In Addition to the Letter Formation Activity
You Can Help Your Child Develop Word Awareness

Word awareness is the ability to distinguish the individual word in a spoken sentence. You can help your child do this by playing the following games.

Count Words

You say a sentence and your child repeats as you put up a finger for each word, then your child counts your fingers.

Example: **"Mom likes cats."** (Three fingers). Increase the number of words as your child becomes good at this. **"Mom likes dogs and cats."** (Five fingers).

Fill in Words

You can also do the following activity to count words. Say a sentence and draw a line for each word you say in the sentence. Ask what word goes on each line and fill it in as your child tells you.

Example: Say, **"The cat is soft."** And draw four lines, with a period at the end:

_____ _____ _____ _____.

Note: This activity also helps them develop print awareness (the awareness that spoken words can be written).

The following sentences will get you started:

I can swim.

It is hot.

I like candy.

We have fun.

Mike likes trucks.

We had lunch.

The cat is grey.

I like the dog.

Jane is my friend.

I go to school.

My teacher is nice.

The grass is green.

Mom and Gram drink tea.

Tom has a red ball.

My favorite color is red.

I ride on the bus.

Fundations Letter Formation Guide

Say the verbal step-by-step guidelines while your child traces the ***lower-case*** letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.
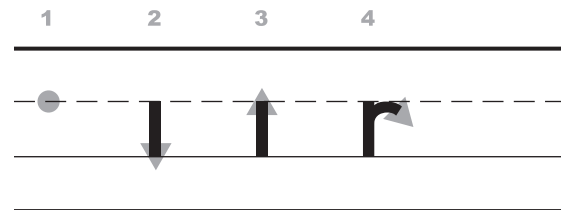
Letter Formation for e

**e is a plane line round letter, but it is special.
e starts below the plane line.**
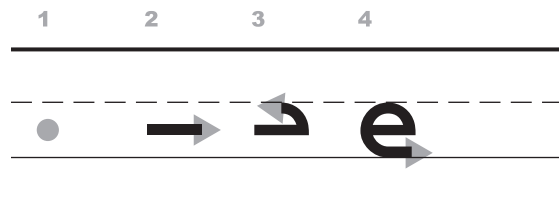
1. **Point between the plane line and the grass line.**
2. **Fly under the plane line.**
3. **Then go up to the plane line,**
4. **and around to the grass line.**
5. **Say e - Ed - /ĕ/, have students repeat.**

Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

1. **Point to the plane line.**
2. **Go down to the grass line.**
3. **Trace back up to the plane line,**
4. **and make a little curve.**
5. **Say r - rat - /r/, have students repeat.**

Ee

ED

Rr