

Dear Family:

A new school year has been launched! This year, I shall be using a program called ***Fundations® Level 2***. (You can learn more about it online at [www.wilsonlanguage.com](http://www.wilsonlanguage.com).) Fundations provides a systematic and explicit approach to reading and spelling with phonics. Research indicates that systematic and explicit phonics instruction is effective for all children. We will combine this phonics instruction with the reading of good literature, which is just as important for your child's development.

Research also proves that when a child has a "Coach" in addition to a classroom teacher, the child makes significant progress. Let's be a "team" - I shall be the teacher, and you the Coach.

In order to take on that role, I will send you the necessary tools. You shall be kept informed of what is happening in the classroom and you shall be given suggestions and a guide as to what can be happening at home.

Please read the Fundations letters that I send home. These letters will contain updates, program information, and activity suggestions. Set aside time to do the home activities with your child. Monitor your child's progress and share successes as well as concerns with me. (This pack includes reference material which you will need for upcoming lessons.)

I look forward to a very successful year as we work together with your child!

Sincerely,





***You are likely wondering, “What is Foundations®?”***

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child’s development.

### **Foundations is systematic**

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

### **Foundations is explicit**

because this program does not leave room for guessing. It teaches all concepts directly. The children will learn sounds using keywords to help them remember. They will blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

***You are also probably wondering, “How can I become a successful ‘Coach’ in this reading program?”***

### **As a “Coach” you can:**

- 1.** Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
- 2.** Set aside time to do the home activities with your child.
- 3.** Monitor your child’s progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!



## Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

### 1. Encourage your child to answer “wonder” statements.

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

### 2. Help your child expand his / her vocabulary by rephrasing.

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

### 3. Ask open-ended questions.

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

### 4. Limit the amount of TV

However, if your child watches a children’s program, talk about it (see #'s 1, 2, 3).

### 5. Provide household props that encourage pretend play.

Use spoons/ pans in the bathtub; cups/ teapots /dolls; small rakes/ shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.

## Fundations® Six Types of Syllables in English

This year, I will review closed and v-e syllables and teach the six types of syllables in English.

### Closed Syllable

- 1 This syllable can only have **one vowel**.
- 2 The vowel is followed by **one or more consonants** (closed in).
- 3 The vowel sound is **short**, marked with a breve (˘).
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

up hat ship last

*Mark-up Sample*

lăst  
c

### Vowel-Consonant-e Syllable

- 1 This syllable has a **vowel**, then a **consonant**, then an **e**.
- 2 The first vowel has a **long** sound, marked with a macron (ˉ).
- 3 The **e** is silent.
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

bike ape stove

*Mark-up Sample*

stōve  
v-e

### Open Syllable

- 1 This syllable has only **one vowel** which is the last letter in the syllable.
- 2 The vowel sound is **long**, marked with a macron (ˉ).
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

I be shy hi

*Mark-up Sample*

hī  
o

### R-Controlled Syllable

- 1 This syllable contains a single vowel followed by an **r** (**ar**, **er**, **ir**, **or**, **ur**).
- 2 The vowel is neither **long** nor **short**; it is controlled by the **r**.
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

start fir hurt art

*Mark-up Sample*

art  
r

### Double Vowel - "D" Syllable

- 1 This syllable contains a **vowel digraph** or a **diphthong**. These are vowel teams.
- 2 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

beat feel eight new

*Mark-up Sample*

new  
d

### Consonant-le Syllable

- 1 This syllable has only three letters: a **consonant**, an **l**, and an **e**.
- 2 The **e** is silent. It is the vowel. Every syllable needs at least one vowel. The consonant and the **l** are sounded like a blend.
- 3 This syllable must be the last syllable in a **multisyllabic** word.

*Examples*

cradle little bubble

*Mark-up Sample*

bub ble  
-le



Dear Family:

The first several units in Foundations® Level 2 will review concepts taught in Level 1 and also add new information. This is important as a key component of the program: we review and build upon the skills in place, strengthening previous concepts and giving students a base upon which to add new information. In Units 1-5, there will be a lot of emphasis placed on the **closed syllable** which makes the vowel short (ă in **apple**, ě in **Ed**, ĩ in **itch**, ō in **octopus**, ŭ in **up**).

A **closed syllable** is a word or part of a word that has one vowel closed in or followed by one or more consonants. The vowel does not need to have a consonant in front of it, but it needs to have at least one consonant after it. Examples of closed syllables include **at**, **mat**, **math**, **mast** and **clash**. The short sound of the vowel is marked by the breve sign ( ˘ ).

In Unit 1, I shall reinforce the following concepts taught in Foundations Level 1 within the closed syllable concept:

The **digraph**, two letters that make one sound as in **ship** (**sh**).

The 2- and 3-letter **consonant blend**, as in **trip** (**tr**) and **strip** (**str**).

The **digraph blend**, as in the word **lunch** (**nch**).

**Blending and segmenting** up to 6 sounds in one word, such as **script**.

I will also teach students when to use **k**, **c** or **ck** when spelling words. Students will learn to use **c** most often at the beginning of words unless it is followed by **e**, **i** or **y**. They will learn to use **ck** at the end after a short vowel and **k** after a consonant.

Please work with your child to reinforce the above concepts by using the attached activity suggestions. If you have any questions, please write them down and I shall get back to you. I truly appreciate your partnership. You will find that working with your child is very rewarding and your child will treasure your involvement. **We are off!**

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Tuesday Dictate	<b>Current Words</b>	→	rush	quiz	blend	that	
On Wednesday Dictate	<b>Current Words</b>	→	brunch	shrimp	stump	strap	branch
On Thursday Dictate	<b>Sentence</b>	→	Frank will stand to sing the song.				

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Tuesday Dictate	<b>Current Words</b>	→	quick	chuck	milk	tick	
On Wednesday Dictate	<b>Current Words</b>	→	chimp	quack	dock	kit	brick
On Thursday Dictate	<b>Sentence</b>	→	Jack ran fast with his pet dog.				



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark them up. Have your child underline the blends and digraph blends.

went went \_\_\_\_\_ whiz \_\_\_\_\_

shrub shrub \_\_\_\_\_ nag \_\_\_\_\_

gust \_\_\_\_\_ lip \_\_\_\_\_

vest \_\_\_\_\_ blush \_\_\_\_\_

loft \_\_\_\_\_ raft \_\_\_\_\_

flap \_\_\_\_\_ pinch \_\_\_\_\_

drum \_\_\_\_\_ click \_\_\_\_\_

pest \_\_\_\_\_ glad \_\_\_\_\_

quilt \_\_\_\_\_ crop \_\_\_\_\_

box \_\_\_\_\_ frog \_\_\_\_\_



**Do the "Fill In the Word" Activity**

Have your child read the sentence and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

nap	milk	gift	get	whiz
duck	leg	blond	pond	fix

- 1 Beth got a \_\_\_\_\_ from Al.
- 2 They had fun at the \_\_\_\_\_.
- 3 Dad will \_\_\_\_\_ the deck.
- 4 Tim has a cut on his \_\_\_\_\_.
- 5 Deb had a \_\_\_\_\_ on the cot.
- 6 Did the \_\_\_\_\_ quack?
- 7 Peg got a \_\_\_\_\_ wig at the shop.
- 8 Mom said to \_\_\_\_\_ to bed.
- 9 Jack is a \_\_\_\_\_ at math.
- 10 Ted had \_\_\_\_\_ with his snack.



**Do the "Find the Syllable Type" Activity**

Have your child circle the words containing a closed syllable and cross out any word that is not a closed syllable.

rash	best	trot
loft	swim	cave
stone	<del>bait</del>	pump
blond	she	wax
beak	mint	flash

Have your child write the closed syllable words from above on the lines below.

rash

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# Writing Grid for Word and Sentence Homework

**Current Words**

1 2

3 4

**Current Words**

1 2

3 4

5

**Sentences**

1

Dear Family:

Fundations® Unit 2 continues to review closed, one-syllable words. I shall also reinforce the following “glued” or **welded sounds**:

**am, an, ang, ing, ong, ung, ank, ink, onk, and unk.**

I will also review the concept of **bonus letters**. After a short vowel, the letters **f, l** and **s** get a bonus, or extra letter (**ff, ll**, and **ss**). This happens in one-syllable words like **brass, puff** and **spill**.

Lastly, I will introduce five new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year. Whenever you see //, the sound of the letters appears within the bars:

**ay** says /ā/ as in **play**

**ai** says /ā/ as in **bait**

**ee** says /ē/ as in **jeep**

**ea** says /ē/ as in **eat**

**ey** says /ē/ as in **key**

Also in this Unit, I will teach some important words that students should memorize. We call these **Trick Words** because most of them cannot be sounded out.

Once again thank you for your interest and help at home.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	trust	swept	splash	crisp	
On Tuesday Dictate	<b>Current Words</b>	→	brass	shell	gruff	stiff	still
On Wednesday Dictate	<b>Trick Words</b>	→	shall	pull	full	was	of
On Thursday Dictate	<b>Sentence</b>	→	The cat will cross the path.				

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	dress	thrill	stiff	lunch	
On Tuesday Dictate	<b>Current Words</b>	→	thing	blank	swing	junk	strong
On Wednesday Dictate	<b>Trick Words</b>	→	both	talk	walk	full	pull
On Thursday Dictate	<b>Sentence</b>	→	Chad felt a sting on his neck.				





**Do the "Fill In the Word" Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

stuff      dress      class      chess      stung  
 cross      swing      glass      yell      chill

- 1 Bill will win at \_\_\_\_\_.
- 2 The dog will \_\_\_\_\_ the path.
- 3 I had a \_\_\_\_\_ of milk.
- 4 Did Dad \_\_\_\_\_ at Tom?
- 5 Jeff felt the \_\_\_\_\_ of the wind.
- 6 Deb had a rip in her \_\_\_\_\_.
- 7 The tot is on the \_\_\_\_\_.
- 8 The bug \_\_\_\_\_ my leg.
- 9 The \_\_\_\_\_ had a big test in math.
- 10 Jess got her \_\_\_\_\_ off the bed.



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark them up. Put a star over any bonus letter and box the **all** welded sounds.

hall hall \_\_\_\_\_ off \_\_\_\_\_

mass mass \_\_\_\_\_ thrill \_\_\_\_\_

grass \_\_\_\_\_ class \_\_\_\_\_

sniff \_\_\_\_\_ kiss \_\_\_\_\_

cliff \_\_\_\_\_ staff \_\_\_\_\_

ill \_\_\_\_\_ dress \_\_\_\_\_

boss \_\_\_\_\_ quill \_\_\_\_\_

chess \_\_\_\_\_ bluff \_\_\_\_\_

dill \_\_\_\_\_ tall \_\_\_\_\_

spill \_\_\_\_\_ fall \_\_\_\_\_




## Do the "Sentence Correction" Activity


Tell your child that some words in the sentences below are spelled incorrectly and need correct capitalization. Have him or her proofread the sentence and write the corrected words on the lines, adding bonus letters to words that need them.


- 1 Jef felt the chil of the wind. \_\_\_\_\_
- 2 Tom stil felt il. \_\_\_\_\_
- 3 Did dad yel at bob? \_\_\_\_\_
- 4 I had a glas of milk with my snack. \_\_\_\_\_
- 5 You must brush and flos. \_\_\_\_\_


Have your child choose two sentences to write on the grids below. Have him or her copy the sentence and proofread carefully.


**1**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


**2**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

## WEEK 1

shall

full

pull

## WEEK 2

both

talk

walk

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

Fundations® Unit 3 will take approximately one week to reach mastery. This Unit works on **closed syllable exceptions**. The vowel in a closed syllable usually has a short vowel sound like **ŭ** in the word **up**. However, there are five exceptions to this rule. It is helpful to stress the meaning of the word **exception** to your child (something that does not follow the rule). It is important for your child to be able to quickly identify these exceptions:

**/īd/** as in **child**

**/īnd/** as in **kind**

**/ōld/** as in **cold**

**/ōlt/** as in **colt**

**/ōst/** as in **post**

They are exceptions because the vowel has a **long** sound (it says its name) rather than a short vowel sound. We mark them like this:

**cōld**



Also in this Unit, I will teach some important words that students should memorize. We call these **Trick Words** because most of them cannot be sounded out.

I will teach 2 new sounds in this Unit. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year.

**oi** says **/oi/** as in **coin**

**oy** says **/oi/** as in **boy**

There are activities to help reinforce these concepts. Thank you for your help and be sure to have fun! Please write down any questions you might have for me and I shall get back to you.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	drink	spank	cramp	sprint	
On Tuesday Dictate	<b>Current Words</b>	→	scold	wild	post	colt	find
On Wednesday Dictate	<b>Trick Words</b>	→	done	goes	pretty	shall	pull
On Thursday Dictate	<b>Sentence</b>	→	Jess has a bad cold.				

On Tuesday, have your child mark the closed syllable exceptions.

#### Answer Key

scold     wild     post     colt     find



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the closed syllable exceptions.

wild wild \_\_\_\_\_ host \_\_\_\_\_

grind \_\_\_\_\_ bolt \_\_\_\_\_

post \_\_\_\_\_ mind \_\_\_\_\_

mold \_\_\_\_\_ old \_\_\_\_\_

sold \_\_\_\_\_ child \_\_\_\_\_

blind \_\_\_\_\_ gold \_\_\_\_\_

jolt \_\_\_\_\_ find \_\_\_\_\_

colt \_\_\_\_\_ most \_\_\_\_\_

wind \_\_\_\_\_ mild \_\_\_\_\_

scold \_\_\_\_\_ hold \_\_\_\_\_





## Do the “Sentence Marking” Activity

Have your child read the sentences and scoop into phrases. Highlight or box the exception sounds.

- 1 Which man is the best host?
- 2 Wind up the top and let it spin.
- 3 Jess has a bad cold.
- 4 Did you find the lost cat?
- 5 Who sold the most in the class?
- 6 The van hit the post with a jolt.
- 7 Can you help me find the path?
- 8 Use the bolt to lock the gate.
- 9 The small child will nap in his crib.
- 10 Jan was kind to the old man.

WEEK 1

both

talk

walk

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

Even though you might want your child to read to you, it is very important that you continue to read to your child. Reading aloud builds your child's vocabulary and understanding, introduces your child to different language patterns, and identifies reading as a pleasurable activity. Reading to your child at bedtime is a good way to get "settled" while building their skills.

Some books that are recommended to read aloud to a second grader are:

***George's Marvelous Medicine*** by Roald Dahl (Puffin, 1981)  
***The Hundred Dresses*** by Eleanor Estes (Houghton Mifflin Harcourt, 2004)  
***I Like This Poem: A Collection of Best-Loved Poems Chosen by Children for Other Children*** by Kaye Webb (Penguin, 1979)  
***The Littles*** by John Peterson (Scholastic, 1993)  
***Matilda*** by Roald Dahl (Penguin, 2007)  
***The Mouse and the Motorcycle*** by Beverly Cleary (HarperCollins, 1990)  
***Something Big Has Been Here*** by Jack Prelutsky (HarperCollins, 2010)  
***Stone Fox*** by John Reynolds Gardiner (HarperCollins, 1983)

In Unit 4, I am reviewing the suffixes **-s**, **-es**, **-ed** and **-ing**. Your child will learn that **-ed** might sound like /ed/ as in **rented**, /d/ as in **banged**, or /t/ as in **fished**. I will also be introducing the new suffix endings of **-er** and **-est**. We will discuss the comparison endings **long**, **longer** and **longest**. It is important that your child **underline the baseword** and **circle the suffix**.

Lastly, I will introduce additional new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year.

**oa** says /ō/ as in **boat**  
**ow** says /ō/ as in **snow**  
**ou** says /ou/ as in **trout**  
**oo** says /ü/ as in **school**  
**ue** says /ü/ as in **blue**  
**ew** says /ü/ as in **chew**

**oe** says /ō/ as in **toe**  
 and /ou/ as in **plow**  
 and /ü/ as in **soup**  
 and /ü/ as in **book**  
 and /ü/ as in **rescue**

Thank you again for your help.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	frogs	printing	chunk	cliff
On Tuesday Dictate	<b>Current Words</b>	→	printed	kindest	stronger	tallest listed
On Wednesday Dictate	<b>Trick Words</b>	→	please	again	animal	done goes
On Thursday Dictate	<b>Sentence</b>	→	Mom will get lunches and drinks again.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	softest	swinging	oldest	flex
On Tuesday Dictate	<b>Current Words</b>	→	spilled	splashed	spelled	drilled brushed
On Wednesday Dictate	<b>Trick Words</b>	→	animal	used	use	again sure
On Thursday Dictate	<b>Sentence</b>	→	Stan spilled milk on his desk.			



**Do the “-ed Suffix” Activity**

Underline the baseword and circle the suffix in each word below. Read the word. Write /t/, /d/, or /ed/ above the suffix to indicate the sound.

hosted

stamped

spelled

scolded

bumped

thrilled

called

honked

mended

punted

dented

trashed

pressed

crunched

twisted

landed

winked

banged

Write the **ed** words in the correct column below.

**ed = /ĕd/**

**ed = /d/**

**ed = /t/**

hosted

spelled

pressed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and underline the baseword and circle the suffix.

lungs    lungⓈ \_\_\_\_\_    fixes    \_\_\_\_\_

filling    \_\_\_\_\_    taller    \_\_\_\_\_

softest    \_\_\_\_\_    folded    \_\_\_\_\_

filmed    \_\_\_\_\_    flossed    \_\_\_\_\_

twins    \_\_\_\_\_    tosses    \_\_\_\_\_

waxing    \_\_\_\_\_    kicker    \_\_\_\_\_

dullest    \_\_\_\_\_    punted    \_\_\_\_\_

banged    \_\_\_\_\_    sniffed    \_\_\_\_\_

pills    \_\_\_\_\_    mixes    \_\_\_\_\_

singing    \_\_\_\_\_    golfer    \_\_\_\_\_



## Do the "Fill in the Sentence" Activity

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word only once.

drenched spilled expected limped landed

- 1 Jack \_\_\_\_\_ up the steps with his sprained leg.
- 2 The tot \_\_\_\_\_ the milk on the den rug.
- 3 Mr. Bant \_\_\_\_\_ Jen to win the contest.
- 4 Pam was \_\_\_\_\_ after the kids tossed her in the pond.
- 5 Jim \_\_\_\_\_ on the grass when he fell.

Write the **ed** word from each sentence on the line. Then choose **ed** sound (/ēd/, /d/, or /t/).

- 1 limped ed says / t /
- 2 \_\_\_\_\_ ed says / \_\_\_\_ /
- 3 \_\_\_\_\_ ed says / \_\_\_\_ /
- 4 \_\_\_\_\_ ed says / \_\_\_\_ /
- 5 \_\_\_\_\_ ed says / \_\_\_\_ /



## WEEK 1

again

please

animal

## WEEK 2

sure

used

use

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

Now that your child is comfortable with the closed syllable type and suffix endings, I am going to review how to combine syllables to form **multisyllabic words**. Your child will put two closed syllables together, such as **bathtub**.

Your child will learn that when there are three consonants together, the blend usually goes with the second syllable to divide the word, as in the word **children (chil dren)**. When reading a multisyllabic word, an important strategy for him/her is to scoop with his/her finger under each syllable.

I will also be introducing the new suffix endings **-ful, -ment, -ish, -ness, -less, -able, and -en**. Remember to have your child underline the baseword and circle the suffix.

Lastly, I will introduce the following sounds:

**au** says /o/ as in **August**

**aw** says /o/ as in **saw**

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	string	stuffs	crunches	bang
On Tuesday Dictate	<b>Current Words</b>	→	punish	cabin	chipmunk	sonic sandblast
On Wednesday Dictate	<b>Trick Words</b>	→	against	knew	know	sure again
On Thursday Dictate	<b>Sentence</b>	→	We know the bell will disrupt the class.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	clinic	singing	public	submit
On Tuesday Dictate	<b>Current Words</b>	→	childish	handful	kindness	shipment limitless
On Wednesday Dictate	<b>Trick Words</b>	→	always	often	once	against know
On Thursday Dictate	<b>Sentence</b>	→	I was thankful for his kindness.			



**Do the “Divide Into Syllables” Activity**

Divide each word below into syllables. Read the word. Write the syllables on the lines.

slingshot = sling shot

goblin = \_\_\_\_\_

publish = \_\_\_\_\_

blindfold = \_\_\_\_\_

nutmeg = \_\_\_\_\_

himself = \_\_\_\_\_

invents = \_\_\_\_\_

dentist = \_\_\_\_\_



**Do the “Mark the Syllable” Activity**

Have your child scoop the two syllables. Mark the syllables with a **c** to indicate a closed syllable. Put a breve above the vowels. Read words.

nütshell  
c c

muffin

cobweb

tennis

submit

catfish

picnic

mix-up

cannot

edit

unless

disrupt

satin

public

shellfish

nutmeg

Edwin

polish

insist

Boston

pilgrim




**Do the "Sentence Correction" Activity (Week 2)**


Tell your child that some words in the sentences below are spelled incorrectly. Have him or her proofread the sentence and write the corrected word on the line and add punctuation.


- 1 The class was respectfull to the flag \_\_\_\_\_
- 2 The wild kids had a punishmet \_\_\_\_\_
- 3 We will thank Tom for his kindnes \_\_\_\_\_
- 4 We sat on the clif at sunset \_\_\_\_\_
- 5 Was Jack childesh \_\_\_\_\_


Have your child choose two sentences to write on the line below. Have him or her add punctuation and proofread carefully.


**1**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


**2**


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

WEEK 1

against

knew

know

WEEK 2

always

often

once

→ **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.





# Writing Grid for Word and Sentence Homework

## Review Words

1 2

3 4

## Current Words

1 2

3 4

## Trick Words

5 1

2 3

4 5

## Sentence

1

Dear Family:

These past few weeks have been busy in Level 2 of Foundations®! We are now about to review the second syllable type. It is often referred to as the **v-e syllable**, which stands for **vowel-consonant-e** (any vowel or consonant). It is important for your child to recognize the pattern of this syllable, therefore I spend time going from a closed syllable such as **cap** to a v-e syllable such as **cape**. It is the vowel **e** at the end of the word that is silent but makes the first vowel say its name. We mark these words:

**c a p e**  
v-e

Your child will combine closed and v-e syllable words such as **reptile**.

I will also teach your child that when the consonant **s** is between two vowels as in the word **rose**, that **s** may have the /z/ sound. Another example is the word **wise**. However, in the word **base** the **s** has its regular sound of /s/. When you dictate a word that has an **s** between two vowels and your child is not sure if the letter should be an **s** or **z**, a dictionary may be used to check it.

Lastly, I will teach that words in English do not end with the letter **v**. Therefore, some words have an **e** at the end but the vowel is still short (**have, give**). The **e** is there for the **v**. The suffix **-ive** will be added to the suffixes that we add to words.

I have enclosed a page with the double vowel teams. Review these with your child and keep them handy for reference when your child is reading. Please let me know if you have any questions or concerns about your child's progress.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	tub	step	rash	dish	
On Tuesday Dictate	<b>Current Words</b>	→	code	prize	tape	Pete	tube
On Wednesday Dictate	<b>Trick Words</b>	→	often	only	house	once	move
On Thursday Dictate	<b>Sentence</b>	→	I hope that Jane is not late.				

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	hopeful	mule	chase	broke	
On Tuesday Dictate	<b>Current Words</b>	→	rose	pin	invite	flagpole	exhale
On Wednesday Dictate	<b>Trick Words</b>	→	right	know	place	used	together
On Thursday Dictate	<b>Sentence</b>	→	Jake will give Tim a cold drink.				



**Do the "Find the Syllable Type" Activity**

Have your child circle the words containing a vowel-consonant-e syllable and cross out any word that is not a v-e syllable.

lime	chase	bike
wife	<del>blend</del>	wave
smile	trap	fire
punch	cake	flap
vote	quake	steps

Have your child write the vowel-consonant-e syllable words from above on the lines below and mark them up.

lime  
v-e

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllable.

cone    cōne  
          v-e

cut      cūt  
           c

hope    \_\_\_\_\_

time    \_\_\_\_\_

globe    \_\_\_\_\_

wife    \_\_\_\_\_

grape    \_\_\_\_\_

stone    \_\_\_\_\_

late    \_\_\_\_\_

vase    \_\_\_\_\_

June    \_\_\_\_\_

broke    \_\_\_\_\_

shine    \_\_\_\_\_

lake    \_\_\_\_\_

whale    \_\_\_\_\_

spine    \_\_\_\_\_

tune    \_\_\_\_\_

bite    \_\_\_\_\_

tube    \_\_\_\_\_

dime    \_\_\_\_\_



**Do the “Mark the Syllable” Activity**

Have your child scoop the two syllables. Mark the syllables with a **c** to indicate a closed syllable and **v-e** for vowel-consonant-e syllables. Read words.

reptile  
c v-e

umpire

unsafe

entire

exhale

baseball

grapevine

unlike

trombone

postpone

inflate

entire

bagpipe

caveman

volume

concrete

include

sunrise

costume

tadpole

athlete

## WEEK 1

only

house

move

## WEEK 2


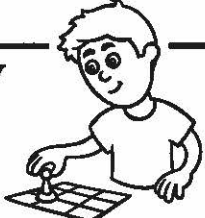
right

place



together

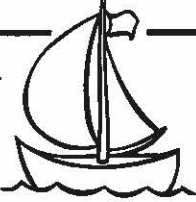

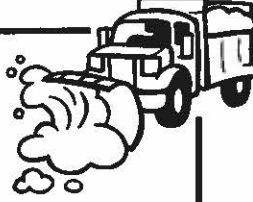
- **Cut words into flashcards. 1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.


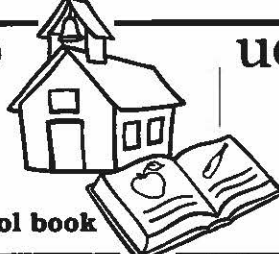


# Vowel Teams


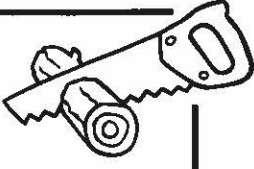
ai  bait	ay  play
---	---

ee  jeep	ea  eat	ey  key
---	--	---

oi  coin	oy  boy
---	--

oa  boat	oe  toe	ow  snow plow
---	--	---

ou  trout soup	oo  school book	ue  blue rescue	ew  chew
---	--	---	---

au  August	aw  saw
---	--



# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

The third type of syllable in English is called an **open syllable**. Even though your child has read and spelled many words with open syllables, we will now directly teach this syllable type and how to mark it. The open syllable has only one vowel and it does not have a consonant after it. Some examples include:

**go flu we I**

These are marked:

**gō**  
o

Open syllables can be combined with closed and v-e syllables to form longer words:

**prētēnd**                      **prōvidē**  
o                      c                      o                      v-e

When studying open syllables, it is time to introduce **y as a vowel**. Know that **y** is a consonant when it begins a word, otherwise, it is a vowel. **Y** has 2 vowel sounds in an open syllable. In a one-syllable word, **y** has the long **i** sound as in **cry** and in multisyllabic words it usually has the long **e** sound as in **baby**. In addition to **y** being a consonant and a vowel, it can also be a suffix ending as in the word **lump - lumpy** or part of a suffix ending as in **safely** or **safety**. When **y** is a suffix, it has the sound of long **e**.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	shame	poles	nutmeg	topic
On Tuesday Dictate	<b>Current Words</b>	→	no	basic	we	remote fry
On Wednesday Dictate	<b>Trick Words</b>	→	eight	right	large	more change
On Thursday Dictate	<b>Sentence</b>	→	We can relax when we get home.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	open	flu	silent	me
On Tuesday Dictate	<b>Current Words</b>	→	grumpy	crunchy	bunny	tiny ruby
On Wednesday Dictate	<b>Trick Words</b>	→	city	sure	every	often family
On Thursday Dictate	<b>Sentence</b>	→	Betty likes to strum her banjo.			

#### WEEK 3

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	motel	she	try	banjo
On Tuesday Dictate	<b>Current Words</b>	→	safety	bravely	grumpy	chilly ninety
On Wednesday Dictate	<b>Trick Words</b>	→	night	carry	something	eight together
On Thursday Dictate	<b>Sentence</b>	→	Tony likes crunchy snacks.			



**Do the "Find the Syllable Type" Activity**

Have your child circle the words containing an open syllable and cross out any word that is not an open syllable.

pry	kept	why
hi	<del>huff</del>	cry
she	so	I
spill	fly	fold
be	lamp	no

Have your child write the open syllable words from above on the lines below and mark them up.

<p><u>pry</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--



**Do the "Match the Syllable" Activity**

Have your child read the syllables on the left and right. Have him or her match the syllables to form real words.

mo	sic
ba	tel
de	tect
pro	fine

hu	bot
ro	side
be	cate
lo	man

Have your child write the words from above on the lines below.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, write them on the line and mark up the syllables.

cry      cry      robot      \_\_\_\_\_  
                        o

basic      basic      she      \_\_\_\_\_  
                        o      c

relax      \_\_\_\_\_      no      \_\_\_\_\_

plenty      \_\_\_\_\_      sixty      \_\_\_\_\_

pretend      \_\_\_\_\_      sly      \_\_\_\_\_

dizzy      \_\_\_\_\_      lucky      \_\_\_\_\_

my      \_\_\_\_\_      tulip      \_\_\_\_\_

ugly      \_\_\_\_\_      fluffy      \_\_\_\_\_

retire      \_\_\_\_\_      no      \_\_\_\_\_

angry      \_\_\_\_\_      solo      \_\_\_\_\_

## WEEK 1

eight

large

change

## WEEK 2

city

every

family

## WEEK 3

night

carry

something

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.



# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1



Dear Family:

Your child has learned many new things about words with the Foundations program and I am thankful, once again, to have you assisting as the Coach.

In Unit 8 of Foundations<sup>®</sup>, I shall introduce a new syllable type to your child. So far, we have worked on closed, vowel-consonant-e, and open syllables. The fourth syllable type is called the **r-controlled syllable**. When a vowel is directly followed by the letter **r**, the **r** changes the sound of the vowel. For example in the word **bark**,

the vowel **a** has neither the short nor the long vowel sound.

New keywords will be added to the notebook to help your child remember the new sounds. They are:

**ar - bark - /ar/      or - horn - /or/**

This type of syllable is marked:

**bark**  
r

The **vowel** and the letter **r** are circled together. Of course, we can combine these syllables with other syllable types already learned:

**rēport**  
o    r

**garlic**  
r    c

**ācorn**  
o    r

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	scold	reptile	filmed	tent	
On Tuesday Dictate	<b>Current Words</b>	→	pork	farm	corn	harp	sport
On Wednesday Dictate	<b>Trick Words</b>	→	world	different	answer	large	every
On Thursday Dictate	<b>Sentence</b>	→	The storm came quickly.				



**Do the “Find the Syllable Type” Activity**

Have your child circle the words containing an r-controlled syllable and cross out any word that does not have an r-controlled syllable.

sport	yard	next
<del>crib</del>	bark	farm
short	bolt	porch
cold	lark	art
pork	march	boxes

Have your child write the r-controlled syllable words from above on the lines below and mark them up.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllables.

lark     lark  
          r

garden     garden  
              r            c

art     \_\_\_\_\_

forest     \_\_\_\_\_

fork     \_\_\_\_\_

hornet     \_\_\_\_\_

farm     \_\_\_\_\_

carpet     \_\_\_\_\_

horn     \_\_\_\_\_

carton     \_\_\_\_\_

sharp     \_\_\_\_\_

armpit     \_\_\_\_\_

mark     \_\_\_\_\_

party     \_\_\_\_\_

north     \_\_\_\_\_

remark     \_\_\_\_\_

shark     \_\_\_\_\_

depart     \_\_\_\_\_

worn     \_\_\_\_\_

harvest     \_\_\_\_\_



**Do the "Fill In the Word" Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

fort      porch      storm      corn      sport  
 hornet      park      tardy      car      thorns

- 1 Basketball is my best \_\_\_\_\_.
- 2 Sit on the \_\_\_\_\_ until sunset.
- 3 The kids made a \_\_\_\_\_ out of sheets.
- 4 The rose had picky \_\_\_\_\_ on its stem.
- 5 Dad will \_\_\_\_\_ the van and help mom.
- 6 Kenny will take the \_\_\_\_\_ to the shop.
- 7 Mark will have \_\_\_\_\_ for lunch.
- 8 If you are \_\_\_\_\_, you are late.
- 9 The \_\_\_\_\_ came in quickly.
- 10 Do not get stung by that \_\_\_\_\_!

world

answer

different

→ **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.



# Writing Grid for Word and Sentence Homework

## Review Words

1 2

3 4

## Current Words

1 2

3 4

## Trick Words

5 1

2 3

4 5

## Sentence

1

Dear Family:

So far, I have only introduced /**ar**/ and /**or**/ in the r-controlled syllable type. The other three vowels **e**, **i**, **u**, are also affected by the letter **r**. All three (**er**, **ir**, and **ur**) have the same sound /**ər**/. The keywords are:

**er** - her - /**ər**/      **ir** - bird - /**ər**/      **ur** - burn - /**ər**/

These r-controlled combinations are not usually difficult for reading but they can be tricky for spelling. When you dictate a word that has an /**ər**/ sound, and your child is not sure if the letter should be an **er**, **ir** or **ur**, use a dictionary in order to check for the correct spelling.

Is it time for a trip to the library? You may want to select one of the following books. They might be a bit more difficult, but can be read by a second grader with your help.

***DogKu*** by Andrew Clements (Atheneum Books for Young Readers, 2007)

***Donovan's Word Jar*** by Monalisa DeGross (Harper Trophy, 1994)

***Fox and his Friends*** by Edward Marshall (Puffin, 1982)

***Sneakers the Seaside Cat*** by Margaret Wise Brown (HarperCollins, 2005)

Sincerely,







## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	invite	these	born	captive
On Tuesday Dictate	<b>Current Words</b>	→	twirl	surf	fern	hurt first
On Wednesday Dictate	<b>Trick Words</b>	→	picture	learn	know	again earth
On Thursday Dictate	<b>Sentence</b>	→	The milk spilled on my shirt.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	birch	turn	girl	curl
On Tuesday Dictate	<b>Current Words</b>	→	termite	sturdy	thirsty	lobster disturb
On Wednesday Dictate	<b>Trick Words</b>	→	father	brother	mother	carry always
On Thursday Dictate	<b>Sentence</b>	→	The birds sing in the morning.			



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllables.

closed:      open:      v-e:      r-controlled:  
**cūp**      **hē**      **bāke**      **park**  
           c           o           v-e           r

whirl whirl      lunch \_\_\_\_\_  
                           r

birch \_\_\_\_\_      twirl \_\_\_\_\_

me \_\_\_\_\_      flu \_\_\_\_\_

time \_\_\_\_\_      cry \_\_\_\_\_

birth \_\_\_\_\_      math \_\_\_\_\_

skirt \_\_\_\_\_      plane \_\_\_\_\_

turn \_\_\_\_\_      home \_\_\_\_\_

tent \_\_\_\_\_      dirt \_\_\_\_\_

**Answer Key**

<b>closed:</b>	<b>open:</b>	<b>v-e:</b>	<b>r-controlled:</b>
tent, lunch, math	me, flu, cry	plane, home, time	all other words



**Do the "Match the Syllable" Activity**

Have your child read the syllables on the left and right. Have them match the syllables to form real words.

for	ber
num	ker
hor	est
ba	net

ter	der
ru	sty
thir	mite
or	ler

Have your child write the words from above on the lines below and then scoop or underline the syllables.

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**Do the "Fill In the Word" Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

carpenter    porcupine    carton    number    horn  
shortstop    morning    corn    bakery    order

- 1 My dog was struck by \_\_\_\_\_ quills.
- 2 In baseball, I like to be the \_\_\_\_\_.
- 3 The \_\_\_\_\_ of milk is on the shelf.
- 4 The bird sang in the \_\_\_\_\_.
- 5 Dad likes to honk the \_\_\_\_\_.
- 6 This cake is from the \_\_\_\_\_.
- 7 The \_\_\_\_\_ made that bench.
- 8 Did you \_\_\_\_\_ a hamburger?
- 9 Ten is an even \_\_\_\_\_.
- 10 I like to have \_\_\_\_\_ with hotdogs.

## WEEK 1

picture

learn

earth

## WEEK 2

mother

father

brother

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

I have a lot to share this week. The students are becoming good readers and quite good spellers, and thank you for your help.

Once again, in Unit 10 a new syllable type is introduced. This new syllable type is called the “D” *syllable* because it contains a double vowel combination, two vowels next to one another such as **ai** in the word **bait**. This syllable is marked:

bait  
d

There are several of these vowel combinations in the “D” syllable, but in this Unit we will be working on the **ai** and **ay** combination.

**ai - bait - /ā/**      **ay - play - /ā/**

These sounds were introduced earlier in the year, but now we will focus on them in more detail for both reading and spelling.

Reading this new syllable type will not be as difficult as the spelling. Spelling will be a challenge for this syllable type just as it was in the r-controlled syllable. The long sound /ā/ is found in three types of syllables: the vowel-consonant-e, the open, and the “D” syllable. Therefore, your child will need to make decisions as to what option to select when spelling a word. Some parents have asked about electronic spell checkers. These can be used as well as a dictionary in order to determine the correct spelling whenever a word has options. With either, you may help your child determine the correct option.

Please let me know if your child is having difficulty with this work.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	cursive	short	flute	exhale
On Tuesday Dictate	<b>Current Words</b>	→	spray	faint	hay	trail bay
On Wednesday Dictate	<b>Trick Words</b>	→	always	great	away	country family
On Thursday Dictate	<b>Sentence</b>	→	Mark picked a daisy for Beth.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	score	polish	maze	smallest
On Tuesday Dictate	<b>Current Words</b>	→	birthday	explain	runway	airport crayon
On Wednesday Dictate	<b>Trick Words</b>	→	American	school	answer	picture thought
On Thursday Dictate	<b>Sentence</b>	→	The rain did not delay the baseball game.			





**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllable.

pray pray      brain \_\_\_\_\_

waist \_\_\_\_\_      stay \_\_\_\_\_

braid \_\_\_\_\_      day \_\_\_\_\_

train \_\_\_\_\_      bait \_\_\_\_\_

gray \_\_\_\_\_      clay \_\_\_\_\_

paint \_\_\_\_\_      maid \_\_\_\_\_

ray \_\_\_\_\_      pain \_\_\_\_\_

grain \_\_\_\_\_      tray \_\_\_\_\_

pay \_\_\_\_\_      hay \_\_\_\_\_

faint \_\_\_\_\_      raid \_\_\_\_\_



**Do the "Find the Syllable Type" Activity**

Have your child circle the words containing a double vowel syllable and cross out any word that does not have a double vowel syllable.

grain	day	give
braid	waited	prayer
<del>orbit</del>	maze	brain
staying	faint	clay
gold	tardy	plain

Have your child write the double vowel syllable words from above on the lines below and mark them up.

grain d		





**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**ai or ay**

---

Sund\_\_\_\_  
 f\_\_\_\_nt  
 subw\_\_\_\_

**ai or ay**

---

d\_\_\_\_sy  
 rem\_\_\_\_n  
 spr\_\_\_\_

**ai or ay**

---

tr\_\_\_\_l  
 runw\_\_\_\_  
 p\_\_\_\_nting

**ai or ay**

---

del\_\_\_\_  
 pl\_\_\_\_  
 afr\_\_\_\_d

Have your child write the words from above on the lines below. Read the words.

**ai words**

---

---

---

---

---

---

---

---

**ay words**

---

---

---

---

---

---

---

---

## WEEK 1

great

country

away

## WEEK 2

America




school





thought

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.




# Writing Grid for Word and Sentence Homework





 **Review Words**

 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 \_\_\_\_\_




 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 \_\_\_\_\_




 **Current Words**




 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 \_\_\_\_\_

 **Trick Words**





 \_\_\_\_\_  
 5 \_\_\_\_\_ 1 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 \_\_\_\_\_

 **Sentence**

 \_\_\_\_\_  
 1 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Dear Family:

Units 10 through 16 all work with the new vowel digraph syllable type, or "D" syllable type. In Unit 11 we will focus on the **long e sound**. The three sounds previously introduced will be our focus:

**ee** - jeep - /ē/

**ea** - eat - /ē/

**ey** - key - /ē/

The **ea** vowel combination also has the sounds /ē/ as in **bread**, and /ā/ as in **steak**, but these are less common and will not be studied at this time.

Just as before, the reading is much easier than the spelling. Therefore, the spelling option procedure will need to be practiced. In this Unit I will introduce the various spellings of /e/ such as **ee** in **jeep**, **ea** in **eat**, and **ey** in **key**. Your child already knows that **e** has the long sound in the vowel-consonant-e syllable (as in **Pete**) and in the open syllable (as in **me** and **baby**). In the beginning or middle of a syllable, the most common spelling choices are **ee**, **ea** or **e-e** (e-consonant-e). At the end of a word, the most common spelling options are **y** or **ey**.

Perhaps a trip to the library will encourage your child to read. Some science books that may be of interest are:

***A Seed is Sleepy*** by Dianna Hutts Aston (Chronicle Books, 2007)

***An Egg is Quiet*** by Dianna Hutts Aston (Chronicle Books, 2006)

***Electricity*** by Steve Parker (Dorling Kindersley, 1992)

***Pyramid*** by James Putnam (Dorling Kindersley, 1994)

Also, a game such as **Boggle Junior** will promote spelling and word recognition. It will take several exposures to words before your child is secure with both the reading and spelling. Thank you for your help at home.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	stir	lark	live	banged
On Tuesday Dictate	<b>Current Words</b>	→	meat	sleep	key	speed beard
On Wednesday Dictate	<b>Trick Words</b>	→	whose	again	won	country son
On Thursday Dictate	<b>Sentence</b>	→	Jim ate all the meat on his plate.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	Thursday	boxcar	fuse	catfish
On Tuesday Dictate	<b>Current Words</b>	→	kidney	thirteen	valley	beaver turkey
On Wednesday Dictate	<b>Trick Words</b>	→	breakfast	picture	ready	head answer
On Thursday Dictate	<b>Sentence</b>	→	They will clean the chimney next week.			





**Do the "Match the Syllable" Activity**

Have your child read the syllables on the left and right and match the syllables to form real words.

trol	key
chim	sey
jer	ney
tur	ley

don	kers
val	teen
snea	key
thir	ley

Have your child write the words from above on the lines below. Scoop and mark the syllables.

_____	_____
_____	_____
_____	_____
_____	_____



**Do the "Sentence Correction" Activity**

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, and write the corrected word on the line, adding punctuation.

1 Did you use clean **sheats** on the bed \_\_\_\_\_









2 I hope this **screne** keeps the bugs out \_\_\_\_\_









3 Did you pay for that or was it **frey** \_\_\_\_\_

4 The kids like to wade in the **creak** \_\_\_\_\_

5 My dog has **flees** \_\_\_\_\_

Have your child choose two sentences to write on the line below. Have him or her add punctuation and proofread carefully.

1  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Do the “Fill In the Word” Activity**

Words that sound the same but are spelled differently and have different meanings are called homophones. Help your child use a dictionary to select the correct word from the box (using each word only once). Please talk about each of the following sentences while pointing out the homophone and discussing the meaning.

week      meet      weak      beat      creek  
 creak      beet      steel      meat      steal

- 1 I like to \_\_\_\_\_ friends.
- 2 Beef is my favorite kind of \_\_\_\_\_.
- 3 In baseball, runners will \_\_\_\_\_ a base.
- 4 A car is made of \_\_\_\_\_.
- 5 The frogs are in the \_\_\_\_\_.
- 6 Did you hear that \_\_\_\_\_?
- 7 The kids \_\_\_\_\_ the drums.
- 8 Have you ever eaten a \_\_\_\_\_?
- 9 There are seven days in a \_\_\_\_\_.
- 10 Steve felt \_\_\_\_\_ when he was sick.



**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**ee or ey**

---

troll \_\_\_\_  
 ind \_\_\_\_ d  
 coff \_\_\_\_

**ee or ey**

---

sixt \_\_\_\_ n  
 kidn \_\_\_\_  
 disagr \_\_\_\_

**ee or ey**

---

hock \_\_\_\_  
 chimn \_\_\_\_  
 sl \_\_\_\_ ve

**ee or ey**

---

donk \_\_\_\_  
 scr \_\_\_\_ ch  
 jers \_\_\_\_

Have your child write the words from above on the lines below. Read the words.

**ee words**

---

---

---

---

---

---

---

---

**ey words**

---

---

---

---

---

---

---

---

## WEEK 1

whose

won

son

## WEEK 2

breakfast

head

ready

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.



# Writing Grid for Word and Sentence Homework

## Review Words

1 2

3 4

## Current Words

1 2

3 4

## Trick Words

5 1

2 3

4 5

## Sentence

1

Dear Family:

It is very reassuring to know that you are helping your child at home. This week, I will continue working on **double vowel combinations**. So far, your child has been introduced to:

**ay** says /ā/ as in **play**

**ai** says /ā/ as in **bait**

**ee** says /ē/ as in **jeep**

**ea** says /ē/ as in **eat**

**ey** says /ē/ as in **key**

In this Unit, your child will practice two more sounds:

**oi** says /oi/ as in **coin**

**oy** says /oi/ as in **boy**

This is an easier sound for spelling. The **oi** is used in the middle of the word and the **oy** spelling is used at the end of a word. In Unit 12, we will also take time to review the six types of syllables. Remember to have fun while building your child's foundation for life-long literacy.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	sturdy	chase	mascot	chirp	
On Tuesday Dictate	<b>Current Words</b>	→	toy	broil	joyful	moist	destroy
On Wednesday Dictate	<b>Trick Words</b>	→	favorite	early	ocean	whose	ready
On Thursday Dictate	<b>Sentence</b>	→	Is the oil drip from that truck?				






## Do the "Sentence Correction" Activity


Have your child add capitalization and punctuation. Also have him or her circle the /oi/ sound as in "boil" or "toy."


- 1 put this in tinfoil and toss it on the grill
- 2 can you point out the blends in that word
- 3 the water is starting to boil
- 4 the soil must be kept moist
- 5 was the party for kevin noisy


Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.


1


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


2


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllables.

toy	<u>to</u> y	sport	_____
turkey	_____	boy	_____
spoil	_____	brake	_____
stain	_____	points	_____
soil	_____	bleed	_____
stone	_____	enjoy	_____
destroy	_____	tomboy	_____
noisy	_____	tinfoil	_____
she	_____	valley	_____
joy	_____	girl	_____



**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oi or oy**

---

t\_\_\_\_  
sirl\_\_\_\_n  
destr\_\_\_\_

**oi or oy**

---

enj\_\_\_\_ment  
l\_\_\_\_al  
p\_\_\_\_nt

**oi or oy**

---

t\_\_\_\_let  
ch\_\_\_\_ce  
cordur\_\_\_\_

**oi or oy**

---

p\_\_\_\_son  
br\_\_\_\_ler  
paperb\_\_\_\_

Have your child write the words from above on the lines below. Read the words.

**oi words**

---

---

---

---

---

---

---

---

**oy words**

---

---

---

---

---

---

---

---

## WEEK 1

favorite

early

ocean

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

## Review Words

1 2

3 4

## Current Words

1 2

3 4

## Trick Words

5 1

2 3

4 5

## Sentence

1

Dear Family:

In Unit 13, work continues with the “**D**” *syllable type*.

Three more combinations are added to the list of vowel combinations:

**oa** says /ō/ as in **boat**

**ow** says /ō/ as in **snow\***

**oe** says /ō/ as in **toe**

We will also spend some time reviewing basewords and suffixes. Be sure that your child spells the baseword first and then adds the suffix. Also, emphasize the difference between **vowel suffixes** (start with a vowel) and **consonant suffixes** (start with a consonant).

Sincerely,

\*Note: The **ow** also says /ou/ as in **plow** or **cow**. We will work on this sound in Unit 14.





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	beef	hockey	faint	broil
On Tuesday Dictate	<b>Current Words</b>	→	loaf	toe	glow	charcoal thrown
On Wednesday Dictate	<b>Trick Words</b>	→	Monday	whose	Tuesday	ready cousin
On Thursday Dictate	<b>Sentence</b>	→	Joan likes butter on her toast.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	shipment	fistful	limitless	freshen
On Tuesday Dictate	<b>Current Words</b>	→	showing	roasted	lowest	coaster foamy
On Wednesday Dictate	<b>Trick Words</b>	→	lose	tomorrow	world	city beautiful
On Thursday Dictate	<b>Sentence</b>	→	Molly has grown six inches this year.			



**Do the "Fill In the Word" Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

charcoal	rainbow	toad	toast	goat
boat	yellow	roast	coat	road

- 1** The pig \_\_\_\_\_ is a fun event!
- 2** Dad got \_\_\_\_\_ for the grill.
- 3** Come see the \_\_\_\_\_ in the sky!
- 4** Tim's yellow \_\_\_\_\_ is wet from the snow.
- 5** That is a \_\_\_\_\_ croaking in the grass.
- 6** Dad wants a \_\_\_\_\_ that he does not have to row.
- 7** The farmer likes the \_\_\_\_\_ better than the mule.
- 8** The potholes in the \_\_\_\_\_ make Mom drive slow.
- 9** Tim likes jam on his \_\_\_\_\_.
- 10** \_\_\_\_\_ is my favorite color.













**Do the "Sentence Correction" Activity**





Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, adding punctuation and capitalization, and write the corrected word on the line.





- 1 Joan went fishing in the sail **bote** \_\_\_\_\_
- 2 Did the **coech** think it was a **gole** \_\_\_\_\_  
\_\_\_\_\_
- 3 I like to **flote** on a raft in the river \_\_\_\_\_
- 4 Get **charcole** to have a barbecue \_\_\_\_\_
- 5 Will Sue come visit on **tuesda** \_\_\_\_\_

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oa or oe**

---

cockr\_\_\_ch  
 charc\_\_\_l  
 t\_\_\_ster

**oa or oe**

---

coc\_\_\_  
 thr\_\_\_t  
 t\_\_\_s

**oa or oe**

---

tipt\_\_\_  
 b\_\_\_rd  
 d\_\_\_

**oa or oe**

---

h\_\_\_  
 t\_\_\_st  
 appr\_\_\_ch

Have your child write the words from above on the lines below. Read the words.

**oa words**

---



---



---



---



---



---

**oe words**

---



---



---



---



---



---

## WEEK 1

Monday

Tuesday

cousin

## WEEK 2

lose

tomorrow

beautiful

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

In the last Unit, your child practiced the long **o** sound of **ow** as in **snow**. This letter combination actually has another sound as in the word **plow**. In Unit 14, we will work with this **/ou/** sound:

**ow** says **/ou/** as in **plow**\*

**ou** says **/ou/** as in **trout**\*\*

Once again, the reading of the words in context will be easier than spelling the word in isolation. Practice, practice, practice is key. Thank you for your help.

Sincerely,

\*Note: The **ow** also says **/ō/** as in **snow**. You may remember working on this sound in Unit 13.

\*\*Note: The **ou** also says **/ü/** as in **soup**. We will work on this sound in Unit 15.





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	doe	train	spray	show
On Tuesday Dictate	<b>Current Words</b>	→	flower	cloudy	wow	scout power
On Wednesday Dictate	<b>Trick Words</b>	→	Wednesday	sure	Thursday only	Saturday
On Thursday Dictate	<b>Sentence</b>	→	Do you like clam chowder?			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	leak	stump	grove	massive
On Tuesday Dictate	<b>Current Words</b>	→	couch	shower	found	owl south
On Wednesday Dictate	<b>Trick Words</b>	→	bought	brought	beautiful	thought piece
On Thursday Dictate	<b>Sentence</b>	→	Now we must jog to the tower.			



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllables.

flower flower  
          d     r

out \_\_\_\_\_

foul \_\_\_\_\_

loud \_\_\_\_\_

tower \_\_\_\_\_

south \_\_\_\_\_

now \_\_\_\_\_

found \_\_\_\_\_

frown \_\_\_\_\_

couch \_\_\_\_\_

clown \_\_\_\_\_

sound \_\_\_\_\_

count \_\_\_\_\_

lousy \_\_\_\_\_

scout \_\_\_\_\_

owl \_\_\_\_\_

ouch \_\_\_\_\_

shout \_\_\_\_\_

cloud \_\_\_\_\_

gown \_\_\_\_\_



**Do the "Fill In the Word" Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

pronounce    ground    loud    clown    south  
scoutmaster    powder    found    tower    chowder

- 1 The band was playing \_\_\_\_\_ music.
- 2 The \_\_\_\_\_ was very funny.
- 3 The baby fell on the wet \_\_\_\_\_.
- 4 The birds fly \_\_\_\_\_ in the winter.
- 5 The boys \_\_\_\_\_ several coins in the yard.
- 6 How do you \_\_\_\_\_ that word?
- 7 Now we must jog to the \_\_\_\_\_.
- 8 Sometimes \_\_\_\_\_ makes me sneeze.
- 9 Do you like clam \_\_\_\_\_?
- 10 My Dad is a \_\_\_\_\_.






**Do the "Sentence Correction" Activity**


Have your child proofread the sentence and add capitalization and punctuation. Also, have him or her circle the /ou/ sound.


- 1** mom picked up some baby powder at the store
- 2** do you like the sound of birds chirping
- 3** dad likes to take a nap on the couch
- 4** the king lost his crown
- 5** are they expecting rain showers on sunday


Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.


**1**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


**2**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**ou or ow**

---

s\_\_nd  
cr\_\_n  
p\_\_der

**ou or ow**

---

tr\_\_sers  
fr\_\_n  
am\_\_nt

**ou or ow**

---

p\_\_nce  
all\_\_  
cr\_\_ch

**ou or ow**

---

cr\_\_d  
ch\_\_der  
disc\_\_nt

Have your child write the words from above on the lines below. Read the words.

**ou words**

---

---

---

---

---

---

---

---

**ow words**

---

---

---

---

---

---

---

---

## WEEK 1

Wednesday

Thursday

Saturday

## WEEK 2

bought

brought

piece

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

## Review Words

1 2

## Review Words

3 4

## Current Words

1 2

## Current Words

3 4

## Trick Words

5 1

## Trick Words

2 3

## Trick Words

4 5

## Sentence

1

## Sentence

Dear Family:

The end of the year is fast approaching. Your child has been working very hard to master all the language concepts and your help is appreciated. As mentioned in my previous letter, practice is very important. The “D” syllable has several combinations, many of which have more than one sound such as the **ow** in **sn**ow**** and in **pl**ow****. In this Unit, we will work with several sounds with reading and spelling options.

**oo** says /ü/ as in **school** and /ü/ as in **book**

**ou** says /ü/ as in **soup**\*

**ue** says /ü/ as in **blue** and /ü/ as in **rescue**

**ew** says /ü/ as in **chew**

The **oo** also says /ü/ as on **book** but this will not be introduced at this time. All combinations have the /ü/ sound and once again your child may not have difficulty when reading the word in context, but spelling could be a problem. Once your child makes a choice for spelling the word, use a dictionary or spell checker to check. If neither is available, you may indicate whether or not the choice is correct.

Sincerely,

\*Note: The **ou** also says /ou/ as in **trout**. You may remember working on this sound in Unit 14.





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	panther	duke	messes	drank
On Tuesday Dictate	<b>Current Words</b>	→	pouch	soup	rooster	argue    stew
On Wednesday Dictate	<b>Trick Words</b>	→	January	cousin	February	only    July
On Thursday Dictate	<b>Sentence</b>	→	The bird flew into the nest.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	join	graze	queen	splendid
On Tuesday Dictate	<b>Current Words</b>	→	true	blooming	outline	drew    round
On Wednesday Dictate	<b>Trick Words</b>	→	enough	brought	special	December    thought
On Thursday Dictate	<b>Sentence</b>	→	I will have soup for lunch.			



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllable.

drew draw \_\_\_\_\_ blue \_\_\_\_\_  
                   d

cue \_\_\_\_\_ hoop \_\_\_\_\_

soup \_\_\_\_\_ trout \_\_\_\_\_

round \_\_\_\_\_ group \_\_\_\_\_

argue \_\_\_\_\_ true \_\_\_\_\_

chew \_\_\_\_\_ due \_\_\_\_\_

hoop \_\_\_\_\_ pouch \_\_\_\_\_

drool \_\_\_\_\_ stew \_\_\_\_\_

shoot \_\_\_\_\_ snout \_\_\_\_\_

igloo \_\_\_\_\_ new \_\_\_\_\_



**Do the “Match the Syllable” Activity**

Have your child read the syllables on the left and right. Have them match the syllables to form real words.

roo	loo
sham	ster
ig	plain
com	poo

val	grew
out	ter
mil	ue
win	dew

Have your child write the words from above on the lines below.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>






**Do the "Sentence Correction" Activity**


Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, adding punctuation, and write the corrected word on the line.


- 1 The flowers should be in **blume** soon \_\_\_\_\_
- 2 What time did the **ruster** begin to crow \_\_\_\_\_
- 3 David quickly **outgrue** his snow boots \_\_\_\_\_
- 4 Is it not wise to **argew** with the umpire \_\_\_\_\_
- 5 The boys will swim in the **pule** \_\_\_\_\_


Have your child choose two sentences to write on the line below. Have him/her add punctuation and proofread carefully.


1


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


2


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

## WEEK 1

January

February

July

## WEEK 2

enough

special

December

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

**Review Words**

1 2

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1

Dear Family:

This Unit is the last one to focus on the “D” syllable type. I shall be working on two new sounds, introduced earlier in the year:

**au** says /**ò**/ as in **August**      **aw** says /**ò**/ as in **saw**

Once again, practice is the key and once again I thank you for helping me to work on these combinations.

Sincerely,





## Homework Guide

### Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

#### WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	boost	rainbow	plastic	lungs	
On Tuesday Dictate	<b>Current Words</b>	→	auto	draw	haunted	seesaw	fault
On Wednesday Dictate	<b>Trick Words</b>	→	August	America	December	laugh	daughter
On Thursday Dictate	<b>Sentence</b>	→	They plan to launch the ship in July.				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

UNIT  
**16**



### Do the "Read, Write and Mark" Activity

Have your child read the following words, write them on the line and mark up the syllable.

seesaw sees aw  
          d      d

Paul \_\_\_\_\_

law \_\_\_\_\_

jigsaw \_\_\_\_\_

fault \_\_\_\_\_

auto \_\_\_\_\_

claw \_\_\_\_\_

haunt \_\_\_\_\_

launch \_\_\_\_\_

draw \_\_\_\_\_

yawn \_\_\_\_\_

shawl \_\_\_\_\_

hawk \_\_\_\_\_

sprawl \_\_\_\_\_

raw \_\_\_\_\_

brawl \_\_\_\_\_

straw \_\_\_\_\_

crawl \_\_\_\_\_

saw \_\_\_\_\_

laundry \_\_\_\_\_



**Do the “Fill In the Word” Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

yawning   August   strawberry   lawn   haunted  
 crawled   hawk   launched   straw   drawn

- 1 Mom will make \_\_\_\_\_ shortcake for my birthday party.
- 2 It is hot in \_\_\_\_\_ so we will be able to swim in the lake.
- 3 The children think the house is \_\_\_\_\_ .
- 4 You keep \_\_\_\_\_ so take a nap.
- 5 The rocket will be \_\_\_\_\_ on Friday.
- 6 Most kids like to drink with a \_\_\_\_\_.
- 7 Dad was upset when his \_\_\_\_\_ mower broke.
- 8 The artist has \_\_\_\_\_ many pictures.
- 9 The \_\_\_\_\_ has a big wing span.
- 10 The baby \_\_\_\_\_ to his mother.



**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**au or aw**

---

f \_\_\_ cet  
d \_\_\_ n  
cr \_\_\_ fish

**au or aw**

---

h \_\_\_ nt  
squ \_\_\_ k  
s \_\_\_ ce

**au or aw**

---

astron \_\_\_ t  
r \_\_\_ hide  
l \_\_\_ ndry

**au or aw**

---

dr \_\_\_  
f \_\_\_ lt  
\_\_\_ ful

Have your child write the words from above on the lines below. Read the words.

**au words**

---

---

---

---

---

---

---

---

**aw words**

---

---

---

---

---

---

---

---



WEEK 1

August

laugh

daughter

- **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

# Writing Grid for Word and Sentence Homework

## Review Words

1 2

3 4

## Current Words

1 2

3 4

## Trick Words

5 1

2 3

4 5

## Sentence

1