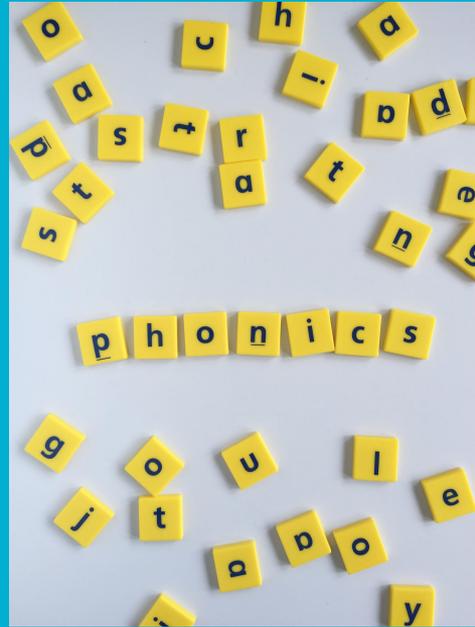


# An Introduction to Foundations for Kindergarten Parents

Presented by Cory Gillette, Sandy Henry,  
Christie Martin and Kelly Soisson

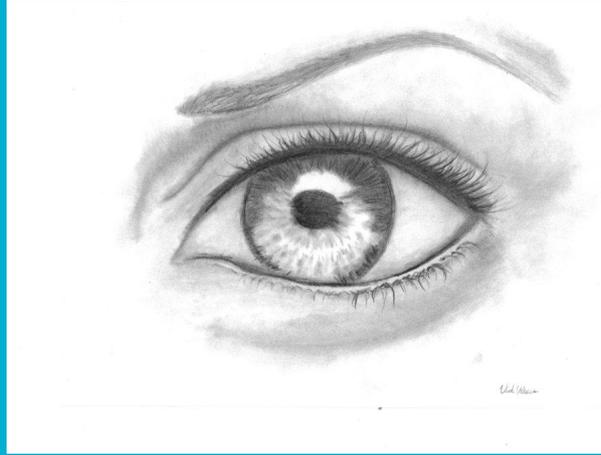


# Purpose of Presentation

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The purpose of this presentation is to teach parents about what their children are learning in Foundations and how to support that learning at home.

# Why did we choose Foundations?



# Kindergarteners practice their letter sound correspondence everyday when they write

See sample [here](#)

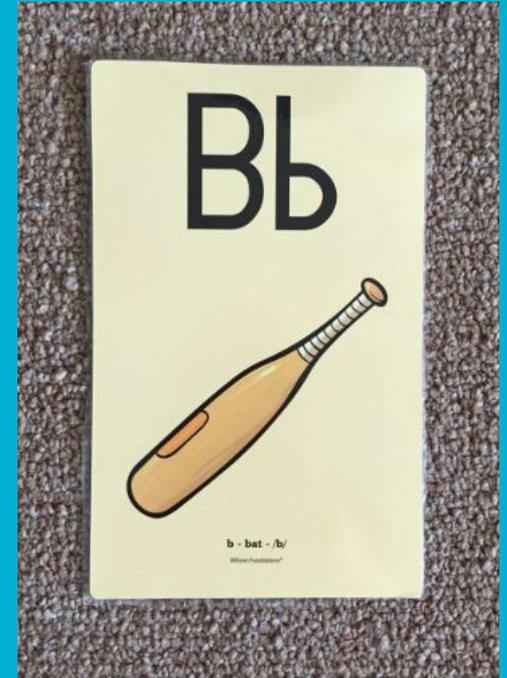


# Telling the story of the letter- keyword

This activity introduces students to the letter name and sound associated with the help of a “keyword” picture. This supports students in differentiating between the letter and the letter sound.

The puppet friend, Echo, introduces the Large Sound Card and the Standard Sound Card.

Click [here](#) for video



# Learning Letter Sounds

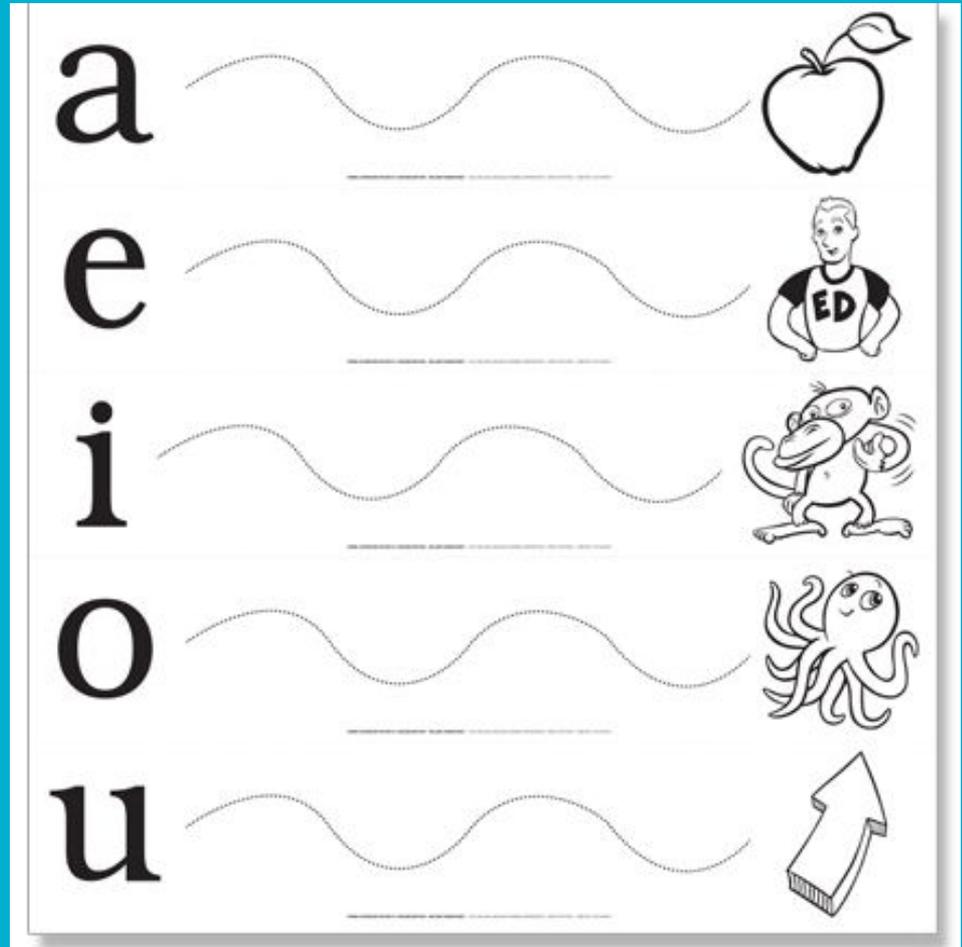
Aa 	Bb 	Cc 	Dd 	Ee 
Ff 	Gg 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 	Oo 
Pp 	Qu 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 	Yy 
Zz 	my alphabet chart			

At the end of the first unit, all 26 sounds have been introduced, but we continue to review them in every lesson. It is important to note that the sounds are not taught in alphabetical order.

[Fundations Preview](#)

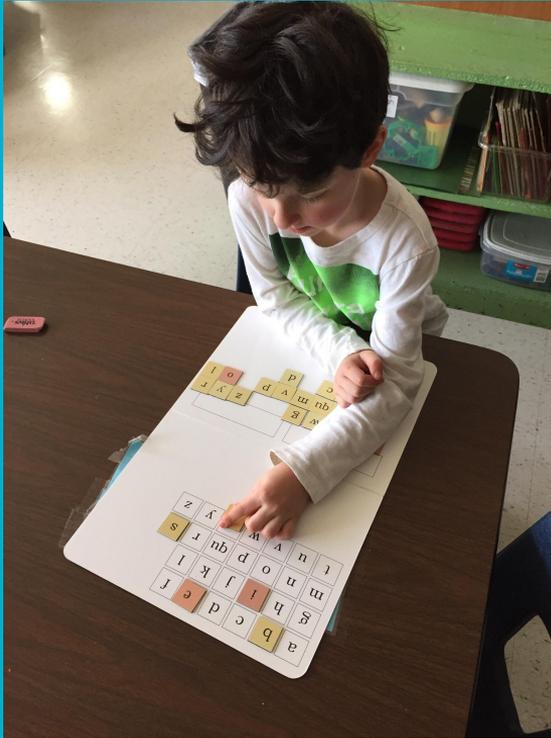
# Vowels are special

Special attention is given to the vowels in the vowel extension chart, which is also used daily.



# Magnetic Letter Tiles and Boards

These are used to work on letter identification, rhyming, alphabetical order and hearing beginning/ending sounds.



a	i	o	e	u	
t	b	f	n	m	
c	r	g	d	s	
l	h	k	p	j	
v	w	z	qu	y	x
f	l	s			
wh	ch	sh	th	ck	

# Storytime



Every so often, Echo tells the students a short story. This story is used in multiple lessons to work on understanding story elements (characters, setting, problem, solution) and to practice sequencing and retelling skills.

# Writing Frame/Interactive Writing

These are used to work on sentence building skills. They teach capitalization, spacing and punctuation. They also strengthen students' abilities to read and write common sight words. This work fits into balanced literacy work as interactive writing.

We

can

read

.

**Sky Writing is a way to remember the letter sound**

**-It supports both automaticity and fluency of letter formation**

**-It helps to develop gross motor memory which helps students learn letter formation**

**Students learn letter formation with consistent verbalizations**

## Tapping Out Words

Students segment sounds and blend them to create words. They say each sound as they tap a finger to their thumb, then blend the sounds as they drag their thumb across the sounds. Let's try it!



# Digraphs

Foundation focuses on the following digraphs: ch, th, wh, sh and ck

Students will learn that these letters “stick together” and make one sound and when tapped will get one tap.

They will learn that ‘ck’ is only at the end of words. ‘Th’, ‘sh’, and ‘ch’ can be at the beginning or end of a word. ‘Wh’ can only be at the beginning of a word.

# sight/trick/snap words

High frequency words are the words that appear most often in print

Some of the words are phonetically regular (can be tapped/sounded out) and some are not

In kindergarten we focus on 27 trick words in Foundations; though our students typically learn more than that by the end of the year.

## Foundations Kindergarten Trick Word List

a and are as be by do for from has have he his I  
is me my of one or she the they to was we you

# How Parents Can Support this work at Home?

-Be a 'Coach'

practice sound chart daily for automaticity

make a sound, ask children what letter makes that sound

- Play with letters, looking at them out of order, ask your child to name the letter, tell you the key word and make the sound

-Rainbow write, sand or salt writing letters and snap words

-Help identify focus snap words or sight words (words we can't sound out), read them quickly

clap out syllables in words

-Practice substituting a sound to make a new word.. "let's turn cat to hat... What do we need to change?"

practicing rhyming

-When reading with your child, tap out tricky words in their "just right books"

# End of Year Expectations

Recognize, sequence, name and write all letters of the alphabet in lowercase and uppercase

Produce sounds for consonants and short vowels when given the letter

Produce basic digraphs (wh,sh,ch,th,ck)

Name and write corresponding letter(s) when given sounds for consonants, digraphs and short vowels

Distinguish long and short vowels within a word when listening to a word, not reading

Identify at least 27 trick words when reading

Use proper punctuation at the end of a sentence, spaces between words

Use capitals at the beginning of a sentence and for names of people

Retell a story with characters, setting, beginning, middle, and end

Echo-read a passage with correct phrasing and expression