Dear Family, Your child is learning how to say and hear each sound in a three- or four-letter word.

- Say the word.
- Look at the word and break up the sounds.
- Now, say each sound of the word (not the letter name).

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>bug</td>
<td>/b/ /u/ /g/</td>
</tr>
<tr>
<td>went</td>
<td>/w/ /e/ /n/ /t/</td>
</tr>
<tr>
<td>snap</td>
<td>/s/ /n/ /a/ /p/</td>
</tr>
<tr>
<td>twig</td>
<td>/t/ /w/ /i/ /g/</td>
</tr>
<tr>
<td>dog</td>
<td>/d/ /o/ /g/</td>
</tr>
<tr>
<td>best</td>
<td>/b/ /e/ /s/ /t/</td>
</tr>
</tbody>
</table>

- **More Fun:** As you walk through your home, listen to the conversation around you. Choose one word and break it down into its many smaller sounds (for example, “mat” becomes /m/ /a/ /t/).

Child’s signature

Parent’s (Learning Partner’s) signature
Dear Family, Your child is learning how to say and hear each sound in a three- or four-letter word.

- Say the word.

- Look at the word and break up the sounds.

- Now say each sound (not the letter name) of the word.

1. help $\rightarrow$ /h/ /e/ /l/ /p/
2. send $\rightarrow$ /s/ /e/ /n/ /d/
3. lip $\rightarrow$ /l/ /i/ /p/
4. drop $\rightarrow$ /d/ /r/ /o/ /p/
5. last $\rightarrow$ /l/ /a/ /s/ /t/
6. rest $\rightarrow$ /r/ /e/ /s/ /t/

Child’s signature ____________________________________________

Parent’s (Learning Partner’s) signature ________________________