pages.

**Dad had a sip.**

**Tom had a map.**

**Tim had a nap.**

**Pat did the job.**

**Tom had fun.**

**Pat had a dog.**

**The pup is sad.**

**Mom had fun.**

**The pup is wet.**

**Jen had a bug.**

**The box is hot.**

**The rug is red.**



Dad a

had a

Tim a



did the

Tom had

had a



The is

had

The is



had a

The is

The is



Dear Family:

This has been a very exciting year! Foundations® has given your child a solid *foundation* as a beginning reader.

Thank you for being your child's coach and my helpmate. As mentioned in September, a child needs to be guided as well as encouraged in order to be successful. Your involvement has done that.

I suggest that you continue working with your child during the summer vacation. If possible, take time each day to read with your child.

Thank you again. I sincerely hope that you have an enjoyable summer. Please do not hesitate to call if you have questions or concerns.

Sincerely,







## Suggested Reading

### Read! Read! Read!

Hopefully, you will be able to set aside time each day to enjoy reading with your child.

This partial list of books is appropriate to read aloud to your child. Your library should have them available.

Do not hesitate to read the same book several times. Use techniques that will help your child such as reading the title of the book; saying the author's name;

following the words with your finger; pausing at the punctuation marks.

Remember to ask questions such as, "How do you think (name a character) feels? What do you think will happen next? Why do you think that happened? What would you do next?"

Your child can also start to read books with short vowel words. Try some of the Dr. Seuss books like ***Hop on Pop*** and ***Cat in the Hat***.

Title	Author	Publisher / Date
<b><i>Miss Nelson is Missing</i></b>	Allard, H.	Houghton Mifflin; 1977
<b><i>Cloudy With a Chance of Meatballs</i></b>	Barrett, J.	Macmillan; 1978
<b><i>Madeline</i></b>	Bemelmans, L.	Viking; 1967
<b><i>Arthur's Teacher</i></b>	Brown, M.	Little Brown; 1986
<b><i>Mike Mulligan</i></b>	Burton, V.	Houghton Mifflin; 1967
<b><i>Legend of the Indian Paintbrush</i></b>	DePaola, T.	Putnam & Grossett; 1988
<b><i>Corduroy</i></b>	Freeman, D.	Viking Penguin; 1968
<b><i>Millions of Cats</i></b>	Gag, W.	Coward McCann; 1928
<b><i>Baby Sister for Frances</i></b>	Hoban, R.	Harper Trophy; 1992
<b><i>Make Way for Ducklings</i></b>	McCloskey, R.	Viking, Penguin; 1969
<b><i>Curious George books</i></b>	Rey, H.A.	Houghton Mifflin; 1969