



## 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	/ě/
F f	fun	/f/

G g	game	/g/
H h	hat	/h/
I i	itch	/ĩ/
J j	jug	/j/
K k	kite	/k/
L l	lamp	/l/
M m	man	/m/
N n	nut	/n/
O o	octopus	/õ/
P p	pan	/p/
Qu qu	queen	/kw/
R r	rat	/r/
S s	snake	/s/
T t	top	/t/
U u	up	/ũ/
V v	van	/v/
W w	wind	/w/
X x	fox	/ks/
Y y	yellow	/y/
Z z	zebra	/z/



## Review Recognizing Sounds at the Beginning and End of Words

### Word Play Activity – Beginning Sound

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**).

### Picture Book Activity – Ending Sounds

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 ends 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, a piece of cereal or candy, or a chip). When the game is over count the rewards to demonstrate how well your child did.



## Help Your Child Blend Sounds to Make Words

Now that your child recognizes both upper and lower-case letters and the sound that each letter makes, we can **blend** some of those sounds to make words.

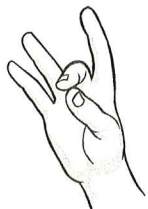
**Tapping the sounds helps!** Have your child say each sound of a word while tapping a finger to the thumb.

*Example:*

For the word **map**, have your child say the sound /**m**/ while touching index finger to thumb; then say the sound /**a**/ while touching middle finger to thumb; then say the sound /**p**/ while touching ring finger to thumb; and then finally say the entire word “**map**.”



Say /**m**/ and tap index finger to thumb.



Say /**a**/ and tap middle finger to thumb.



Say /**p**/ and tap ring finger to thumb.

On Monday, Tuesday and Wednesday, have your child find the letters to make four words using the letters you have cut up and stored in a baggie.

On the next page, you will write a word from the following list (without saying it). Have your child find the cut up letters and put them onto the blank squares.

After the letters are placed to form the word, say, “**Now let’s tap out to see what word you made!**” Sound tap and read the word together.

### Week 2

<b>mad</b>	<b>sad</b>	<b>lad</b>	<b>map</b>
<b>nap</b>	<b>lap</b>	<b>rap</b>	<b>sat</b>
<b>lag</b>	<b>sag</b>	<b>nag</b>	<b>rag</b>

### Week 3

<b>fat</b>	<b>mat</b>	<b>rat</b>	<b>rip</b>
<b>sit</b>	<b>lid</b>	<b>fit</b>	<b>rid</b>
<b>sip</b>	<b>rig</b>	<b>lit</b>	<b>lip</b>

### Week 4

<b>mop</b>	<b>fog</b>	<b>rod</b>	<b>not</b>
<b>log</b>	<b>top</b>	<b>lot</b>	<b>rod</b>
<b>rug</b>	<b>bus</b>	<b>red</b>	<b>leg</b>

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

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



WEEK 2

## Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

### ***Monday's Words***

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### ***Tuesday's Words***

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### ***Wednesday's Words***

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

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



WEEK 3

## Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

### ***Monday's Words***

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### ***Tuesday's Words***

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### ***Wednesday's Words***

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

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



**WEEK 4**

## Fundations® **Make Words Activity**

Write a word from your list here.

Have your child find and place letters here. Then tap and read the word.

### ***Monday's Words***

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### ***Tuesday's Words***

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### ***Wednesday's Words***

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