

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.

ABCDEFGHIJKLMN OPQRSTUVWXYZ

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

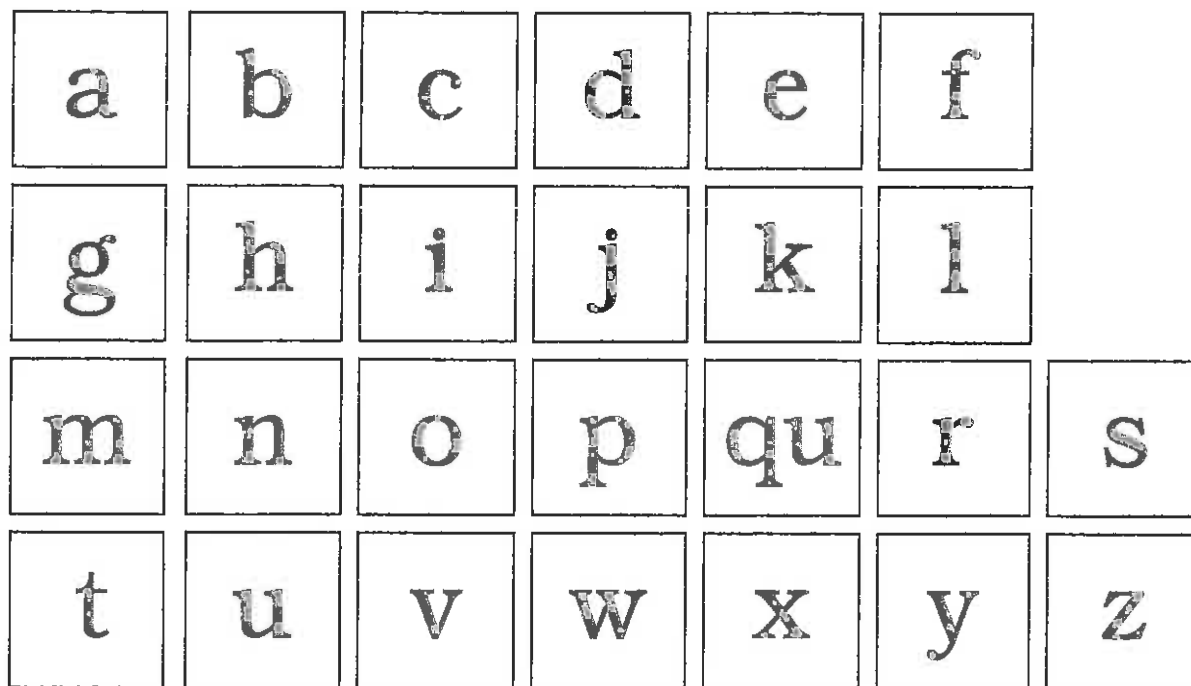
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

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.

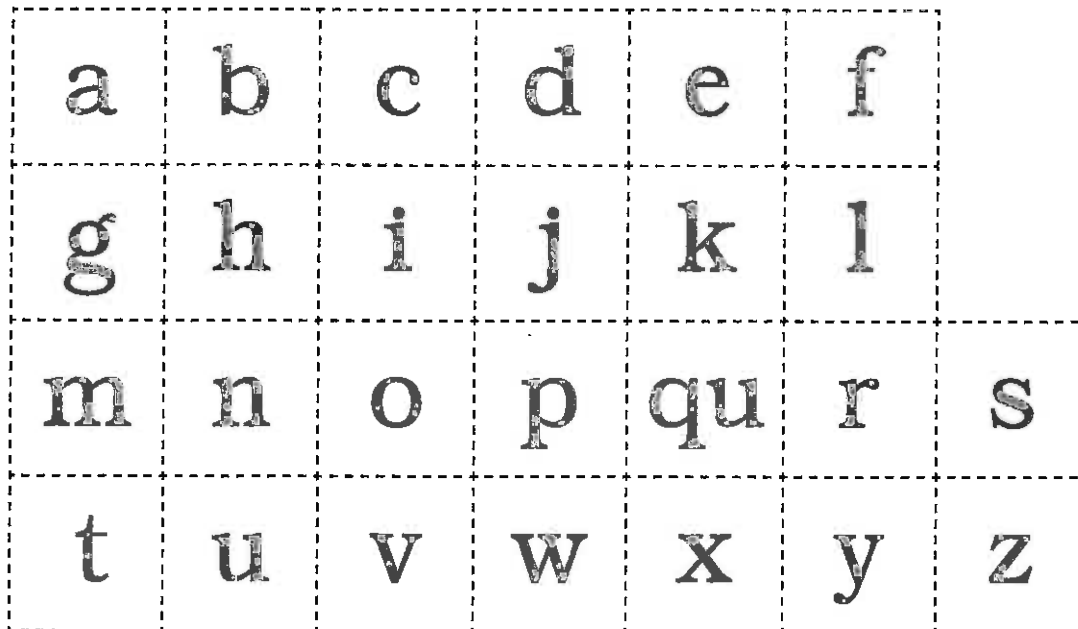
Title	Author	Publisher / Date
ABC	Carle, E.	Grosset & Dunlap; 2007
<i>A Isn't for Fox: An Isn't Alphabet</i>	Ulmer, W.	Sleeping Bear Press; 2007
<i>Alphabet Explosion! Search and Count from Alien to Zebra</i>	Nickle, J.	Random House; 2006
A to Z	Boynton, S.	Little Simon; 1995
<i>My Name is Alice</i>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

Fundations® 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 /i/

J j jug /j/

K k kite /k/

L l lamp /l/

M m man /m/

N n nut /n/

O o octopus /ō/

P p pan /p/

Q u qu queen /kw/

R r rat /r/

S s snake /s/

T t top /t/

U u up /ü/

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:

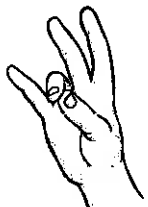
For the word **map**, have your child say the sound /m/ while touching index finger to thumb; then say the sound /a/ while touching middle finger to thumb; then say the sound /p/ while touching ring finger to thumb; and then finally say the entire word “**map**.”



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

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

--	--	--

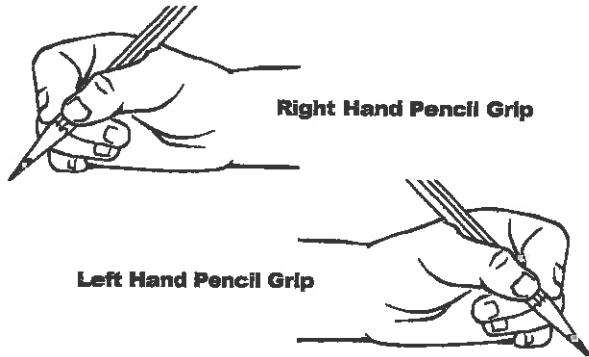


Review Letter Formations With Your Child

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

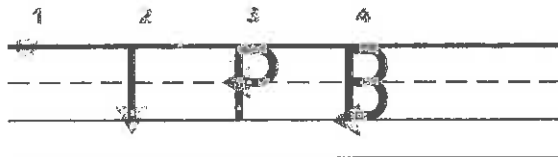
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for A



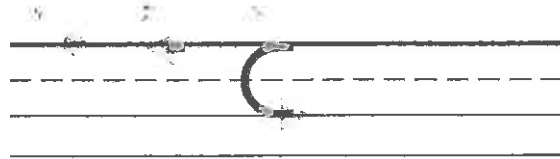
1. Point to the sky line.
2. Slide back to the grass line.
3. Start back at the sky line and slide down to the grass line.
4. Cross on the plane line.
5. Say a - apple - /ă/, have students repeat.

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



WEEK 2

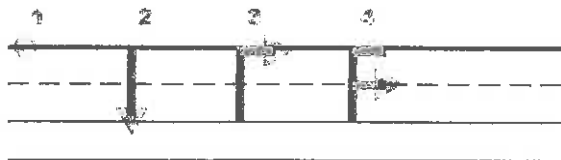
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for E



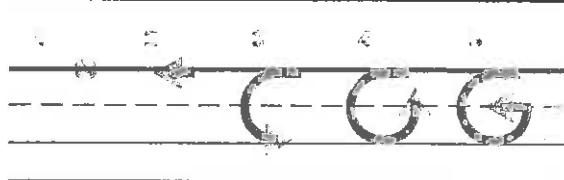
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. And a line on the grass line.
6. Say e - Ed - /è/, have students repeat.

Letter Formation for F



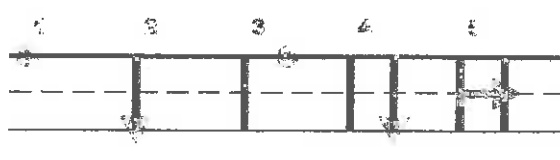
1. Point to the sky line.
2. Go down to the grass line.
3. Make a line on the sky line.
4. Make a line on the plane line.
5. Say f - fun - /f/, have students repeat.

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

Tracing practice for the uppercase letter 'A'. 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 is shaded and has a dashed outline for tracing. Small icons of a sun, a bird, and a worm are placed at the top, middle, and bottom of the lines respectively.

A blank set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. Small icons of a sun, a bird, and a worm are placed at the top, middle, and bottom of the lines respectively.

Tracing practice for the uppercase letter 'B'. 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 is shaded and has a dashed outline for tracing. Small icons of a sun, a bird, and a worm are placed at the top, middle, and bottom of the lines respectively.

A blank set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. Small icons of a sun, a bird, and a worm are placed at the top, middle, and bottom of the lines respectively.

Tracing practice for the uppercase letter 'C'. 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 is shaded and has a dashed outline for tracing. Small icons of a sun, a bird, and a worm are placed at the top, middle, and bottom of the lines respectively.

A blank set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. Small icons of a sun, a bird, and a worm are placed at the top, middle, and bottom of the lines respectively.

Name: _____

Date: _____



WEEK 2

Fundations® Practice Letter Formation

Handwriting practice for the letter 'D'. The first row shows a solid 'D' on a set of three horizontal lines (top, middle, bottom). The second row shows a dashed 'D' on the same lines for tracing. The third row is a blank set of lines for independent practice. On the left side of the lines are icons: a cloud at the top, an arrow at the middle, and a flower at the bottom. On the right side are corresponding icons: a cloud, an arrow, and a flower.

A blank set of three horizontal lines for handwriting practice, with a cloud icon on the left and a cloud icon on the right.

Handwriting practice for the letter 'E'. The first row shows a solid 'E' on a set of three horizontal lines. The second row shows a dashed 'E' on the same lines for tracing. The third row is a blank set of lines for independent practice. On the left side of the lines are icons: a cloud at the top, an arrow at the middle, and a flower at the bottom. On the right side are corresponding icons: a cloud, an arrow, and a flower.

A blank set of three horizontal lines for handwriting practice, with a cloud icon on the left and a cloud icon on the right.

Handwriting practice for the letter 'F'. The first row shows a solid 'F' on a set of three horizontal lines. The second row shows a dashed 'F' on the same lines for tracing. The third row is a blank set of lines for independent practice. On the left side of the lines are icons: a cloud at the top, an arrow at the middle, and a flower at the bottom. On the right side are corresponding icons: a cloud, an arrow, and a flower.

A blank set of three horizontal lines for handwriting practice, with a cloud icon on the left and a cloud icon on the right.

Name: _____

Date: _____



WEEK 2

Fundations® Practice Letter Formation

Handwriting practice for the letter G. The first row shows a solid uppercase 'G' on a set of three lines (top, middle, bottom). The second row shows a dashed uppercase 'G' on the same lines for tracing. The lines are decorated with a cloud at the top, a bird at the middle, and a worm at the bottom.

Blank handwriting lines for independent practice of the letter G. The lines are decorated with a cloud at the top, a bird at the middle, and a worm at the bottom.

Handwriting practice for the letter H. The first row shows a solid uppercase 'H' on a set of three lines (top, middle, bottom). The second row shows a dashed uppercase 'H' on the same lines for tracing. The lines are decorated with a cloud at the top, a bird at the middle, and a worm at the bottom.

Blank handwriting lines for independent practice of the letter H. The lines are decorated with a cloud at the top, a bird at the middle, and a worm at the bottom.

Blank handwriting lines for independent practice of the letter G. The lines are decorated with a cloud at the top, a bird at the middle, and a worm at the bottom.

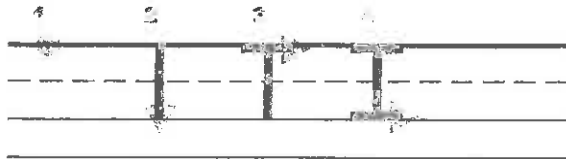
Blank handwriting lines for independent practice of the letter H. The lines are decorated with a cloud at the top, a bird at the middle, and a worm at the bottom.



Review Letter Formations

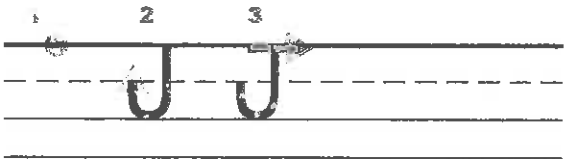
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for I



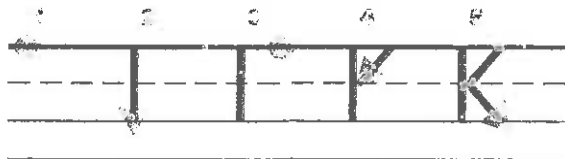
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. And cross on the grass line.
5. Say i - itch - /i/, have students repeat.

Letter Formation for J



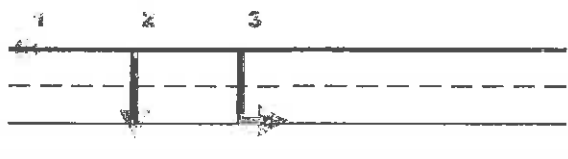
1. Point to the sky line.
2. Go down to the grass line and curve back.
3. Cross it on the sky line.
4. Say j - jug - /j/, have students repeat.

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.



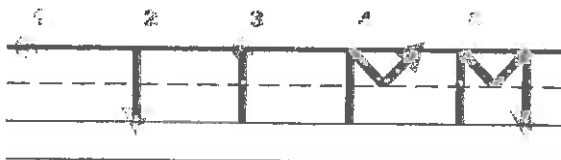
Review Letter Formations



WEEK 3

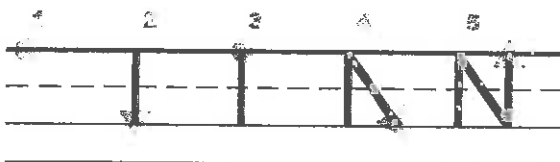
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for M



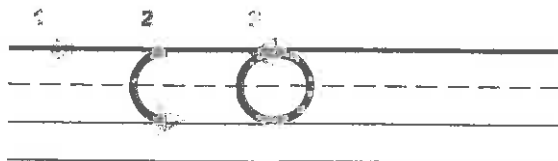
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the plane line, and slide back up to the sky line.
5. Go down to the grass line.
6. Say m - man - /m/, have students repeat.

Letter Formation for N



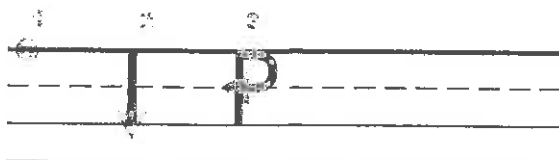
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line.
4. Slide down to the grass line.
5. Go straight up to the sky line.
6. Say n - nut - /n/, have students repeat.

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.

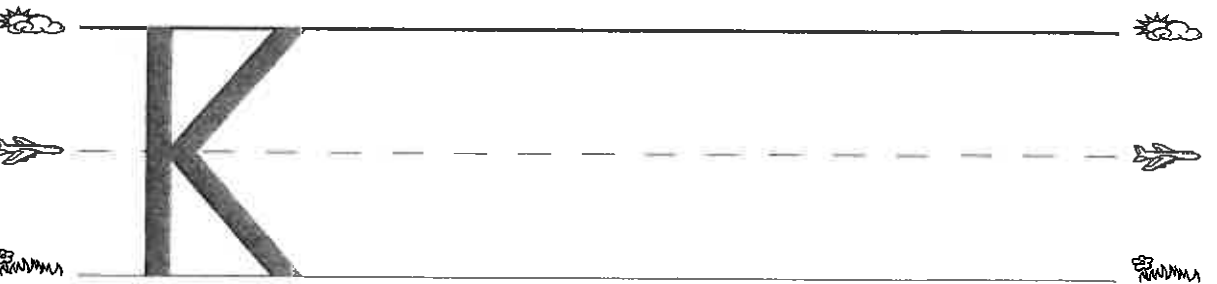
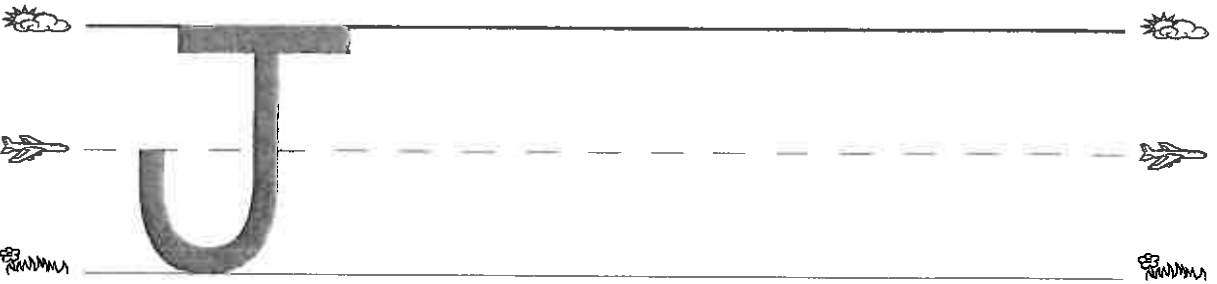
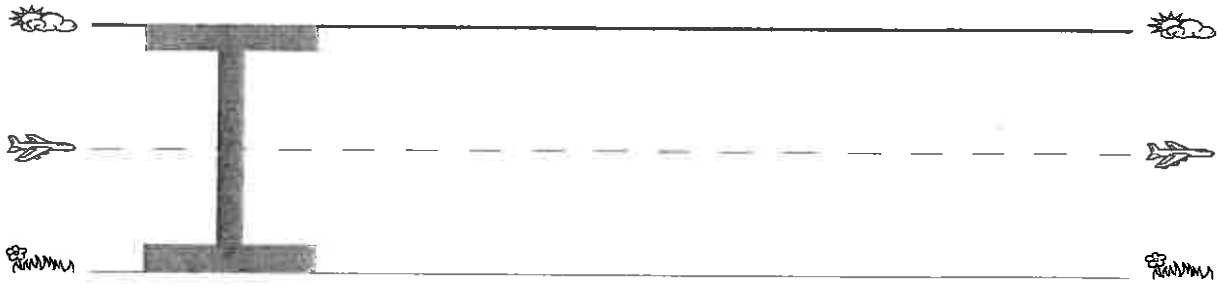
Name: _____

Date: _____



WEEK 3

Fundations® Practice Letter Formation



Name: _____

Date: _____



WEEK 3

Fundations® Practice Letter Formation

Handwriting practice for the letter 'L'. The letter is shown in a solid grey font on the left side of a set of three horizontal lines (top, middle dashed, bottom). The rest of the line is a dashed grey 'L' for tracing. The lines are decorated with a sun, a bird, and a worm on both sides.

Blank handwriting lines for independent practice of the letter 'L'. The lines are decorated with a sun, a bird, and a worm on both sides.

Handwriting practice for the letter 'M'. The letter is shown in a solid grey font on the left side of a set of three horizontal lines. The rest of the line is a dashed grey 'M' for tracing. The lines are decorated with a sun, a bird, and a worm on both sides.

Blank handwriting lines for independent practice of the letter 'M'. The lines are decorated with a sun, a bird, and a worm on both sides.

Handwriting practice for the letter 'N'. The letter is shown in a solid grey font on the left side of a set of three horizontal lines. The rest of the line is a dashed grey 'N' for tracing. The lines are decorated with a sun, a bird, and a worm on both sides.

Blank handwriting lines for independent practice of the letter 'N'. The lines are decorated with a sun, a bird, and a worm on both sides.

Name: _____

Date: _____



WEEK 3

Fundations® Practice Letter Formation

A handwriting practice line for the letter 'O'. It consists of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. A large, shaded letter 'O' is positioned on the left side, spanning from the top line to the bottom line. The rest of the line is empty for practice. On the left and right sides, there are small illustrations of a cloud, a bird, and a worm.

A blank handwriting practice line consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. On the left and right sides, there are small illustrations of a cloud, a bird, and a worm.

A handwriting practice line for the letter 'P'. It consists of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. A large, shaded letter 'P' is positioned on the left side, spanning from the top line to the bottom line. The rest of the line is empty for practice. On the left and right sides, there are small illustrations of a cloud, a bird, and a worm.

A blank handwriting practice line consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. On the left and right sides, there are small illustrations of a cloud, a bird, and a worm.

A blank handwriting practice line consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. On the left and right sides, there are small illustrations of a cloud, a bird, and a worm.

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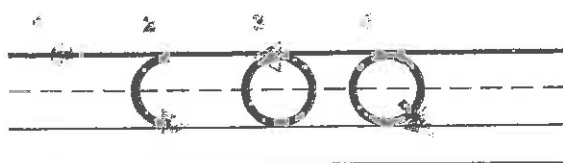
A blank handwriting practice line consisting of four horizontal lines: a solid top line, a dashed middle line, and two solid bottom lines. On the left and right sides, there are small illustrations of a cloud, a bird, and a worm.



Review Letter Formations

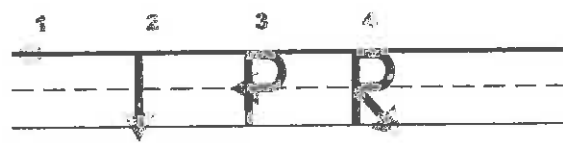
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for Q



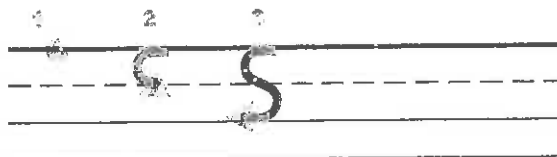
1. Point to the sky line.
2. Trace back, then down around to the grass line.
3. And around back up to the sky line.
4. Make a tail.
5. Say qu - queen - /kw/, have students repeat.

Letter Formation for R



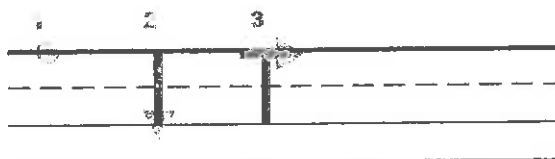
1. Point to the sky line.
2. Go down to the grass line.
3. Point to the sky line and go around to the plane line.
4. And slide down to the grass line.
5. Say r - rat - /r/, have students repeat.

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



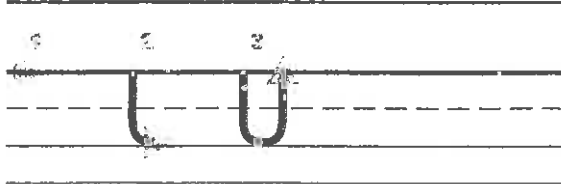
1. Point to the sky line.
2. Go down to the grass line.
3. Cross on the sky line.
4. Say t - top - /t/, have students repeat.



Review Letter Formations

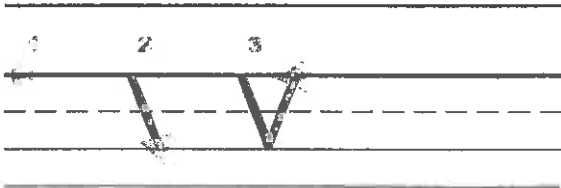
Practice some upper-case letters each night. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

Letter Formation for U



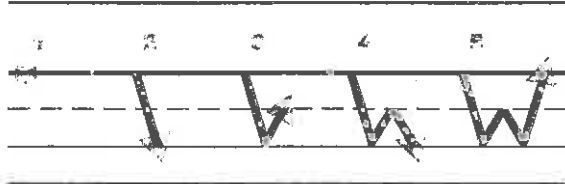
1. Point to the sky line.
2. Go to the grass line,
3. and curve up to the sky line.
4. Say u - up - /ū/, have students repeat.

Letter Formation for V



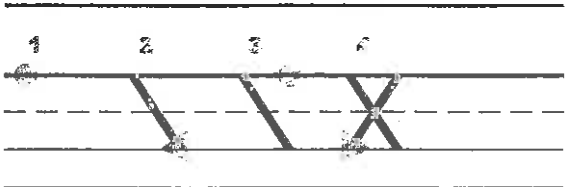
1. Point to the sky line.
2. Slide down to the grass line,
3. and slide back up to the sky line.
4. Say v - van - /v/, have students repeat.

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



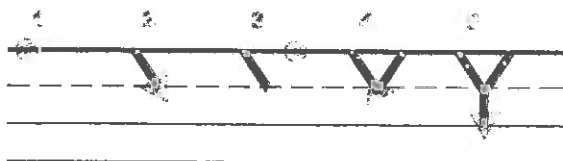
1. Point to the sky line.
2. Slide down to the grass line.
3. Leave a space and point to the sky line.
4. Slide back down to the grass line.
5. Say x - fox - /ks/, have students repeat.



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. The letter is shown on a four-line grid (top solid, middle dashed, bottom solid, bottom-most solid). The letter Q is positioned on the top solid line, the middle dashed line, and the bottom solid line. The letter is shaded gray. On the left and right sides of the grid, there are four decorative icons: a sun, an airplane, a grass tuft, and a frog.

Handwriting practice for the letter R. The letter is shown on a four-line grid. The letter R is positioned on the top solid line, the middle dashed line, and the bottom solid line. The letter is shaded gray. On the left and right sides of the grid, there are four decorative icons: a sun, an airplane, a grass tuft, and a frog.

Handwriting practice for the letter S. The letter is shown on a four-line grid. The letter S is positioned on the top solid line, the middle dashed line, and the bottom solid line. The letter is shaded gray. On the left and right sides of the grid, there are four decorative icons: a sun, an airplane, a grass tuft, and a frog.

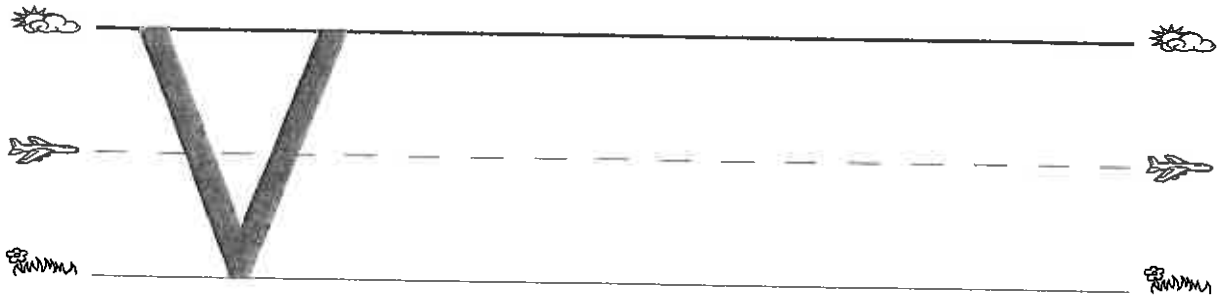
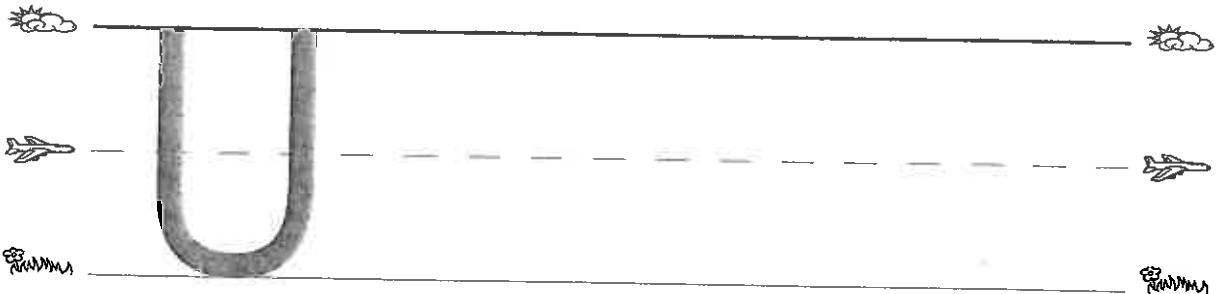
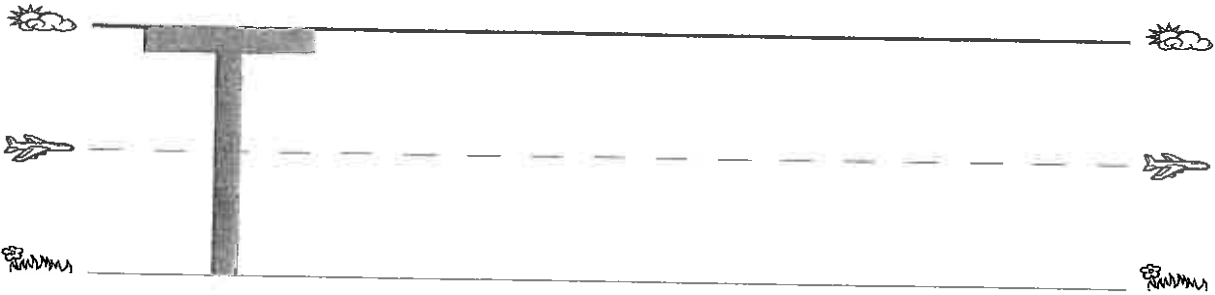
Name: _____

Date: _____



WEEK 4

Fundations® Practice Letter Formation



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 is dashed, and the bottom 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 top line, a downward diagonal stroke from the top line to the middle dashed line, and an upward diagonal stroke from the middle dashed line to the top line. Small cartoon characters (a cloud, a bird, and a worm) are placed at the ends of the lines.

A blank three-line writing grid with a solid top line, a dashed middle line, and a solid bottom line. Small cartoon characters (a cloud, a bird, and a worm) are placed at the ends of the lines.

X

A large uppercase letter 'X' is shown on a three-line writing grid. The top line is solid, the middle is dashed, and the bottom is solid. The letter 'X' is formed by two strokes: a downward diagonal stroke from the top line to the bottom line, and an upward diagonal stroke from the bottom line to the top line. Small cartoon characters (a cloud, a bird, and a worm) are placed at the ends of the lines.

A blank three-line writing grid with a solid top line, a dashed middle line, and a solid bottom line. Small cartoon characters (a cloud, a bird, and a worm) are placed at the ends of the lines.

Y

A large uppercase letter 'Y' is shown on a three-line writing grid. The top line is solid, the middle is dashed, and the bottom 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 downward vertical stroke from the middle dashed line to the bottom line. Small cartoon characters (a cloud, a bird, and a worm) are placed at the ends of the lines.

A blank three-line writing grid with a solid top line, a dashed middle line, and a solid bottom line. Small cartoon characters (a cloud, a bird, and a worm) are placed at the ends of the lines.

Name: _____

Date: _____



WEEK 4

Fundations® Practice Letter Formation

