

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,



WEEK 1

or

for

WEEK 2

of

have

WEEK 3

from

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

WEEK 4

by

my

WEEK 5

do

WEEK 6

one

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_



WEEK 1

## 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.

The pup had a nap in the sun.

Mom sat on the log.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



WEEK 1

## 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.

The gum is in the bag.

Max had a big dog.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



WEEK 2

## 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.

The pig is in the mud.

The cat is in the box.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



WEEK 2

## 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.

The bug is in the pot.

Mom and Deb had a sip of pop.



## 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. Note: Do not tap Trick Words (**the, a, is**)
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 chip.**

**The box is shut.**

**The rug is thick.**



Name: \_\_\_\_\_

Date: \_\_\_\_\_



Dad

a



had a



Tim

a

Name: \_\_\_\_\_

Date: \_\_\_\_\_



did the



Tom had



had a

Name: \_\_\_\_\_

Date: \_\_\_\_\_



The is



had



The is

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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