Dear Family:

Your child is well on the way to reading and writing. We are now ready to begin Unit 4 in Fundations®. I hope you have had fun!

In Unit 4, your child will continue to practice:

- how to blend and read more three-sound words
- how to segment or pull apart sounds in a word
- how to spell three sound words

Your child will also continue to learn high frequency Trick Words. You will cut out Unit 4 Trick Words to help your child practice.

Continue to practice Unit 3 words.

Your child will also learn how to read and spell words with **consonant digraphs.** A consonant digraph is two consonants together that make one sound such as “s” and “h” together make the sound of /sh/. Your child will learn the following consonant digraphs:

- wh - whistle - /w/
- ch - chin - /ch/
- sh - ship - /sh/
- th - thumb - /th/
- ck - sock - /k/

I will also emphasize the fluent reading of sentences, using phrasing. When your child reads, it should sound like he is talking rather than reading one word at a time. To help guide your child with phrasing, we scoop under phrases:

**The dog and cat sat on the deck.**

Model fluent reading for your child whenever you read to him.

Sincerely,
Fundations® Trick Words

Cut words into flashcards. 1. Each night, help your child read the Trick Words. These words must be memorized.

WEEK 1
he
she
we

WEEK 2
be
me

WEEK 3
you

WEEK 4
they
I
**Fundations® Digraphs**

- **wh** /w/ whistle
  - **ch** /ch/ chin
  - **sh** /sh/ ship
  - **th** /th/ thumb
  - **ck** /k/ sock

Add this page to your child’s notebook of sounds.
Do the “Digraph Detective” Activity

Help your child read the following words. Encourage tapping each sound as needed. (The digraphs get one tap since they make only one sound.) Tell your child he is a digraph detective and has to find all the digraphs and underline them. (Digraphs: wh, ch, sh, th, ck)

bath  cash  top
chin  shop  thud
bag  whip  yet
chat  zip  with
rush  luck  box
Ask your child to find the words with digraphs (wh, ch, sh, th, ck) and identify those digraphs by underlining them: ship, such. Then, help your child practice reading in meaningful phrases. Practice reading the lists of phrases aloud with your child. While reading, encourage your child to ‘scoop’ each phrase with a finger. After practicing together, have your child read the phrases independently.

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<table>
<thead>
<tr>
<th>at the job</th>
<th>on his chin</th>
</tr>
</thead>
<tbody>
<tr>
<td>had to rush</td>
<td>with his sock</td>
</tr>
<tr>
<td>in the mud</td>
<td>in the dish</td>
</tr>
<tr>
<td>to the bus</td>
<td>on the path</td>
</tr>
<tr>
<td>are not back</td>
<td>a big wish</td>
</tr>
</tbody>
</table>
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Help Your Child Spell Words with Digraphs

Your child can now spell words with digraphs. You will say the word to your child and have him or her spell it.

Use the letter squares. Say a word. Have your child repeat the word. Then tap the sounds out together. After you tap the sounds, have your child find the letter that goes with each tap to spell the word.

A consonant digraph is two consonants together that make one sound such as “s” and “h” together make the sound of /sh/. Because a consonant digraph makes only one sound, they only get one tap. For example, the word “sh o p” has three taps even though there are four letters because there are only three sounds to the word.

The consonant digraphs are:

- wh - whistle - /w/
- ch - chin - /ch/
- sh - ship - /sh/
- th - thumb - /th/
- ck - sock - /k/

The sound /k/ at the end of a word is usually spelled with the letters “ck.”

Do two-three words each night. Remember to have your child look in the sound notebook for help, as needed.

<table>
<thead>
<tr>
<th>bath</th>
<th>such</th>
<th>moth</th>
</tr>
</thead>
<tbody>
<tr>
<td>rash</td>
<td>pack</td>
<td>fish</td>
</tr>
<tr>
<td>lick</td>
<td>thin</td>
<td>quack</td>
</tr>
<tr>
<td>ship</td>
<td>lock</td>
<td>peck</td>
</tr>
<tr>
<td>dish</td>
<td>chip</td>
<td>chop</td>
</tr>
<tr>
<td>thud</td>
<td>mash</td>
<td>shock</td>
</tr>
</tbody>
</table>
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 such as, “What does Liz look like?”

Did Liz get mad?

Dad sat on the bed.
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.

Jim had a hat.

The dog had a bath.
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.

Ben had a nap on the cot.

Did Dad pet the dog?