

Fundations[®] Expert Tip

Welcome to the printable version of this month's Expert Tip. This document contains the same information as the Expert Tip posted on the Prevention/Early Intervention Learning Community for Foundations. The purpose of this document is to make printing the information and images in the Expert Tip quick and easy.

Date Posted: April 2020

Additional Foundations at Home Recommendations

Here are some additional activity ideas, which focus on strengthening various skills. These activities may be sent home to support students during school closures or organized as centers activities within the classroom for students in need of targeted support.

Levels K and 1

Alphabetic Principle

- Students can practice writing the alphabet from a to z in their best handwriting. First graders might try to write the sequence *without* a model in front of them. (K, 1)
- Create and provide dot-to-dot type drawings using the alphabet sequence instead of numbers. (K, 1)
- If students/parents have refrigerator magnet letters, have parents request that students put the alphabet in order each day. (K, 1)

Phonemic Awareness and Phonics

- Scavenger Hunt: Have students search their home and tell someone at home five things that they have found that begin with a certain letter (e.g. /p/ plate, pan, pen, pillow, etc.). In some cases, students may be able to write a list of those things, with someone at home's help. (K, 1)
- Digraph Detective at Home: Provide a word scatter page, using only words that contain previously taught concepts, and have students circle or highlight words with digraphs in them. (end of K, 1)
- Provide a document with vowels for students and parents to cut out or use the [Magnetic Letter Tile Template](#). Then, provide a list of words with a blank for the vowel (b__g). Students can use the cut-out vowels and try each one in the blank. If it makes a real word, they can write it on a list. (Note: Make sure to test the words you choose with each vowel before you send home with students. Sometimes, there may be a real word option that you do not want them to discover!) (1)

Word Structure

- Type out and send lists of words from the Unit Resources. Students can mark-up or scoop as appropriate. Students can also place words into pre-determined categories based on concepts they have learned (e.g. "words with a digraph" "words beginning (or ending) with /t/ sound" "words with a glued sound", "words with a consonant-vowel-digraph pattern", etc.). (K, 1)
- Type out and send some sentences from the Unit Resources. Students can mark words with current focus concepts and/or circle Trick Words as appropriate. (K, 1)

- For students working with multisyllabic words, provide syllables that students can cut out and then mix and match to make real words. They can write the words they find on a list. (1)
- Type out and send a list of base words from Unit Resources. Ask students to expand the word by choosing from a list of learned suffixes. (1)

Fluency

- Find and send home a [Storytime story](#). Students can read the story four times: (1)
 - First read: silently
 - Second read: students should scoop the story into phrases (or practice with the pre-phrased version of the story)
 - Third read: students read the scooped copy orally, practicing until they can read with ease and expression
 - Fourth read: students read orally to someone else as a performance
- Use the [Fluency Practice](#) template to create drills for words with taught concepts or Trick Words. After reading for accuracy with support various times, someone at home might time the student while reading the drill sheet to see if the speed improves. (K, 1)

Comprehension

- Create questions about anything, using words from current and past Unit Resources with taught concepts so that students can practice decoding. Ask students to answer in full sentences, using their best handwriting. (1) Ask students to read the questions and answer aloud to someone at home. (K)
- Ask students to read a story with someone at home or read aloud to your students. Then, ask students to illustrate the story events in a series of three or four pictures. (K, 1) As an extension, students could use their My Foundations Journals or [Foundations Composition Paper](#) to do a writing assignment about the story using their best handwriting (e.g. alternative ending, text-to-self connection, text-to-text connection, etc.).
- Type out and send some sentences from the Unit Resources that contain words with taught concepts. Ask students read and illustrate the sentences.
- Type out and send 3 or more sentences from the Unit Resources that contain words with taught concepts that tell a story in random order. Ask students to read the sentences and then sequence them, so they tell a story. (1)

Vocabulary

- Provide a list of previously learned [Word of the Day](#) words and have students write a sentence for each one that shows they know the meaning of the words. Give bonus points to students who write multiple sentences for words with multiple meanings. (1)
- Turn “Word Talk” into a worksheet. Make a box of words using taught Word of the Day cards at the top, and have students answer questions about them.

Trick Words

- Ask students to practice Trick Word Flashcards with someone at home. These can be found in the Home Support Packs and sent to students, or you can create and send home cards using the [Word](#)

[of the Day Card template](#). Additionally, students can alphabetize the flashcards and then write the words in an alphabetical list. (K, 1)

- Ask students to write sentences using multiple Trick Words and circle the Trick Words in each sentence. (K with support, 1)

Handwriting

- Send students [Foundations Composition Paper](#) and have students practice writing 3 letters at a time in their best handwriting. Choose challenging letters or group letters by skyline, plane line, plane line round, plane line slide, etc. Alternately, students can write a few simple words you provide with challenging letters in their best handwriting. (K, 1)
- With the help of someone at home, students might practice letter formation or writing words with their fingers in shaving cream, finger paint, and other safe mediums. (K, 1)

Levels 2 and 3

Word Structure

- Type out and send lists of words from the Unit Resources. Students can mark-up or scoop as appropriate. Students can also place words into pre-determined categories based on concepts they have learned (e.g. “words with a digraph blend” “words ending with a glued sound” “words with a consonant-vowel-digraph pattern or consonant-vowel-consonant-consonant pattern”, etc.). (2, 3)
- Type out and send some sentences from the Unit Resources. Students can: (2, 3)
 - draw in the scoops for meaning
 - mark taught word concepts following directions from you
 - circle Trick Words
- For students working with multisyllabic words, provide syllables that students can cut out and then mix and match to make real words. They can write the words they find on a list. (2, 3)
- Type out and send a list of base words from Unit Resources. Ask students to expand the word by choosing from a list of learned suffixes. (2, 3)

Fluency

- Find and send home a [Storytime story](#). Students can read the story four times: (2)
 - First read: silently
 - Second read: students should scoop the story into phrases (or practice with the pre-phrased version of the story)
 - Third read: students read the scooped copy orally, practicing until they can read with ease and expression
 - Fourth read: students read orally to a someone else as a performance

Note: More Level 2 stories are available as '[Level 2 Progress Monitoring Student Probes](#) on the PLC (under Targeted Instruction/Intervention> Progress Monitoring)

Some Level 3 students may also benefit from practice reading the Level 2 stories.

- Send home pages from the [Fluency Kit](#) Level 2 for current or previous Units. Suggest students time themselves reading any list (sounds, words, or phrases) at least 3 times and record the number of words read in the time limit indicated at the bottom of the page. Teachers can create additional lists using the [Fluency Practice templates](#). (2)

Note: Some Level 3 students may also benefit from practicing timed reading lists from Level 2, or from lists the teacher creates using the Fluency Drill Template with Level 3 sounds and words.

Comprehension

- Create questions about a Unit story or anything, using words from current and past Unit Resources with taught concepts so that students can practice decoding. Ask students to answer in full sentences, using their best handwriting. (2, 3)
- Ask students to use their My Foundations Journals or [Foundations Composition Paper](#) to do a writing assignment about a story using their best handwriting (e.g. alternative ending, text-to-self connection, text-to-text connection, etc.). (2, 3)

Vocabulary

- Provide a list of previously learned [Word of the Day](#) words and have students choose various words and write a sentence with them.
 - Sentences should indicate they know the meaning of the words.
 - If they use more than one word in the same sentence (correctly) or write multiple sentences for words with multiple meanings, they might earn a bonus.
- Turn “Word Talk” into a worksheet. Make a box of words using taught Word of the Day cards at the top, and have students answer questions about them.

Trick Words (Level 2 only)

- Ask students to practice Trick Word Flashcards with someone at home. These can be found in the Home Support Packs and sent to students, or you can create and send home cards using the [Word of the Day Card template](#). Students can:
 - Read as many words as possible in 20 seconds
 - Read 20 words and see how many seconds it takes
 - Alphabetize the flashcards and then write the words in an alphabetical list.

Homophones/Sound Alike Words (Level 3 only)

- Using some of the sentences suggested in relevant Unit Resources, type up a homophone “fill-in-the-blank” worksheet and ask students to write the correct homophone in the blank. Consider providing a word bank if multiple Sound Alike word sets are included.
- Provide a list of learned [Sound Alike words](#). Students make a deck of Sound Alike cards with picture illustrations out of index cards.
- Provide a list of learned [Sound Alike words](#). Students can try to use paired homophones in one sentence (e.g. I don’t know why my mother said, “No”).