

Dear Family:

Thank you for working with your child at home. We are ready to begin Unit 2 in Foundations®.

During the next several weeks, I will be teaching or reviewing:

- *letter formation for upper-case (or capital) letters A, B, C...*
- *letter sequence a-z*
- *story prediction*
- *reading short vowel words (three sounds)*

Your child may already be able to recognize and form the upper-case letters and the review will go quickly.

It is also helpful if your child already knows the sequence of the alphabet from a to z. If not, frequently practice singing the “alphabet song” making sure your child says every letter distinctly (“**lmnop**” often get lumped together).

I have provided you with a list of ABC books. Reading these or other ABC books will also be very effective.

Also, your child will now begin to independently read short words by blending three sounds together!

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: **mat, nap, sit**.

Please be sure to let me know if you have any concerns at this time.

Sincerely,





Review The Sequence Of The Alphabet

Your child needs to be able to **say or sing the alphabet from A to Z**. Sing or say the alphabet whenever you can – in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often **“lmnop”** is lumped together and the child does not separate them.

If you have **magnetized plastic letters**, have your child place them on your refrigerator in sequence as he or she says the letter name.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

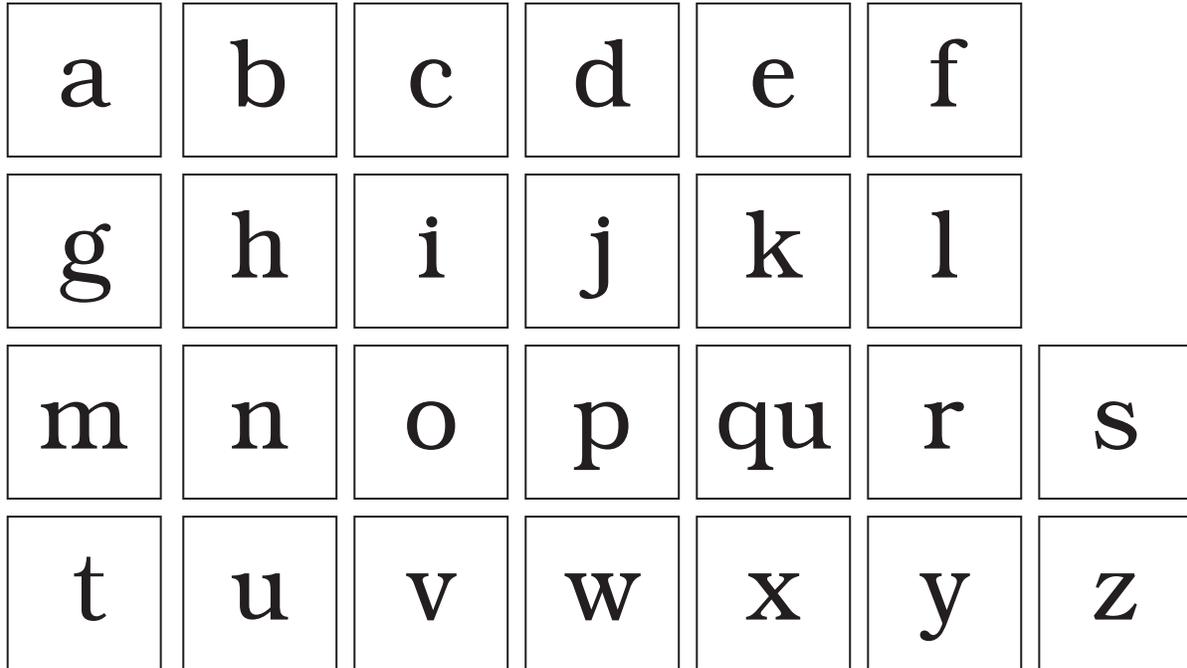
You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares, in sequence from a-z. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

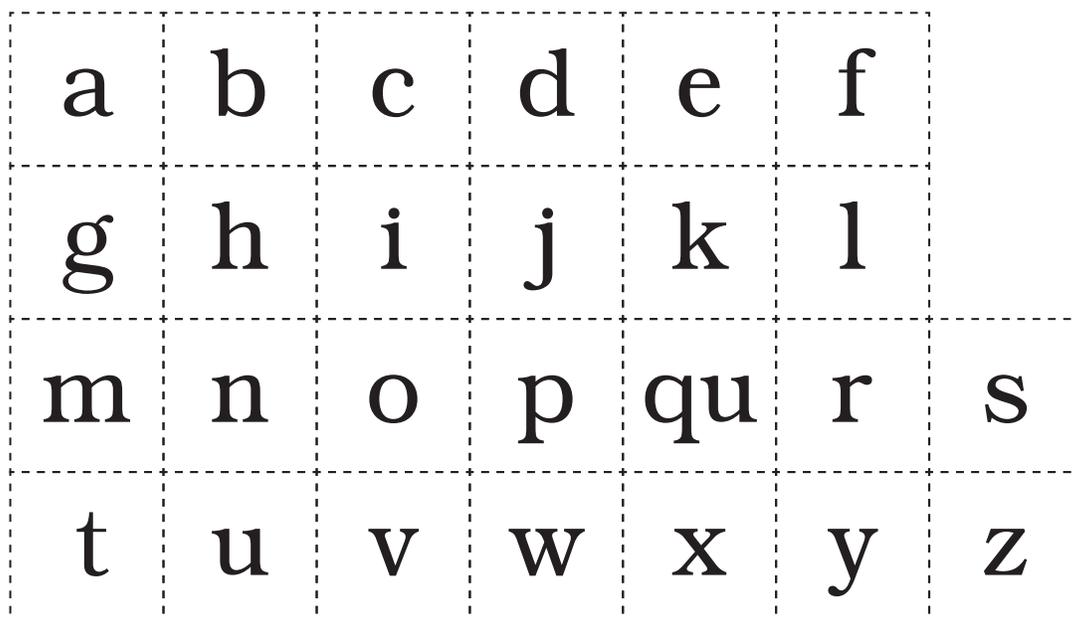
If you enjoy crafts, you could make a place mat and decorate it with the uncut letter squares. Have your child place the cut letters on the place mat while waiting for supper.

Title	Author	Publisher / Date
ABC	Carle, E.	Grosset & Dunlap; 2007
<i>A Isn't for Fox: An Isn't Alphabet</i>	Ulmer, W.	Sleeping Bear Press; 2007
<i>Alphabet Explosion! Search and Count from Alien to Zebra</i>	Nickle, J.	Random House; 2006
A to Z	Boynton, S.	Little Simon; 1995
<i>My Name is Alice</i>	Bayer, J.	Puffin Books; 1984
<i>Superhero ABC</i>	McLeod, B.	HarperCollins; 2006

Foundations® **Alphabet Order Squares**


Have your child lightly color the vowels (a e i o u) orange. Keep **this group of squares uncut** to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

 Have your child lightly color the vowels (a e i o u) orange. **Then you can cut this group into individual squares.** Keep these letters in a baggie to do this activity again and for other activities.





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 dog mud
 ball brother basket slide
 cat cracker cute jump
 dog apple daisy donut
 frog fat sink flower
 game glue grape button
 junk kitten jacket job
 light boy lip lantern
 nice neck drink noisy
 paint pad puddle elephant
fun ride red raspberry
 snake snore gum silver
hat tulip tent telephone
 violet velvet violin inch
 yawn yellow jump 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 /**ā**/ 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 /**ā**/ 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

mad	sad	lad	map
nap	lap	rap	sat
lag	sag	nag	rag

Week 3

fat	mat	rat	rip
sit	lid	fit	rid
sip	rig	lit	lip

Week 4

mop	fog	rod	not
log	top	lot	rod
rug	bus	red	leg

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

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

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

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

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

--	--	--

Tuesday's Words

--	--	--

Wednesday's Words

--	--	--

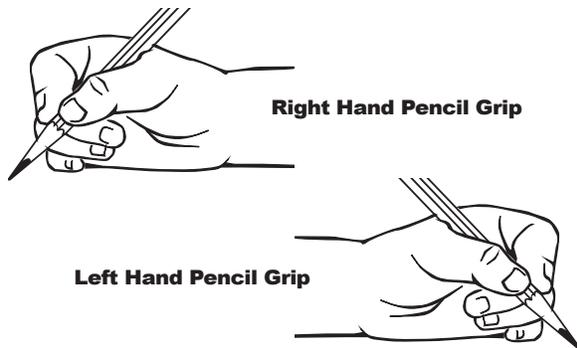


Review Letter Formations With Your Child

For the next three weeks, your child will practice writing the letters in **upper-case**.

Encourage correct pencil grip

Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.



When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

Practice the letter formations

You can practice the letter formations at home just like we are practicing them in school. See the attached writing paper with pictures. We call this our **Writing Grid**. The pictures indicate the names of the lines: the **sky line**, **plane line**, **grass line** and **worm line**.

Say the verbal step-by-step guidelines while your child makes each letter.

As your child writes the letter, guide him or her by reading the directions on the enclosed **Letter Formation Guide**.

Practice some letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

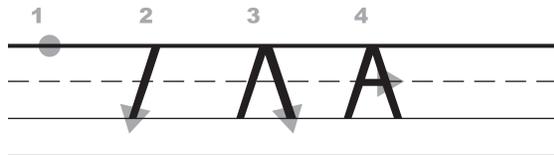
	WEEK 2	WEEK 3	WEEK 4
Day 1	A B	I J	Q R
Day 2	C D	K L	S T U
Day 3	E F	M N	V W X
Day 4	G H	O P	Y Z



Review Letter Formations

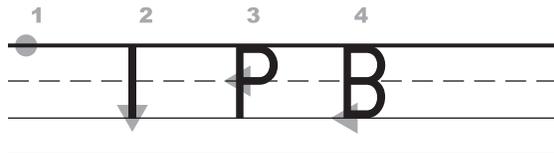
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for A



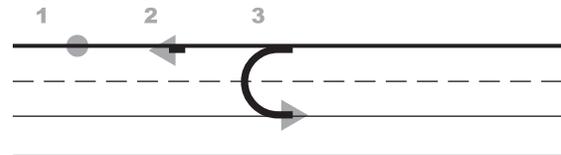
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a - apple - /ă/, have students repeat.

Letter Formation for B



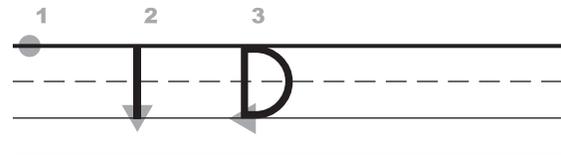
1. Point to the sky line.
2. Go down to the grass line.
3. Start back at the sky line and go around to the plane line.
4. And around again to the grass line.
5. Say b - bat - /b/, have students repeat.

Letter Formation for C



1. Point to the sky line.
2. Fly back on the sky line.
3. And down around to the grass line.
4. Say c - cat - /k/, have students repeat.

Letter Formation for D



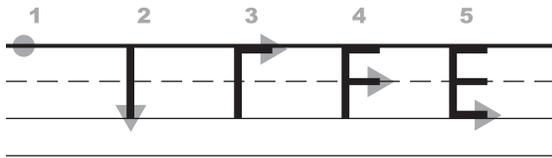
1. Point to the sky line.
2. Go down to the grass line.
3. Start back on the sky line and go all the way around to the grass line.
4. Say d - dog - /d/, have students repeat.



Review Letter Formations

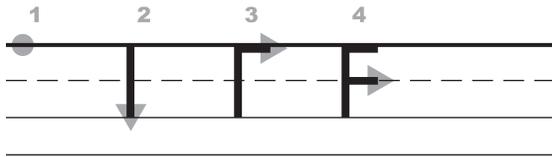
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for E



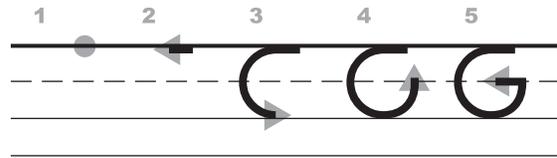
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. And a line on the grass line.
6. Say e - Ed - /ě/, have students repeat.

Letter Formation for F



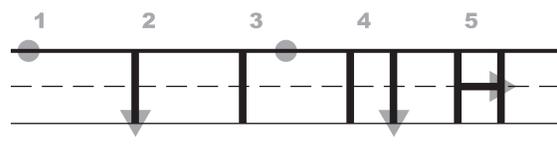
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f - fun - /f/, have students repeat.

Letter Formation for G



1. Point to the sky line.
2. Fly back on the sky line.
3. Around to the grass line.
4. Up to the plane line.
5. And back straight on the plane line.
6. Say g - game - /g/, have students repeat.

Letter Formation for H



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Go down to the grass line.
5. Cross straight on the plane line.
6. Say h - hat - /h/, have students repeat.

Name: _____

Date: _____



WEEK 2

Fundations® Practice Letter Formation

Handwriting practice for the letter 'A'. It features a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'A' is positioned on the left side of the lines. To the right of the 'A', there is a dashed outline of the letter 'A' for tracing. The page is decorated with small icons: a cloud with a sun at the top line, a rocket ship at the middle line, and a row of flowers at the bottom line. These icons are repeated on both the left and right sides of the writing area.

A set of three horizontal lines (solid top, dashed middle, solid bottom) for handwriting practice, with a small cartoon frog icon at the end of each line.

Handwriting practice for the letter 'B'. It features a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'B' is positioned on the left side of the lines. To the right of the 'B', there is a dashed outline of the letter 'B' for tracing. The page is decorated with small icons: a cloud with a sun at the top line, a rocket ship at the middle line, and a row of flowers at the bottom line. These icons are repeated on both the left and right sides of the writing area.

A set of three horizontal lines (solid top, dashed middle, solid bottom) for handwriting practice, with a small cartoon frog icon at the end of each line.

Handwriting practice for the letter 'C'. It features a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'C' is positioned on the left side of the lines. To the right of the 'C', there is a dashed outline of the letter 'C' for tracing. The page is decorated with small icons: a cloud with a sun at the top line, a rocket ship at the middle line, and a row of flowers at the bottom line. These icons are repeated on both the left and right sides of the writing area.

A set of three horizontal lines (solid top, dashed middle, solid bottom) for handwriting practice, with a small cartoon frog icon at the end of each line.

Name: _____

Date: _____



WEEK 2

Fundations® Practice Letter Formation

Handwriting practice for the letter 'D'. The letter is shown on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'D' is positioned on the left side of the lines. On the far left and far right of the lines are decorative icons: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (sun/cloud, jet, flowers) on the left and right sides.

Handwriting practice for the letter 'E'. The letter is shown on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'E' is positioned on the left side of the lines. On the far left and far right of the lines are decorative icons: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (sun/cloud, jet, flowers) on the left and right sides.

Handwriting practice for the letter 'F'. The letter is shown on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'F' is positioned on the left side of the lines. On the far left and far right of the lines are decorative icons: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (sun/cloud, jet, flowers) on the left and right sides.

Name: _____

Date: _____



WEEK 2

Fundations® Practice Letter Formation

Handwriting practice for the letter G. It features a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'G' is positioned on the left side, spanning from the top line to the bottom line. The rest of the line is empty for practice. Decorative icons are placed at the ends of the lines: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. The lines are empty for practice. Decorative icons are placed at the ends of the lines: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

Handwriting practice for the letter H. It features a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'H' is positioned on the left side, spanning from the top line to the bottom line. The rest of the line is empty for practice. Decorative icons are placed at the ends of the lines: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. The lines are empty for practice. Decorative icons are placed at the ends of the lines: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

Handwriting practice for the letter H. It features a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are empty for practice. Decorative icons are placed at the ends of the lines: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.

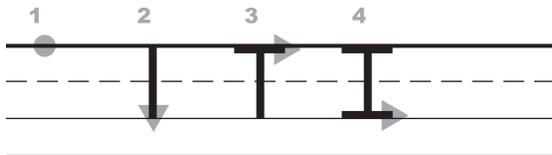
A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. The lines are empty for practice. Decorative icons are placed at the ends of the lines: a sun behind a cloud at the top, a jet airplane in the middle, and a row of flowers at the bottom.



Review Letter Formations

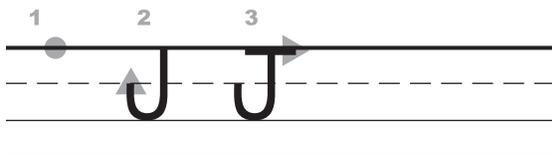
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for I



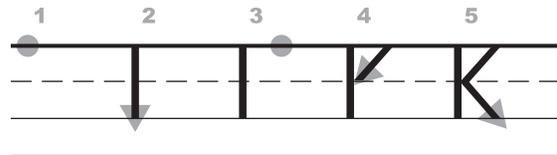
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. And cross on the grass line.
5. Say i - itch - /i/, have students repeat.

Letter Formation for J



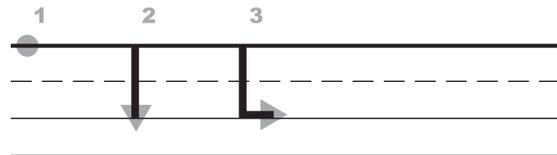
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j - jug - /j/, have students repeat.

Letter Formation for K



1. Point to the sky line.
2. Go down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back to the plane line.
5. Slide over to the grass line.
6. Say k - kite - /k/, have students repeat.

Letter Formation for L



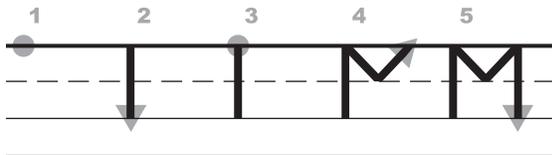
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line across the grass line.
4. Say l - lamp - /l/, have students repeat.



Review Letter Formations

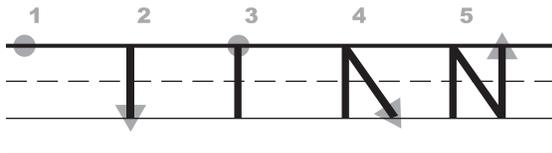
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for M



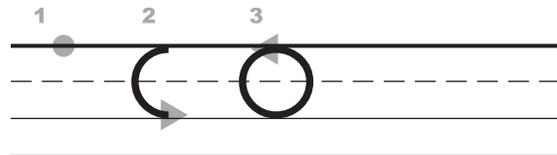
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m - man - /m/, have students repeat.

Letter Formation for N



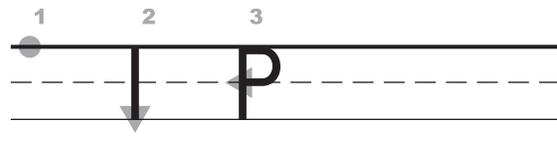
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n - nut - /n/, have students repeat.

Letter Formation for O



1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Say o - octopus - /ō/, have students repeat.

Letter Formation for P



1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. Say p - pan - /p/, have students repeat.

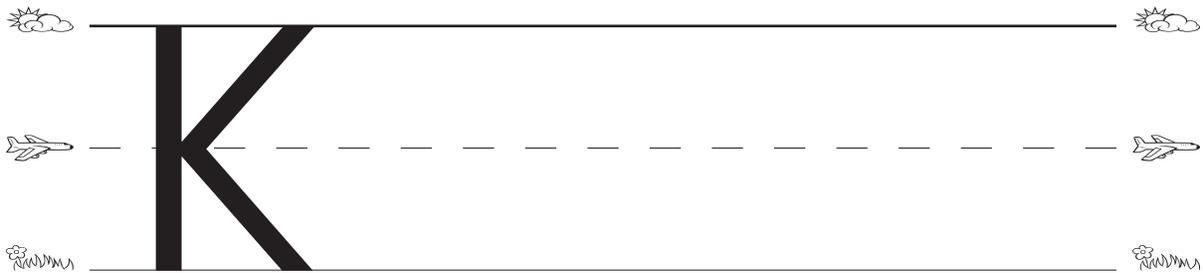
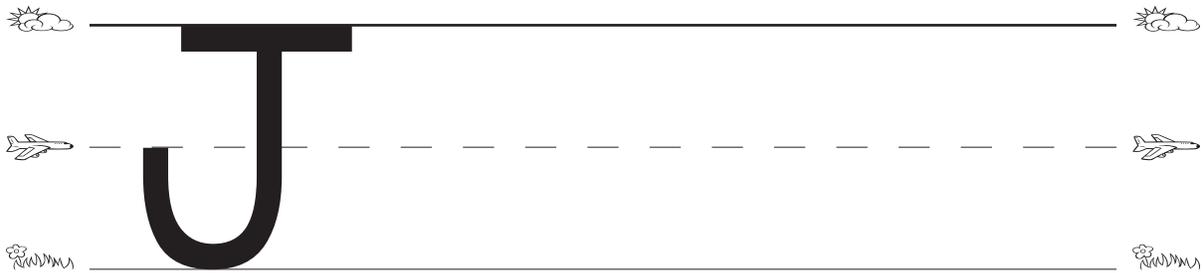
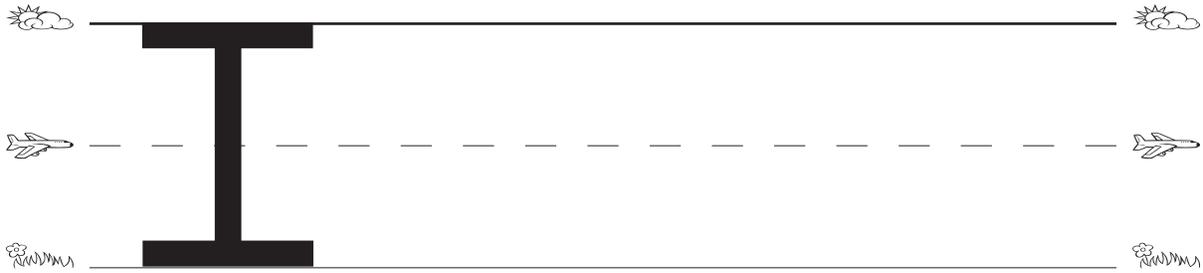
Name: _____

Date: _____



WEEK 3

Fundations® Practice Letter Formation



Name: _____

Date: _____



WEEK 3

Fundations® Practice Letter Formation

Handwriting practice for the letter L. The first row shows a solid black letter 'L' on a set of three horizontal lines (top, middle dashed, bottom). The second row shows a dashed 'L' for tracing. The third row is blank for independent practice. The page is decorated with small icons: clouds at the top, a jet airplane in the middle, and flowers at the bottom.

Blank handwriting lines for independent practice of the letter L. The page is decorated with small icons: clouds at the top, a jet airplane in the middle, and flowers at the bottom.

Handwriting practice for the letter M. The first row shows a solid black letter 'M' on a set of three horizontal lines (top, middle dashed, bottom). The second row shows a dashed 'M' for tracing. The third row is blank for independent practice. The page is decorated with small icons: clouds at the top, a jet airplane in the middle, and flowers at the bottom.

Blank handwriting lines for independent practice of the letter M. The page is decorated with small icons: clouds at the top, a jet airplane in the middle, and flowers at the bottom.

Handwriting practice for the letter N. The first row shows a solid black letter 'N' on a set of three horizontal lines (top, middle dashed, bottom). The second row shows a dashed 'N' for tracing. The third row is blank for independent practice. The page is decorated with small icons: clouds at the top, a jet airplane in the middle, and flowers at the bottom.

Blank handwriting lines for independent practice of the letter N. The page is decorated with small icons: clouds at the top, a jet airplane in the middle, and flowers at the bottom.

Name: _____

Date: _____



WEEK 3

Fundations® Practice Letter Formation

Handwriting practice for the letter 'O'. It features a set of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. A large, bold letter 'O' is positioned on the left side, spanning from the top line to the second bottom line. The rest of the lines are empty for practice. Decorative icons include a cloud with a sun, a jet airplane, a row of flowers, and a cartoon frog.

A set of four horizontal lines (solid top, dashed middle, two solid bottom) for handwriting practice, with decorative icons on the sides.

Handwriting practice for the letter 'P'. It features a set of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. A large, bold letter 'P' is positioned on the left side, spanning from the top line to the second bottom line. The rest of the lines are empty for practice. Decorative icons include a cloud with a sun, a jet airplane, a row of flowers, and a cartoon frog.

A set of four horizontal lines (solid top, dashed middle, two solid bottom) for handwriting practice, with decorative icons on the sides.

A set of four horizontal lines (solid top, dashed middle, two solid bottom) for handwriting practice, with decorative icons on the sides.

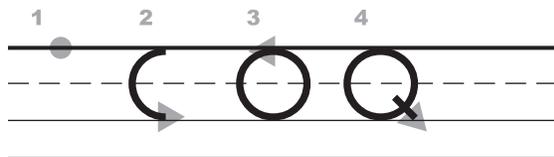
A set of four horizontal lines (solid top, dashed middle, two solid bottom) for handwriting practice, with decorative icons on the sides.



Review Letter Formations

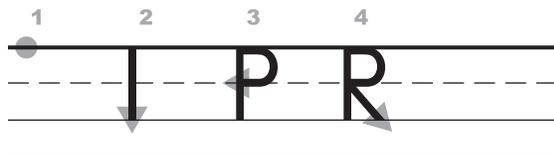
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for Q



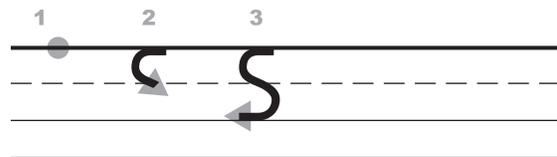
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Make a tail.
5. Say qu - queen - /kw/, have students repeat.

Letter Formation for R



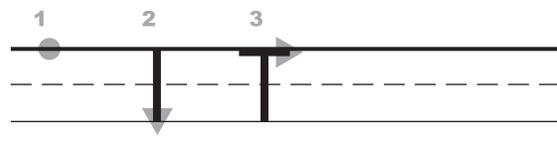
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.
5. Say r - rat - /r/, have students repeat.

Letter Formation for S



1. Point to the sky line.
2. Trace back and curve in to the plane line.
3. And curve back to the grass line.
4. Say s - snake - /s/, have students repeat.

Letter Formation for T



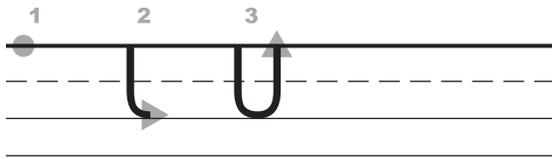
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. Say t - top - /t/, have students repeat.



Review Letter Formations

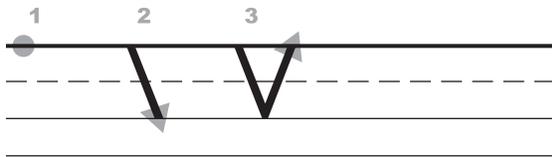
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for U



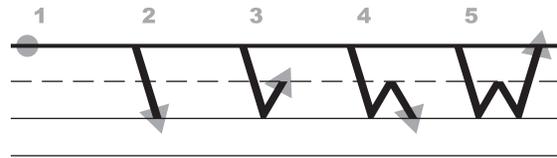
1. Point to the sky line.
2. Go to the grass line,
3. and curve up to the sky line.
4. Say u - up - /ū/, have students repeat.

Letter Formation for V



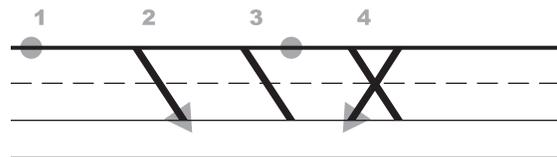
1. Point to the sky line.
2. Slide down to the grass line,
3. and slide back up to the sky line.
4. Say v - van - /v/, have students repeat.

Letter Formation for W



1. Point to the sky line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Back down to the grass line.
5. And slide all the way back to the sky line.
6. Say w - wind - /w/, have students repeat.

Letter Formation for X



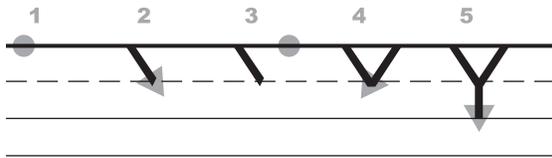
1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.
5. Say x - fox - /ks/, have students repeat.



Review Letter Formations

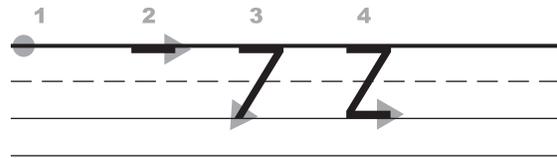
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for Y



1. Point to the sky line.
2. Slide down to the plane line.
3. Leave a space and point to the sky line.
4. And then slide back to the plane line.
5. Go straight down to the grass line.
6. Say y - yellow - /y/, have students repeat.

Letter Formation for Z



1. Point to the sky line.
2. Make a line.
3. And then slide back to the grass line.
4. And make a line.
5. Say z - zebra - /z/, have students repeat.

Name: _____

Date: _____



WEEK 4

Fundations® Practice Letter Formation

Handwriting practice for the letter Q. A large uppercase letter 'Q' is positioned on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'Q' starts at the top line, goes down to the bottom line, and has a short tail that crosses the dashed middle line. On either side of the letter, there are three decorative icons: a cloud at the top line, a jet airplane at the dashed middle line, and a row of flowers at the bottom line.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (cloud, jet, flowers) on the left and right sides, intended for independent practice.

Handwriting practice for the letter R. A large uppercase letter 'R' is positioned on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'R' starts at the top line, goes down to the bottom line, and has a curved top that crosses the dashed middle line. On either side of the letter, there are three decorative icons: a cloud at the top line, a jet airplane at the dashed middle line, and a row of flowers at the bottom line.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (cloud, jet, flowers) on the left and right sides, intended for independent practice.

Handwriting practice for the letter S. A large uppercase letter 'S' is positioned on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'S' starts at the top line, goes down to the bottom line, and curves from the top line to the bottom line. On either side of the letter, there are three decorative icons: a cloud at the top line, a jet airplane at the dashed middle line, and a row of flowers at the bottom line.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (cloud, jet, flowers) on the left and right sides, intended for independent practice.

Name: _____

Date: _____



WEEK 4

Fundations® Practice Letter Formation

Handwriting practice for the uppercase letter 'T'. The letter is shown in a large, bold font on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'T' spans from the top line to the bottom line. On the left and right sides of the lines, there are small decorative icons: a cloud at the top line, a bird at the middle line, and a flower at the bottom line.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (cloud, bird, flower) on the left and right sides, intended for independent practice of the letter 'T'.

Handwriting practice for the uppercase letter 'U'. The letter is shown in a large, bold font on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'U' spans from the top line to the bottom line. On the left and right sides of the lines, there are small decorative icons: a cloud at the top line, a bird at the middle line, and a flower at the bottom line.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (cloud, bird, flower) on the left and right sides, intended for independent practice of the letter 'U'.

Handwriting practice for the uppercase letter 'V'. The letter is shown in a large, bold font on a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The letter 'V' spans from the top line to the bottom line. On the left and right sides of the lines, there are small decorative icons: a cloud at the top line, a bird at the middle line, and a flower at the bottom line.

A blank set of three horizontal handwriting lines (solid top, dashed middle, solid bottom) with decorative icons (cloud, bird, flower) on the left and right sides, intended for independent practice of the letter 'V'.

Name: _____

Date: _____



WEEK 4

Fundations® Practice Letter Formation

W

A large uppercase letter 'W' is shown on a three-line writing grid. The top line is solid, the middle line is dashed, and the bottom line is solid. The letter 'W' is formed by four strokes: a downward diagonal stroke from the top line to the middle dashed line, an upward diagonal stroke from the middle dashed line to the middle of the bottom line, a downward diagonal stroke from the middle of the bottom line to the bottom line, and an upward diagonal stroke from the bottom line to the top line. Small icons of a cloud, an airplane, and a frog are placed at the top, middle, and bottom lines respectively on both sides of the letter.

A solid horizontal line for writing practice, with a small frog icon on the left and right ends.

X

A large uppercase letter 'X' is shown on a three-line writing grid. The top line is solid, the middle line is dashed, and the bottom line is solid. The letter 'X' is formed by two intersecting diagonal strokes: one from the top line to the bottom line, and another from the top line to the bottom line, crossing at the middle dashed line. Small icons of a cloud, an airplane, and a frog are placed at the top, middle, and bottom lines respectively on both sides of the letter.

A solid horizontal line for writing practice, with a small frog icon on the left and right ends.

Y

A large uppercase letter 'Y' is shown on a three-line writing grid. The top line is solid, the middle line is dashed, and the bottom line is solid. The letter 'Y' is formed by three strokes: two downward diagonal strokes from the top line to the middle dashed line, and a vertical downward stroke from the middle dashed line to the bottom line. Small icons of a cloud, an airplane, and a frog are placed at the top, middle, and bottom lines respectively on both sides of the letter.

A solid horizontal line for writing practice, with a small frog icon on the left and right ends.

Name: _____

Date: _____



WEEK 4

Fundations® Practice Letter Formation

