**A Parent Letter of Introduction to the Building on Patterns
Prekindergarten Literacy Program**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_*,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is ready to begin the *Building on Patterns Prekindergarten (BOP Pre-K)* braille literacy program. This program is designed to teach the important skills of listening, speaking, reading, and writing to beginning braille learners at the preschool level. It includes motivating, developmentally appropriate activities that will help to prepare \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for kindergarten.

I will be sending letters to you about each lesson that include suggested activities to build on what your child is learning in school. I hope you will enjoy participating in these family activities, which are designed to be creative and engaging.

To begin, please take a few moments to complete the attached Parent ObservationsPage. Knowing a little more about your child’s literacy experiences and preferences at home will help us individualize *BOP* lessons. Mark the statements that best describe your child at this time. Use the back of this page to add information, anecdotes, or questions.

The *BOP Pre-K* literacy program will help to prepare your child for reading and writing in kindergarten. I welcome your comments and questions, and will be in touch with you about your observations. If you would like to meet with me about the program, let’s set a time where we can look at the materials and lessons together.

Sincerely,

Teacher of Students with Visual Impairments

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Building on Patterns Pre-K Literacy Program**

**Parent Observations Page**

**Child’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| During family reading time, my child |
| \_\_\_\_\_\_ |  | shows interest in different kinds of books (fictional stories and fairytales; non-fiction, counting, rhyming, ABC books; informational books and stories about real life). Circle your child’s favorites. |
| \_\_\_\_\_\_ |  | shows interest in a range of topics (animals, nature, how things work, people, stories about family, foods and where they come from) |
| \_\_\_\_\_\_ |  | requests favorite stories |
| \_\_\_\_\_\_ |  | helps to turn pages |
| \_\_\_\_\_\_ |  | asks and answers questions and makes comments during story time |
| \_\_\_\_\_\_ |  | anticipates favorite words or actions in books |
| \_\_\_\_\_\_ |  | retells stories using a few sentences |
| \_\_\_\_\_\_ |  | recognizes characteristics of a book (title and author) |
| \_\_\_\_\_\_ |  | sits through an entire story |
|  |  |  |
| During playtime throughout the day, my child |
| \_\_\_\_\_\_ |  | makes up stories in pretend play |
| \_\_\_\_\_\_ |  | likes rhyming words and plays with rhyming sounds |
| \_\_\_\_\_\_ |  | sings or recites the alphabet, or parts of the alphabet |
| \_\_\_\_\_\_ |  | explores books |
| \_\_\_\_\_\_ |  | pretends to read books to himself/herself or others |
|  |
| Our family has noticed that he/she |
| \_\_\_\_\_\_ |  | attempts to turn the book right-side up and opens the cover to find the pages |
| \_\_\_\_\_\_ |  | “scribbles” on the braillewriter (presses random keys) |
| \_\_\_\_\_\_ |  | pretend-writes words or stories, or imitates what other family members write (phone numbers, notes, grocery lists) |
| \_\_\_\_\_\_ |  | speaks while pressing the braillewriter keys |
| \_\_\_\_\_\_ |  | has difficulty pressing the keys of the braillewriter |
| \_\_\_\_\_\_ |  | makes distinct dots some of the time |
| \_\_\_\_\_\_ |  | writes a few letters of the alphabet |
| \_\_\_\_\_\_ |  | attempts to write name |
|  |  |  |
| At home, we have |
| \_\_\_\_\_\_ |  | a place where our child can find books without our help |
| \_\_\_\_\_\_ |  | a braillewriter |
| \_\_\_\_\_\_ |  | a place where the braillewriter is located for the child to access |
| \_\_\_\_\_\_ |  | finger strengthening toys, including playdough |
|  |  |  |
| We would like to know more about |
| \_\_\_\_\_\_ |  | where to get print-braille books |
| \_\_\_\_\_\_ |  | how to place paper into the braillewriter without jamming it |
| \_\_\_\_\_\_ |  | learning braille ourselves |
| \_\_\_\_\_\_ |  | how to help our child become a reader and a writer |
| \_\_\_\_\_\_ |  | other; please use the back of this page |