

Home Support Pack

SECOND EDITION

Level K

Teacher Please Note

1. Select the Home Support Pack sheets that correspond to the current Unit.
2. Sign the Introductory Letter to Families.
3. Make enough copies of a complete pack for each student to take home.

You can order free copies of a brochure called ***Helping Your Child Learn to Read: A Parent Guide: Preschool through Grade 3***. This parent guide is helpful in explaining the concepts taught in Foundations®. Download the document at www.nichd.nih.gov.

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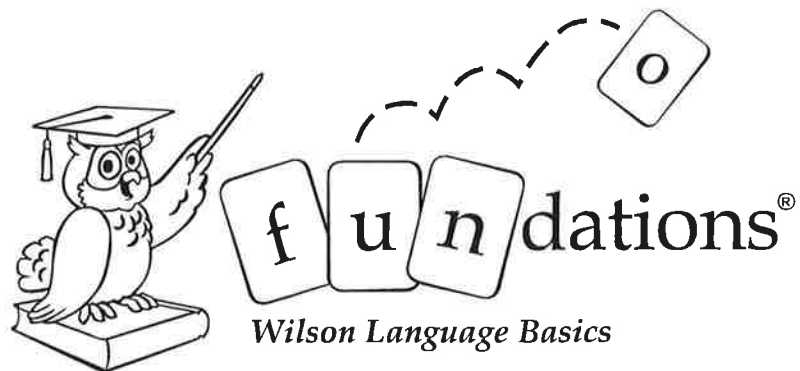
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Teacher Please Note

1. Do **not** send the whole Unit 1 Home Support Pack at once. The first week send the Parent Letter, the Review Letter Formation Directions, the letters **t, b, f** and the Letter Formation Guide.
2. Then send a pack home each week with the letters corresponding to your class instruction along with the extra activity sheet when provided.

Note: You will want to send the Letter Formation Practice home at the end of the week **after** you have taught the letters in class.

Dear Family:

A new school year has been launched! This year, I'll be using a program called **Foundations**® to teach some important basics of reading and spelling. However, I am going to **need your help**.

We know that when a child has a "Coach" in addition to a classroom teacher, the child makes significant progress. We will work together as a "team" – I'll be the teacher, and you the coach.

I will do my best to provide you with the necessary tools to take on that role. I'll keep you informed of "what is happening" in the classroom and provide suggestions and a guide as to "what can be happening" at home.

I look forward to a very successful year as we work together with your child in Foundations. We will have fun teaching and helping your child build a strong foundation for literacy!

The next letter will include Unit 1 and related activities.

Once again **thank you** for your interest and cooperation.

Sincerely,





You are likely wondering, “What is Foundations?”

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child’s development.

Foundations is systematic

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

Foundations is explicit

because this program does not leave room for guessing. It teaches all concepts directly. The children will review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

You are also probably wondering, “How can I become a successful ‘Coach’ in this reading program?”

As a ‘Coach’ you can:

- 1.** Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
- 2.** Set aside time to do the “home activities” with your child.
- 3.** Monitor your child’s progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!



Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

1. Encourage your child to answer “wonder” statements.

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

2. Help your child expand his/her vocabulary by rephrasing.

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

3. Ask open-ended questions.

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. Limit the amount of TV

However, if your child watches a children’s program, talk about it (see #’s 1, 2, 3).

5. Provide household props that encourage pretend play.

Use spoons/pans in the bathtub; cups/teapots/dolls; small rakes/shovels. While playing, be sure to talk through your actions (see #’s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.