

Dear Family:

A new school year has been launched! This year, I will be using a program called Foundations® to teach some important basics of reading and spelling. However, I am going to **need your help**.

We know that when a child has a “**Coach**” in addition to a classroom teacher, the child makes significant progress. We will work together as a “**team**” – I shall be the teacher, and you the coach.

I will do my best to provide you with the necessary tools to take on that role. I shall keep you informed of “what is happening” in the classroom and provide suggestions and a guide as to “what can be happening” at home.

I look forward to a very successful year as we work together with your child in **Foundations**. We will have fun teaching and helping your child build a strong foundation for literacy!

In the next letter, I shall share with you Unit 1 and its related activities.

Once again **thank you** for your interest and cooperation.

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 review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to 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 up-dates, 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.

Dear Family:

We are now ready for you to be your child's Coach. If your child had Foundations® in Kindergarten, Unit 1 is mostly review and will go quickly. If your child did not have Foundations in Kindergarten, do not become discouraged with the pace of the progress. It may appear to be slow moving, but it is laying the necessary foundations for your child to be a fluent, independent reader.

During the next few weeks, I will be reviewing:

- The sequence of the alphabet.
- Letter formation from **a** to **z**.
- The letter name, a keyword and sound for the consonants:
b c d f g h j k l m n p q r s t v w x y z
- The letter name, a keyword and sound for the short vowels:
a e i o u

The keyword is a specific word which we will use to help your child master each sound. Notice the letter **y** is not included as a vowel. This comes later. If **y** begins a word it is considered a consonant and for now, it will only begin words.

Please work with your child to reinforce the above concepts. See the attached activity suggestions in order to do this. If you have any questions, please write them down and I shall get back to you.

WE ARE OFF!

Sincerely,





Review the Sequence of the Alphabet

Your child needs to be able to **say or sing the alphabet from A to Z**. Sing or say the alphabet whenever you can – in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often **“lmnop”** is lumped together and the child does not separate them.

If you have **magnetized plastic letters**, have your child place them on your refrigerator in sequence as he or she says the letter name.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

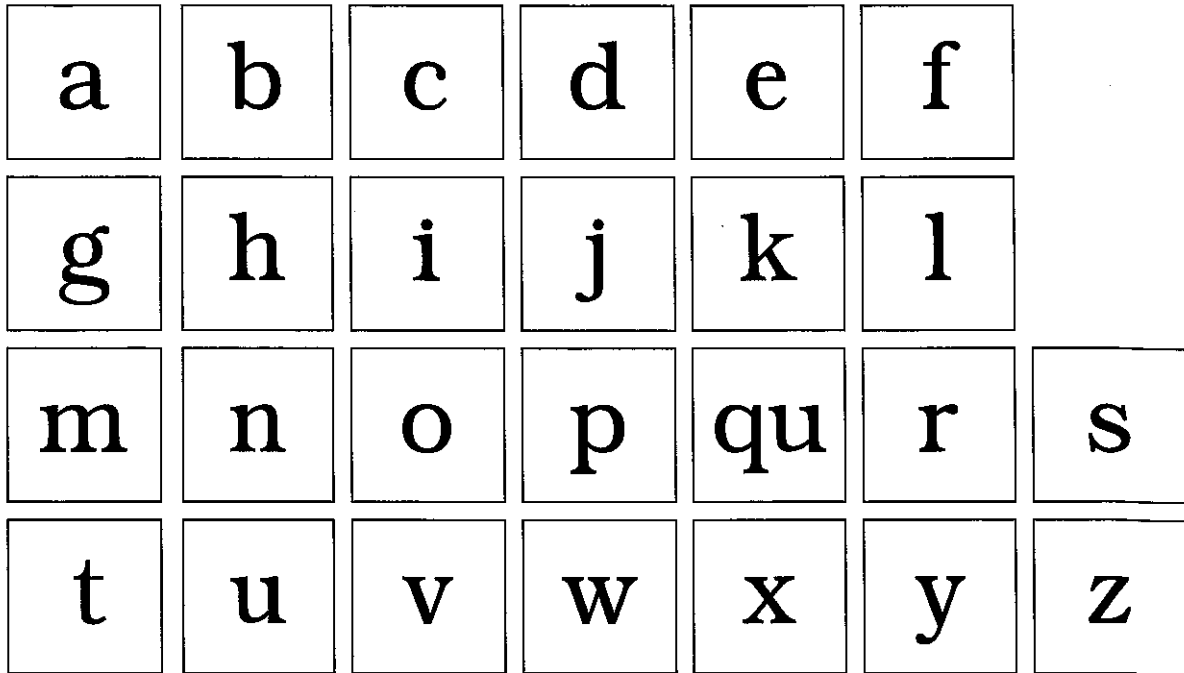
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

If you enjoy crafts, you could make a place mat and decorate it with one of the letter squares. Have your child place the cut letters on the place mat while waiting for supper.

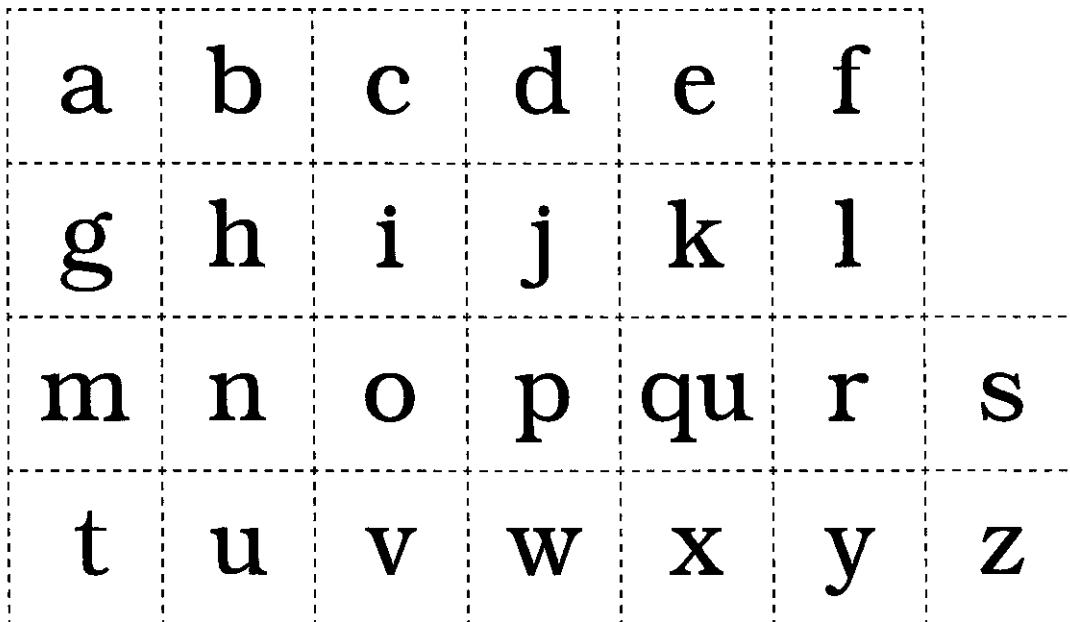
Title	Author	Publisher / Date
<i>A-B-C-ing: An Action Alphabet</i>	Beller, J.	Crown; 1984
<i>Alligators All Around: An Alphabet</i>	Sendak, M.	Harper Trophy; 1990
<i>Alphabears</i>	Hasue, K.	Henry Holt & Co.; 1984
<i>City Seen From A to Z</i>	Isadora, R.	Greenwillow; 1983
<i>Dr. Seuss's ABC (2nd edition)</i>	Seuss, Dr.	Random House; 1991
<i>The Guinea Pig ABC</i>	Duke, K.	Dutton; 1983
<i>Zoophabets</i>	Tallon, R.	Scholastic; 1979
<i>The Z Was Zapped</i>	Van Allsburg, C.	Houghton Mifflin; 1987

Fundations® **Alphabet Order Squares**



Have your child lightly color the vowels (**a e i o u**) orange. Keep **this group of squares uncut** to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

Have your child lightly color the vowels (**a e i o u**) orange. **Cut this group into individual squares.** Keep these letters in a baggie to do this again and for other activities.



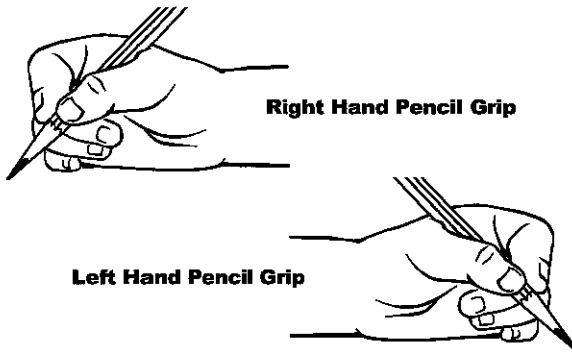


Review Letter Formations With Your Child

For the next three weeks, your child will practice writing the letters in **lower-case**.

Encourage correct pencil grip

Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.



When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

Practice the letter formations

You can practice the letter formations at home just like we are practicing them in school. See the attached writing paper with pictures. We call this our **Writing Grid**. The pictures indicate the names of the lines: the **sky line**, **plane line**, **grass line** and **worm line**.

Say the verbal step-by-step guidelines while your child makes each letter.

As your child writes the letter, guide him or her by reading the directions on the enclosed **Letter Formation Guide**.

Practice some letters each night, as indicated below. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.

	WEEK 1	WEEK 2	WEEK 3
Day 1	t b f	a g	l h k
Day 2	n m	d s	v w
Day 3	i u	e r	y x
Day 4	c o	p j	z q



t



b



f



n



m





i



u



c



o





a

g

d

s

e

r



P



J





I

h

k

v

w

y





X









Z









q





























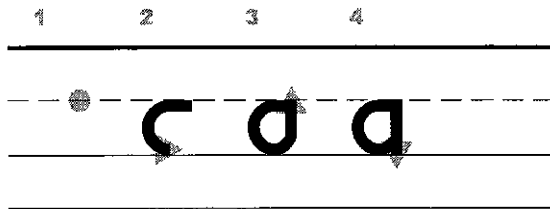
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

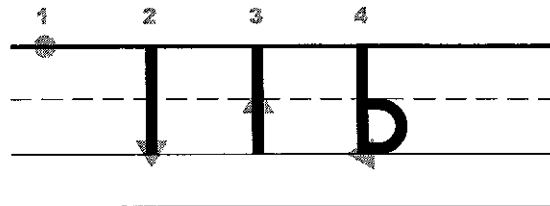


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ă/, have students repeat.

Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

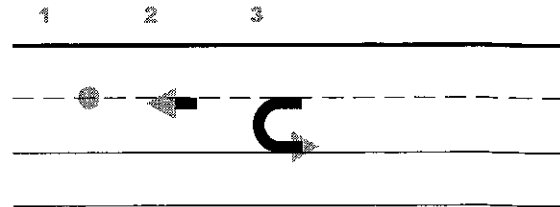


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/, have students repeat.

Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

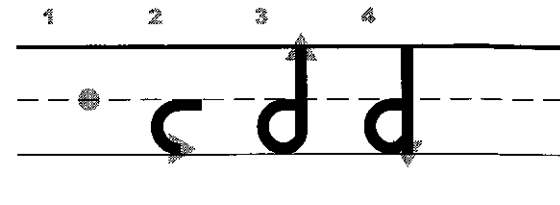


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/, have students repeat.

Letter Formation for d

d is a plane line round letter.

It starts on the (plane line) just like a c.



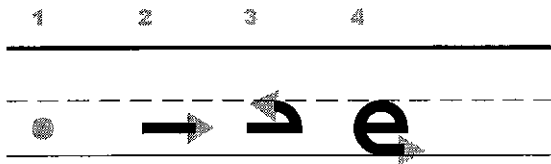
1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
5. Say d - dog - /d/, have students repeat.

Foundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for e

e is a plane line round letter, but it is special.
e starts below the plane line.

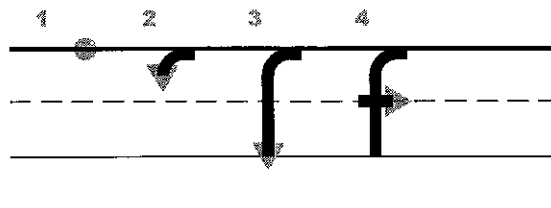


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e – Ed - /ě/, have students repeat.

Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

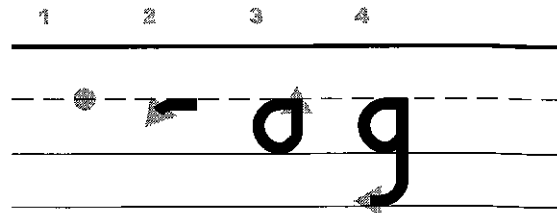


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line.
5. Say f - fun - /f/, have students repeat.

Letter Formation for g

g is a plane line round letter.

It starts on the (plane line) just like a c.

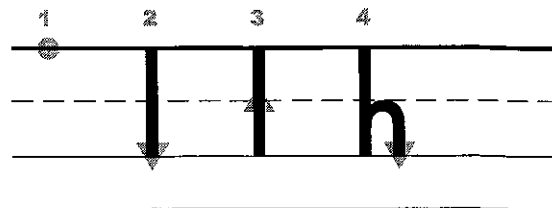


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g - game - /g/, have students repeat.

Letter Formation for h

h is a sky line letter.

It starts on the (sky line).



1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say h - hat - /h/, have students repeat.

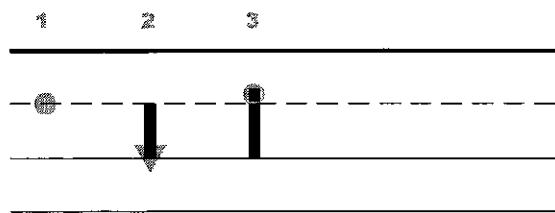
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for **i**

i is a plane line letter.

It starts on the (plane line).

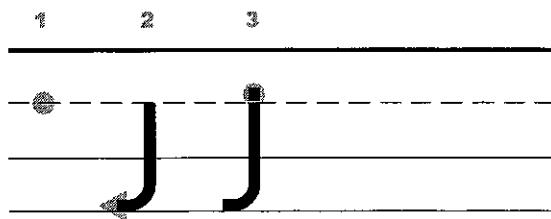


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say **i** - **itch** - /i/, have students repeat.

Letter Formation for **j**

j is a plane line letter.

It starts on the (plane line).

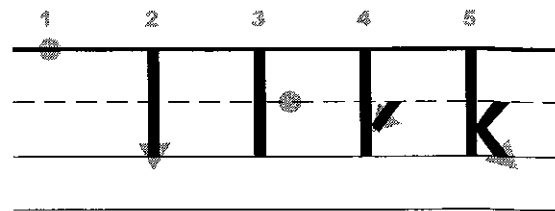


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say **j** - **jug** - /j/, have students repeat.

Letter Formation for **k**

k is a sky line letter.

It starts on the (sky line).

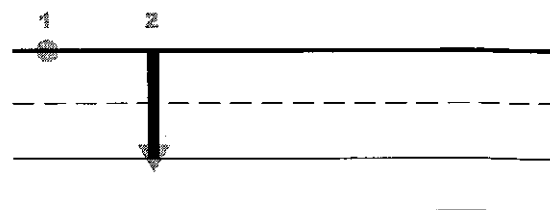


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say **k** - **kite** - /k/, have students repeat.

Letter Formation for **l**

l is a sky line letter.

It starts on the (sky line).



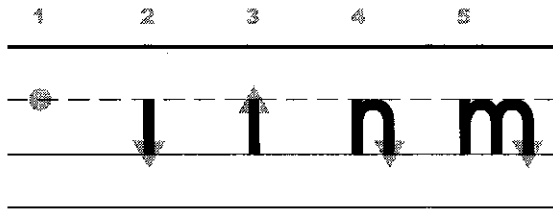
1. Point to the sky line.
2. Go down to the grass line and stop.
3. Say **l** - **lamp** - /l/, have students repeat.

Fundations® **Letter Formation Guide**

Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

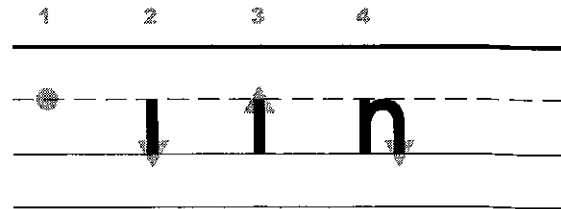


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m - man - /m/, have students repeat.

Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

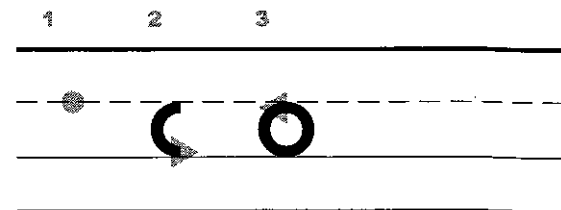


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n - nut - /n/, have students repeat.

Letter Formation for o

o is a plane line round letter.

It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.
4. Say o - octopus - /ō/, have students repeat.

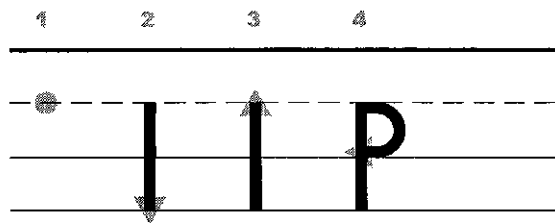
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for p

p is a plane line letter.

It starts on the (plane line).



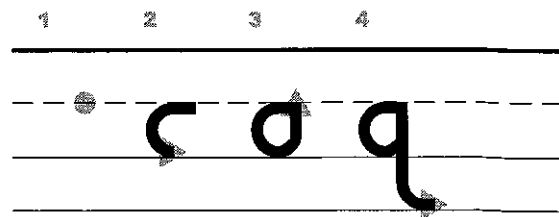
1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
5. Say p - pan - /p/, have students repeat.

Letter Formation for q

q is a plane line round letter.

It starts on the (plane line).

Remember that q is the buddy letter so in the end it wants to point up to its "buddy," u.

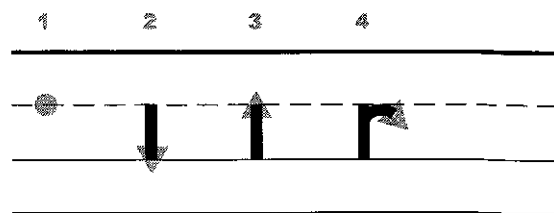


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy," u.
5. Say qu - queen - /kw/, have students repeat.

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.

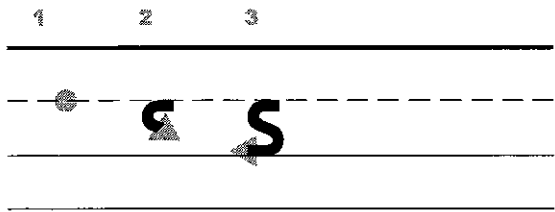
Fundations® **Letter Formation Guide**

Use the following verbalization to direct students in proper letter formation.

Letter Formation for S

s is a plane line round letter.

It starts on the (plane line) just like a c.

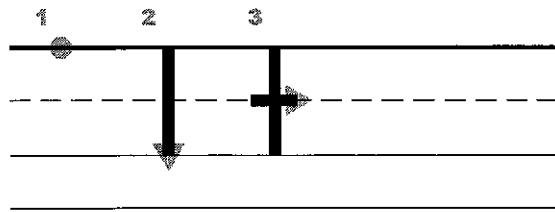


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s - snake - /s/, have students repeat.

Letter Formation for t

t is a sky line letter.

It starts on the (sky line).

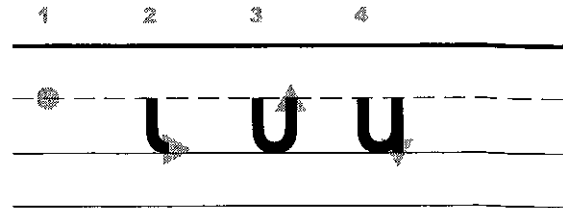


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t - top - /t/, have students repeat.

Letter Formation for U

u is a plane line letter.

It starts on the (plane line).

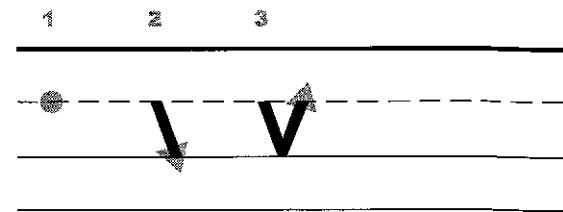


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u - up - /ü/, have students repeat.

Letter Formation for V

v is a plane line slide letter.

It starts on the (plane line) and (slides).



1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Say v - van - /v/, have students repeat.

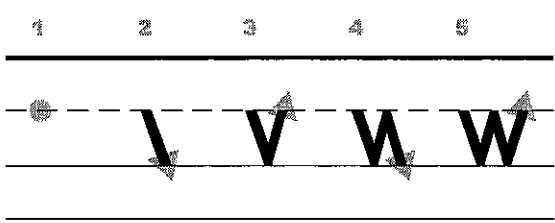
Fundations® Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

Letter Formation for W

w is a plane line slide letter.

It starts on the (plane line) and (slides).

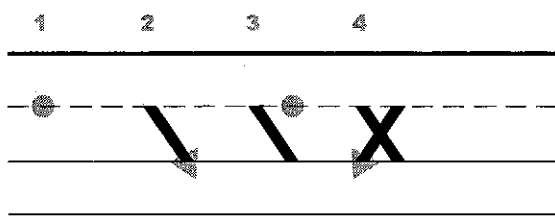


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w – wind - /w/, have students repeat.

Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

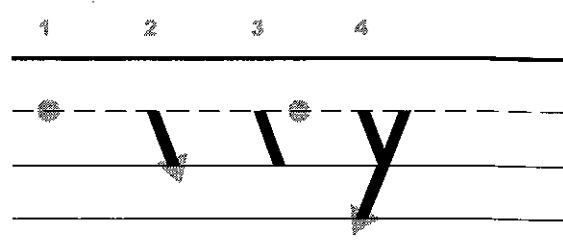


1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say x - fox - /ks/, have students repeat.

Letter Formation for y

y is a plane line slide letter.

It starts on the (plane line) and (slides).



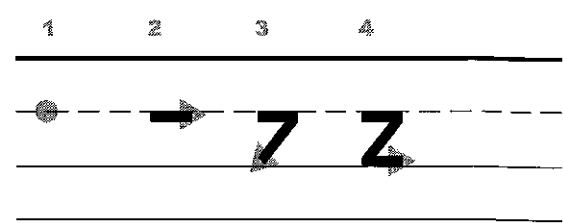
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say y - yellow - /y/, have students repeat.

Letter Formation for Z

z is a plane line slide letter, but it doesn't slide right away.

Where does it start? (On the plane line).

Before it slides, the z goes on the plane line.



1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z - zebra - /z/, have students repeat.

Dear Family:

I am now introducing Unit 2 in Foundations®. Your child is going to:

- Learn phonemic awareness skills.
- Blend, read, and spell short vowel words with three sounds.
- Learn or review six words by memory: **a, and, the, is, his, of**. These are called Trick Words because they cannot be sounded out. Instead, your child needs to learn these by memorizing them.
- Learn capitalization, punctuation, and word spacing for sentence dictation.
- Retell stories in detail and sequence.

It is important for your child to recognize and be able to hear and “move around” the beginning, ending and middle sounds of a word. As always **your help** is appreciated to keep your child on track. To help your child focus on sounds, you can play word games such as **“I’m Thinking of an Object”** and **“Change That Word.”** The directions are on the following pages.

Also, make flashcards on index cards for the Trick Words. Have your child read these quickly each night. Throughout the year, I will have you make more Trick Word flashcards to practice.

Remember to have FUN! Also, please write down any questions you might have, and I shall get back to you.

Sincerely,





This is Your Reference for Letter-Keyword-Sound

In addition to writing letters and knowing the letter name, your child is learning (or reviewing) the consonants and short vowel sounds using keywords.

Throughout the year I will send home more sounds for your child to learn.

In school, we do a daily drill practicing these sounds. Right now, we are doing the sounds listed on this sheet.

Your child keeps a notebook at school with these keyword pictures. During the year, whenever your child cannot think of the sound that a letter makes, ask him or her to look at the keyword picture. That is a hint for the sound. The sound is represented by a letter between //.



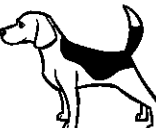

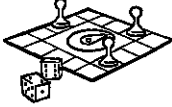









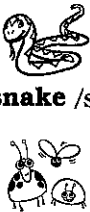






For the letter **a**, we use the keyword **apple**. This word helps your child know the sound /ā/. Whenever we practice these sounds, we say the letter name, the keyword, then the sound:

a - apple - /ā/

Do not hesitate to use the vocabulary words, short vowels and consonants. Your child is aware of their meaning as I use these terms in class.

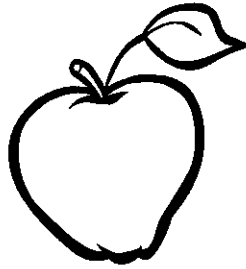
A a	apple	/ā/
B b	bat	/b/
C c	cat	/k/
D d	dog	/d/
E e	Ed	/ě/
F f	fan	/f/
G g	game	/g/
H h	hat	/h/
I i	itch	/i/
J j	jug	/j/
K k	kite	/k/
L l	lamp	/l/
M m	man	/m/
N n	nut	/n/
O o	octopus	/ō/
P p	pan	/p/
Qu qu	queen	/kw/
R r	rat	/r/
S s	snake	/s/
T t	top	/t/
U u	up	/ū/
V v	van	/v/
W w	wind	/w/
X x	fox	/ks/
Y y	yellow	/y/
Z z	zebra	/z/

Fundations® **Consonants**

<p>b</p>  <p>bat /b/</p>	<p>c</p>  <p>cat /k/</p>	<p>d</p>  <p>dog /d/</p>	<p>f</p>  <p>fun /f/</p>		
<p>g</p>  <p>game /g/</p>	<p>h</p>  <p>hat /h/</p>	<p>j</p>  <p>jug /j/</p>	<p>k</p>  <p>kite /k/</p>	<p>l</p>  <p>lamp /l/</p>	
<p>m</p>  <p>man /m/</p>	<p>n</p>  <p>nut /n/</p>	<p>p</p>  <p>pan /p/</p>	<p>qu</p>  <p>queen /kw/</p>	<p>r</p>  <p>rat /r/</p>	<p>s</p>  <p>snake /s/ bugs /z/</p>
<p>t</p>  <p>top /t/</p>	<p>v</p>  <p>van /v/</p>	<p>w</p>  <p>wind /w/</p>	<p>x</p>  <p>fox /ks/</p>	<p>y</p>  <p>yellow /y/</p>	<p>z</p>  <p>zebra /z/</p>

Fundations® Short Vowels

a



apple

/ă/

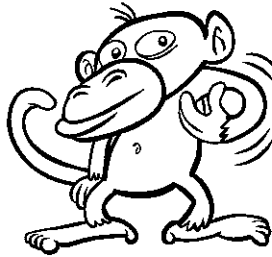
e



Ed

/ĕ/

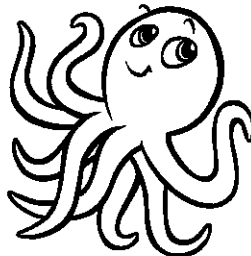
i



itch

/ĭ/

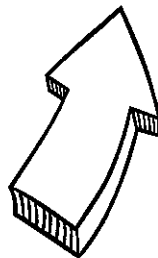
o



octopus

/ŏ/

u



up

/ŭ/

Foundations® Trick Words

a	the	and
is	his	of

→ **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.

Fundations® Wilson Writing Grid

The writing grid consists of 16 rows. Each row is defined by three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. To the left of each row is a small cartoon illustration: a cloud with a face, a jet airplane, a train, and a lizard. The illustrations are repeated in the same order for each row.

Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.



Do the “I’m Thinking Of An Object” Activity

Find and cut out pictures of various objects from a magazine.

Make sure that you choose items that will **not** confuse your child.

For example if you chose an elephant, your child might identify an **l** sound (which we write like this, /l/). If you chose an artichoke, your child might identify an **r** sound (which we write like this, /r/).

Examples of items that you might cut out:

dog	bed	cat
tomato	door	egg
man	ball	girl
hand	lady	cow
sun	doll	baby
bug	teeth	book

Beginning Sounds

Spread the pictures out on a surface and say “**I am thinking of something that starts with /d/.**” Be sure to give the **sound** of the letter and not the letter name. Your child finds a picture that starts with the sound.

Variation 1:

Have your child identify each item and place them in categories.

For example, have your child find all the items that begin with the sound of /b/.

Your child would find **bed, ball, baby, bug, and book.**

Variation 2:

Put the pictures in a bag. Have your child pick a picture out of the bag. Then she or he says the name of the picture and tells you its beginning sound.

When you say a consonant sound, try not to add an extra sound to it. For example, when you say the sound /m/, don’t say /mu/.

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



Do the “Change The Word” Activity

Use the cut up letters from the Alphabet Sequence Activity from Unit 1.

Have your child match the letters to the uncut page. Then find the letters to make the word **fit**. Read the word and have your child repeat it after you.

Ask your child to change one sound for another. It is important to say the sound of the letter and **not** the letter name.

When you say the sound, try to “clip” it.

In other words, say /f/ not /fu/.

For example, you want your child to change the beginning sound. You say the word “**fit**” and your child repeats the word, “**fit**.”

Now you ask, “**Can you change the /f/ to /s/?**” Your child should exchange the letters to make the word, “**sit**.” Have your child read the new word (or read it for him or her).

BEGINNING SOUNDS (WEEK 1)

You Make And Read	You Say	Child Makes And Reads
fit	change /f/ to /s/	sit
map	change /m/ to /l/	lap
rag	change /r/ to /s/	sag
sat	change /s/ to /m/	mat

ENDING SOUNDS (WEEK 2)

You Make And Read	You Say	Child Makes And Reads
kit	change /t/ to /d/	kid
rag	change /g/ to /t/	rat
lap	change /p/ to /g/	lag
cap	change /p/ to /b/	cab

Dear Family:

The past few weeks have been busy ones! We have been working on three-sound words, and sentences as well as “trick” words. Thank you for working with your child. Your help reinforces what is being taught in school. Please continue your good work. We are about to begin Unit 3.

In class, I am working on **consonant digraphs**. A consonant digraph is two consonants together that make one sound such as “s” and “h” together make the sound of /**sh**/. Because a consonant digraph makes only **one sound**, they only get **one tap**. For example, the word “**sh o p**” has three taps even though there are four letters because there are only three sounds to the word.

I have been working on the following consonant digraphs:

sh - ship - /sh/

ch - chin - /ch/

ck - sock - /k/

wh - whistle - /w/

th - thumb - /th/

Your child knows that the sound /**k**/ at the end of a word is usually spelled with the letters “**ck**.”

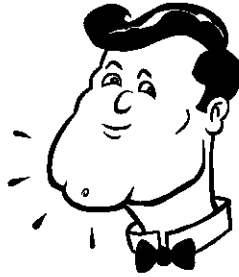
Homework for the next two weeks will include these consonant digraphs as well as “**qu**” which is referred to as the “buddy letter” because “**q**” always has his buddy “**u**” right next to him in words in the English language.

Sincerely,



Fundations® Digraphs

ch



chin

/ch/

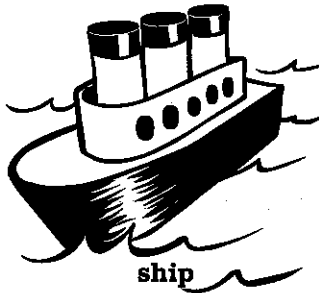
ck



sock

/k/

sh



ship

/sh/

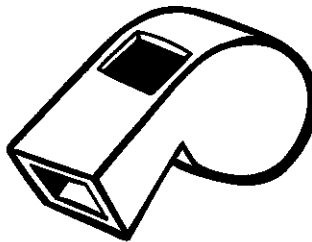
th



thumb

/th/

wh



whistle

/w/

→ Add this page to your child's notebook of sounds.



Suggested Reading

During the next few weeks, reading to your child at bedtime might be a good way of getting “settled” while at the same time accomplishing many benefits.

The following list of books are excellent ones to read aloud to a First Grade Student.

Reading aloud...

- familiarizes your child with concepts of print.
- builds your child’s vocabulary.
- introduces your child to different language patterns.
- identifies reading as a pleasurable activity.

Title	Author	Publisher / Date
<i>And to Think That I Saw It on Mulberry Street</i>	Seuss, Dr.	Random House; 1989
<i>Chicken Sunday</i>	Polacco, P.	Puffin; 1992
<i>Fantastic Mr. Fox</i>	Dahl, R.	Alfred A. Knopf; 1970
<i>Horton Hatches the Egg</i>	Seuss, Dr.	Random House; 1940
<i>The Little Engine That Could</i>	Piper, W.	Grosset & Dunlap; 2009
<i>Ming Lo Moves the Mountain</i>	Lobel, A.	Greenwillow Books; 1999
<i>Mr. George Baker</i>	Hest, A.	Candlewick; 2007
<i>My Rotten Redheaded Older Brother</i>	Polacco, P.	Simon & Schuster; 1994
<i>Strega Nona</i>	dePaola, T.	Simon & Schuster; 1975
<i>Tikki Tikki Tembo</i>	Mosel, A.	Lectorum Publications; 1998



Homework Guide

Review the **consonant digraphs** (**sh, ch, th, wh, ck**) and **buddy letter and his buddy** (**qu**), with your child during the next 2 weeks.

If your child gets stuck on a word, have your child look up the sounds in his or her notebook of sounds.

Follow These 4 Steps:

1. Dictate (say) the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	log	fog	sip
On Tuesday Dictate	Current Words	→	fish	math	chop
On Wednesday Dictate	Trick Words	→	as	has	into
On Thursday Dictate	Sentence	→	Which fish did Tom get?		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	yet	tub	pat
On Tuesday Dictate	Current Words	→	ship	deck	quick
On Wednesday Dictate	Trick Words	→	we	he	be
On Thursday Dictate	Sentence	→	He is quick with math.		



Do the “Digraph Detective” Activity

Have your child read the following sentences.

Read these several times. There is no need to do this all at one sitting.

1. **Underline** all of the digraphs (**sh**, **ch**, **th**, **wh** and **ck**) in each sentence.
2. **Circle** the “buddy letters”, **qu**.
3. Have your child **write** the words with a digraph below each sentence.

Jack got in the tub and had a bath.

Chad hit his chin on the bed.

Dad let Beth pack the cash in the bag.

Which quick cat got the six fish?

Did Dad get that at the shop?



Read Words with Digraphs

Have your child tap out sounds, read the word, and write the letter(s) for each sound in the box.

dish

=

--	--	--

whiz

=

--	--	--

rich

=

--	--	--

luck

=

--	--	--

bath

=

--	--	--

rock

=

--	--	--

hush

=

--	--	--

chin

=

--	--	--

Fundations® **Trick Words**

WEEK 1

as

has

to

into



→ **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.

Fundations® **Trick Words**

WEEK 2

she

he

we

or

me

be

for

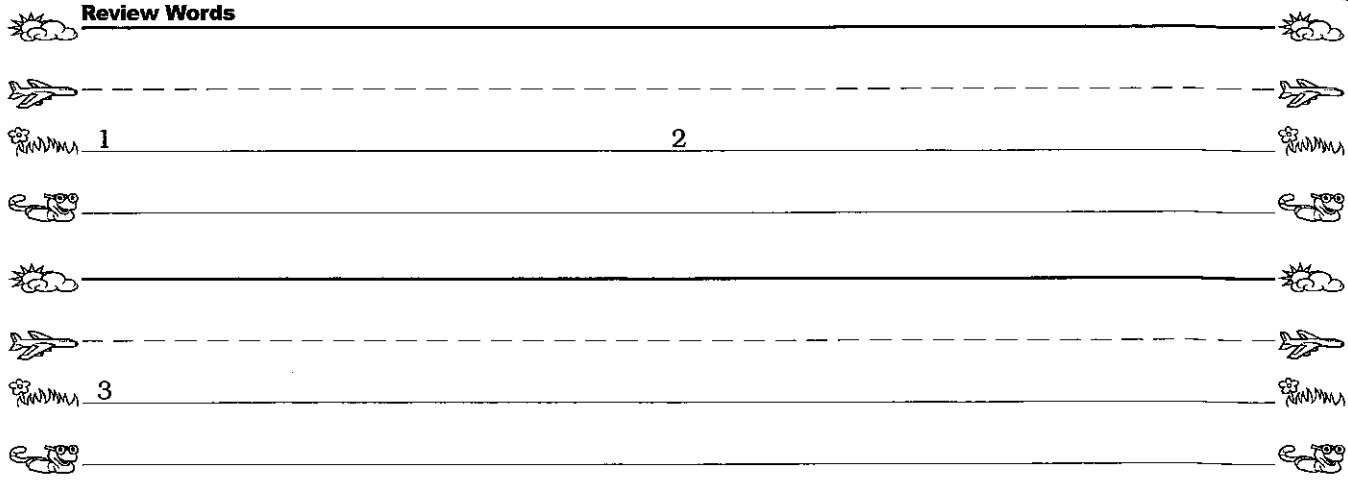
→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger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



Writing Grid for Word and Sentence Homework

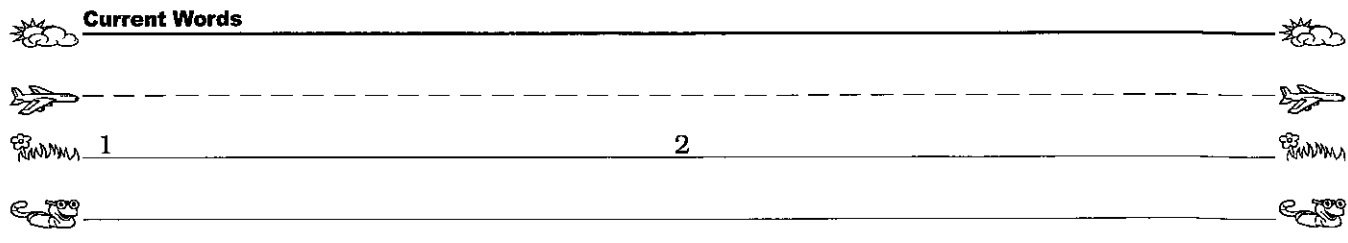
Review Words

1 2 3



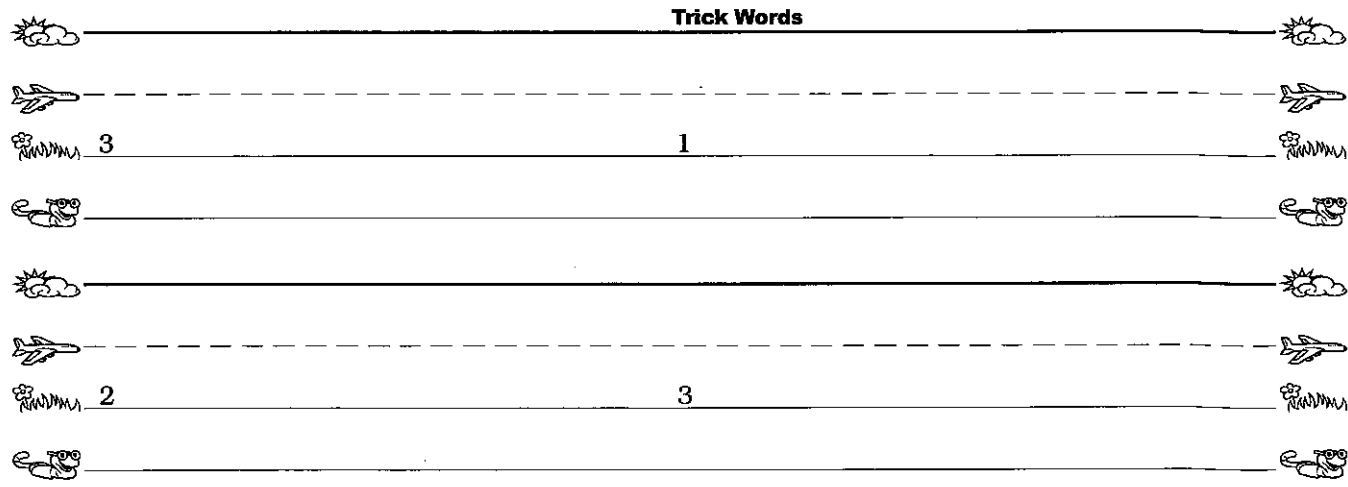
Current Words

1 2



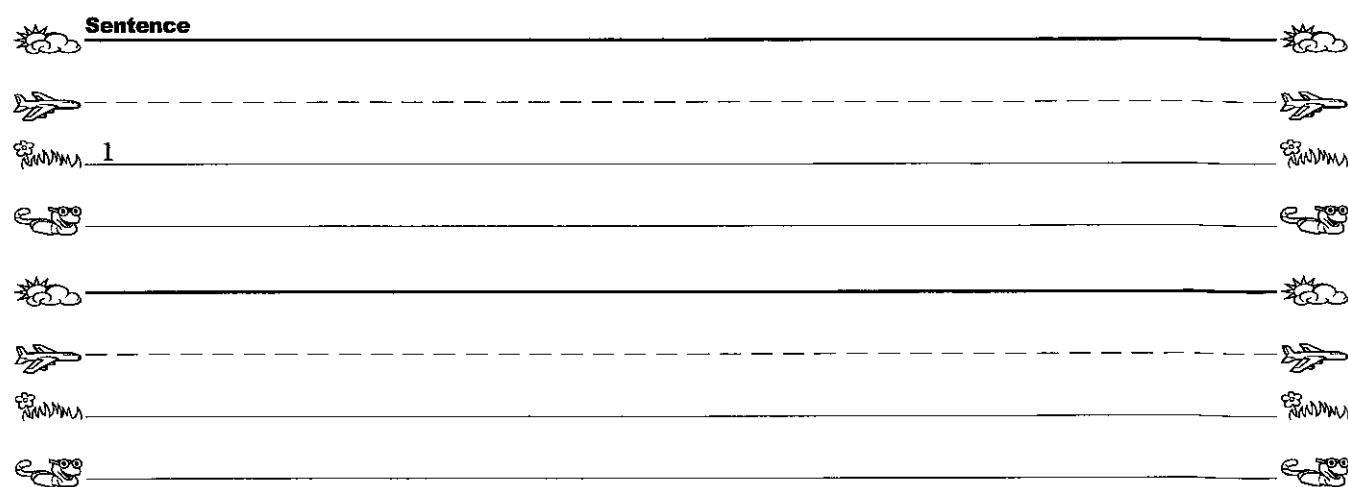
Trick Words

3 1 2 3



Sentence

1



Dear Family:

I am now working in Unit 4 of the Foundations® program. I am pleased with the progress and I hope you are as well.

In this section, I teach one of the first spelling rules. It is called the **Bonus Letter Rule**. To read the word **puff**, one would only need the letters **puf**. For the word **hill** only the letters **hil** are needed. For the word **kiss**, you only need **kis**.

However, in our language when a one syllable word ends in an **f**, **l**, or **s**, a second **f**, **l**, or **s** is added when spelling the word. We call this a bonus letter.

Your child will also learn the sound of **all** as in **ball**, **tall** and **wall**. (This sound is written like this: /**ól**/). When there is a bonus letter after the letter **a**, the sound of **a** changes.

Homework for the next two weeks will include these new concepts. Remember, write any questions you may have and I shall get back to you.

Sincerely,





Homework Guide

Review the **bonus letters** (f, l, and s) and the sound of **all** - /òl/ with your child during the next 2 weeks.

Practice will be to tap and spell (tap and write) the words. Only **sounds** are tapped, therefore the bonus letters **f, l,** and **s** are not tapped. Example: the word **miss** will only have three taps.

If your child forgets the bonus letter, you may cue him or her by asking, “**What does a small word ending in f, l, or s need?**”

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	rich	quit	pack
On Tuesday Dictate	Current Words	→	cuff	miss	pill
On Wednesday Dictate	Trick Words	→	you	they	I
On Thursday Dictate	Sentence	→	Chet will huff and puff up the hill.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	will	off	chess
On Tuesday Dictate	Current Words	→	tall	call	mall
On Wednesday Dictate	Trick Words	→	was	one	said
On Thursday Dictate	Sentence	→	Get all the fish in that shop at the mall.		



Do the “Find Your Letters” Activity

Use the cut up letters from the “Alphabet Sequence” activity in Unit 1.

Have your child match the letters to the uncut page. Then tell your child a word to spell from the list below.

1. Dictate the word and have your child echo the word.
2. Have your child find the letters to spell the word.
3. Have your child point to each letter and spell the word.

WEEK 1

1	Spell	puff	Change it to	→	cuff
2	Spell	bill	Change it to	→	fill
3	Spell	well	Change it to	→	shell
4	Spell	kiss	Change it to	→	miss
5	Spell	hall	Change it to	→	ball

WEEK 2

1	Spell	pick	Change it to	→	pill
2	Spell	met	Change it to	→	mess
3	Spell	top	Change it to	→	toss
4	Spell	ten	Change it to	→	tell
5	Spell	fish	Change it to	→	fill

***Do the "Add Bonus Letters" Activity***

Have your child sound out these real words. Add bonus letters to words that need them.

mil

mes

cuf

led

shel

rub

shut

mos

log

fus

fil

pit

mis

sad

wil

moth

kis

wel

bath

puf

dig

huf

lid

wish

bil

hil

dog

rip

yap

pil

Fundations® **Trick Words**

UNIT
4

WEEK 1

you

your

I

WEEK 2

they

was

one

said

→ **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

Handwriting practice lines for Review Words. Each line set includes a cloud icon at the top, a dashed line, a solid line with a number (1, 2, or 3) on the left, and a cloud icon at the right. Below each solid line is a dashed line, and below that is a solid line with a frog icon at the right.

Current Words

1 2

Handwriting practice lines for Current Words. Each line set includes a cloud icon at the top, a dashed line, a solid line with a number (1 or 2) on the left, and a cloud icon at the right. Below each solid line is a dashed line, and below that is a solid line with a frog icon at the right.

Trick Words

3 1

2 3

Handwriting practice lines for Trick Words. Each line set includes a cloud icon at the top, a dashed line, a solid line with numbers (3, 1, 2, or 3) on the left, and a cloud icon at the right. Below each solid line is a dashed line, and below that is a solid line with a frog icon at the right.

Sentence

1

Handwriting practice lines for Sentence. Each line set includes a cloud icon at the top, a dashed line, a solid line with a number (1) on the left, and a cloud icon at the right. Below each solid line is a dashed line, and below that is a solid line with a frog icon at the right.

Dear Family:

The concept in Unit 5 of Foundations® is one that your child should grasp quickly.

The sounds of the letters **m** and **n** come through the nose and because of this, the short vowel sound of **a** is somewhat distorted. Therefore, I teach the children that **/am/** as in **ham** and **/an/** as in **fan** are **glued** together because it is difficult to separate the **a** from the **m** or **n**.

The word **ham** will be tapped this way: **/h/** touching index finger to thumb; then the **/am/** touching middle finger and ring finger (glued together) to the thumb.

Make sure your child knows the letters, keyword, and sound for **am** and **an**.

Say the letters **a - m**, then the keyword **ham**, then the sound **/am/**.

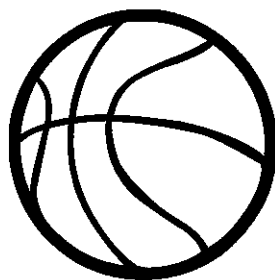
Say the letters **a - n**, then the keyword **fan**, then the sound **/an/**.

The **all** sound from Unit 4 is also “glued” together. Be sure to keep the pictures for these sounds with all of the other Keyword Pictures.

Sincerely,



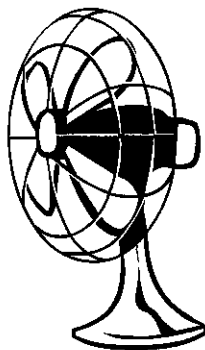
all



/òl/

ball

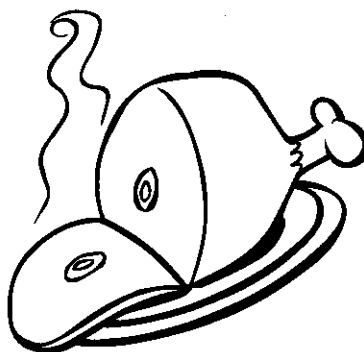
an



/an/

fan

am



/am/

ham

→ Add this page to your child's notebook of sounds.



Homework Guide

Review the **glued sounds**, /am/ (as in **ham**) and /an/ (as in **fan**), with your child during the next week.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, /am/ and /an/ are “glued” sounds so they get one tap by

touching middle finger and ring finger to the thumb. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	ball	fox	quill
On Tuesday Dictate	Current Words	→	ham	jam	can
On Wednesday Dictate	Trick Words	→	from	does	have
On Thursday Dictate	Sentence	→	Mom will shop for ham and jam.		

Note

Your child might be able to read the following book with your help:

Green Eggs and Ham, by Dr. Seuss; Random House, 1960.



Do the Seek and Find Activity

1. Have your child **read** the sentences, scooping them into phrases.
2. Have your child **underline** the consonant digraphs.
3. Have your child draw a **box** around the glued sounds.

Jill can get the fan for Sam.



The man with a tan will shop for a pan.



Answer Key

2. Underline **sh** in **shop**, **th** in **the**, and **th** in **with**.
3. Put a box around **an** in **can**, **an** in **fan**, **an** in **and**, **am** in **Sam**, **an** in **man**, **an** in **tan**, and **an** in **pan**.

Fundations® Trick Words

WEEK 1

from

do

have

does

→ **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

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family:

The newest concept that I am teaching the children is one they will use frequently, that of adding a **suffix** (which is an ending) to a **baseword**. For now, the only suffix I am working with is the suffix 's'. For example:

dog - add the suffix 's' = **dogs**

It is important that your child recognizes the suffix. As an exercise, in order to train the brain to separate the suffix **from** the baseword, have your child read the baseword and then say it with the suffix as follows:

pen - pens **map** - maps

To spell a word with a suffix ending, your child hears the entire word "**maps**", but then must be able to separate "**map**" from the suffix 's'.

Therefore, after repeating the word "**maps**" you may ask "**What is the baseword?**" Your child should answer "**map.**" Then tap out /m/ /a/ /p/, say the letters **m - a - p**, then add the suffix 's'. The suffix does not get tapped.

Note that sometimes the suffix 's' has the /z/ sound as in the word **bug** - bugs.

Sincerely,





Homework Guide

Review the **baseword and suffix** with your child during the next 3 weeks.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: **"pins"**
2. Have your child separate the baseword from the suffix and tap

out the baseword. Child says, **"pins"** then, **"pin"** then taps out /p/ /i/ /n/. Do not tap the suffix.

3. Have your child tell you the letters that go with the sounds of the baseword.
4. Have your child write the baseword, then add **s**. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	had	quick	jam
On Tuesday Dictate	Current Words	→	rugs	sells	cats
On Wednesday Dictate	Trick Words	→	were	are	does
On Thursday Dictate	Sentence	→	Ben sells dolls in his shop.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	ship	jug	fill
On Tuesday Dictate	Current Words	→	pills	fans	sheds
On Wednesday Dictate	Trick Words	→	who	what	when
On Thursday Dictate	Sentence	→	Mom had the kids on cots for a nap.		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	path	fox	will
On Tuesday Dictate	Current Words	→	hills	lips	chips
On Wednesday Dictate	Trick Words	→	where	there	here
On Thursday Dictate	Sentence	→	Dad fills the jugs at the well.		



Do the "Find the Baseword and Suffix" Activity

1. In the list below, have your child read each word, separating the baseword from the suffix. Then read the entire word. For example: **shed - sheds**
2. Have your child underline the baseword and then circle the suffix ending. For example: **sheds**

sheds

pins

kids

cans

ships

jugs

pills

dogs

shells

fans

mills

locks

pups

tins

chills

Fundations® Trick Words

WEEK 1

were

are

WEEK 2

who

what

when

WEEK 3

where

there

here

→ **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.

UNIT
6

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family:

In Unit 7, Foundations® introduces your child to additional **glued sounds**. Previously, the glued sounds of **all**, **am** and **an** were taught. A **glued sound** is one in which letters have their own sounds but they are difficult to separate. The glued sounds that will be introduced are:

Week 1

ang - fang - /ang/ **ing - ring - /ing/**
ong - song - /ong/ **ung - lung - /ung/**

Week 2

ank - bank - /ank/ **ink - pink - /ink/**
onk - honk - /onk/ **unk - junk - /unk/**

A word such as '**sink**' with the glued sound of **/ink/** will be tapped **/s/** (one tap) **/ink/** (one tap with three fingers glued together).

I shall be working with the **/ng/** sounds first. You might want to have your child practice them with the keywords. Marching while saying "**ang - fang - /ang/**" in rhythm is fun!

Thank you, as always, for your help.

Sincerely,



ng

ang



fang

/ang/

ing



ring

/ing/

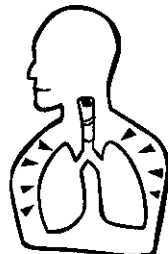
ong



song

/ong/

ung



lung

/ung/

→ Add this page to your child's notebook of sounds. Do this page during **Week 1**.

nk

ank



bank

/ank/

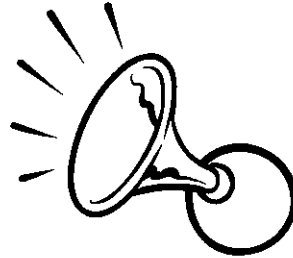
ink



pink

/ink/

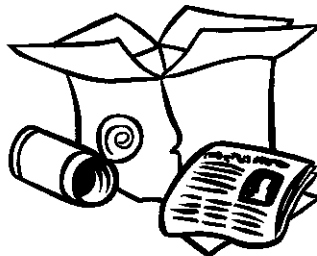
onk



honk

/onk/

unk



junk

/unk/

→ Add this page to your child's notebook of sounds. Do this page during **Week 2**.



Homework Guide

Review the **glued sounds** ending in **ng** and **nk**.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. When doing the “glued” sounds it may be easier to tap on the table rather than to the thumb.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.
5. Remember, do not tap trick words (in bold).

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	call	ham	shells
On Tuesday Dictate	Current Words	→	bang	ring	lung
On Wednesday Dictate	Trick Words	→	why	my	try
On Thursday Dictate	Sentence	→	Josh sang a song.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	chop	fan	puffs
On Tuesday Dictate	Current Words	→	pink	thank	honk
On Wednesday Dictate	Trick Words	→	two	put	by
On Thursday Dictate	Sentence	→	The cat got a chunk of fish.		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	hill	wham	lips
On Tuesday Dictate	Current Words	→	sinks	wings	honks
On Wednesday Dictate	Trick Words	→	two	very	also
On Thursday Dictate	Sentence	→	Kim will sing six songs.		



Do the "Glued Sound" Activity

Select the letter combination from each box to make real words. If both combinations make a word, just select one.

ang or ank

h _____

th _____

b _____

ing or ink

w _____

r _____

s _____

ong or onk

h _____

s _____

l _____

ung or unk

b _____

j _____

l _____

ing or ink

th _____

k _____

w _____

ung or unk

ch _____

h _____

s _____

Fundations® Trick Words

WEEK 1

why

by

my

WEEK 2

try

two

put

WEEK 3

very

too

also

→ **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.



Fundations® Trick Words

WEEK 3

some

come



→ **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

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family:

This is a wonderful year of learning for your child. The help and support you have given are making a big difference.

We shall continue to work with short vowel words, however, we are now ready to add **consonant blends**.

A blend is two consonants together that each make a sound, as in the word "**s t o p**" - the /s/ and the /t/ each make a sound.

A blend is different from a digraph which has two letters but only one sound, such as in the word "**shop**" - the /sh/ makes only one sound.

Blends can come at the beginning of a word, such as "**s t o p**", or at the end of a word, like "**p e s t**."

Your child will learn a digraph blend. A digraph blend is a digraph blended with another consonant such as **n** and **ch** in the word **lunch**, or **sh** and **r** in the word **shred**.

I will also introduce the keywords and sounds for r-controlled vowels using an R-Controlled Vowels Poster. R-controlled vowel sounds are **ar** (as in "**car**"), **or**, **er**, **ir**, and **ur**. At this time, these sounds are introduced for reference when students are reading throughout the day. These sounds will be learned in more depth for both reading and spelling in Level 2. In the meantime, we will practice the sounds during our Drills Sounds/Warm Up activity in class.

Here we go!

Sincerely,





Homework Guide

Review **consonant blends** with your child during the next 2 weeks.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is extremely important. Each sound must be tapped on a

different finger. The word **“stop”** will have four taps. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. Remember, it is helpful if you say the letters as your child writes.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	sock	jam	which
On Tuesday Dictate	Current Words →	flip	camp	test
On Wednesday Dictate	Trick Words →	would	could	should
On Thursday Dictate	Sentence →	Could Beth mend the rip in the dress?		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	just	grass	swim
On Tuesday Dictate	Current Words →	clams	bench	shrubs
On Wednesday Dictate	Trick Words →	over	her	number
On Thursday Dictate	Sentence →	Bill went over to the ranch.		



Do the “Match Blend Search” Activity

Have your child match a **word beginning** with a **word ending** to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

<u>Word Beginnings</u>	<u>Word Endings</u>
br	it
sk	all
sm	ip
sn	ap
sp	ing



Do the “Blend and Digraph Blend Detective” Activity

Have your child read the words. Underline the blends and digraph blends with two separate lines. Example: blush, shred

glad

grin

plug

trot

grab

shred

twig

bench

squish

chomp

flip

punch

munch

cross

self

The words **flip** and **shred** are Word of the Day words that were discussed in class and entered into your child’s Student Notebook. Ask your child to use the words in sentences to demonstrate meaning.

WEEK 1

should

could

would

WEEK 2

her



over



number



→ **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 _____ 



 _____ 

Current Words



 _____ 



 _____ 



 1 _____ 2 _____ 



 _____ 



Trick Words



 _____ 



 _____ 



 3 _____ 1 _____ 

 _____ 



 _____ 



 _____ 



 2 _____ 3 _____ 



 _____ 



Sentence



 _____ 



 _____ 



 1 _____ 

 _____ 

 _____ 

 _____ 

 _____ 

 _____ 



Homework Guide

Review **closed syllables** with your child during the next 2 weeks.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.
5. Ask your child to point out the closed syllables in each sentence. (See Answer Key).

WEEK 1

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

On Monday Dictate	Review Words	→	pill	hush	chins
On Tuesday Dictate	Review Words	→	crash	fluffs	snug
On Wednesday Dictate	Trick Words	→	say	says	would
On Thursday Dictate	Sentence	→	Bob had the last mint.		

WEEK 2

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

On Monday Dictate	Review Words	→	fuss	shrubs	drops
On Tuesday Dictate	Review Words	→	lamp	munch	flags
On Wednesday Dictate	Trick Words	→	see	each	between
On Thursday Dictate	Sentence	→	Pass the small block to Beth.		

Answer Key

WEEK 1 Sentence Closed Syllables - Bob, had, last, mint

WEEK 2 Sentence Closed Syllables - pass, small, block, Beth



Do the “Closed Syllable Search” Activity

Find and circle all the closed syllables. Cross out any syllable if it is not a closed syllable.

spin crank ask

no grab so

sing grass I

lump smell tail

pink eat snap

Answer Key

Cross out the words **no**, **so**, **I**, **tail** and **eat**. Circle all other words.



Do the "Closed Syllable Search and Mark" Activity

Have your child read the words. Cross out any word that is not a closed syllable. Mark up the closed syllable words. Then write the closed syllable words on the lines provided.

Example: ~~boat~~ băg stěps

clock

step

trash

winks

three

at

boat

chills

toe

dash

hi

sick

Answer Key

Closed syllables: **clock, step, trash, winks, at, chills, dash, sick.**

Fundations® Trick Words

WEEK 1

say

says

WEEK 2

see

between

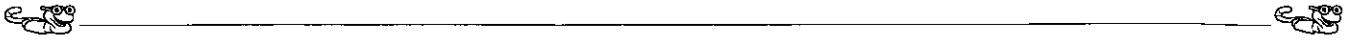
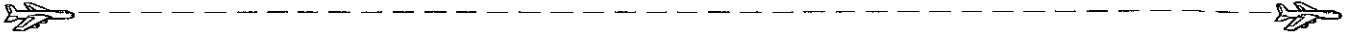
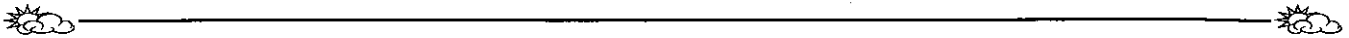
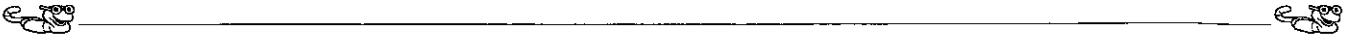
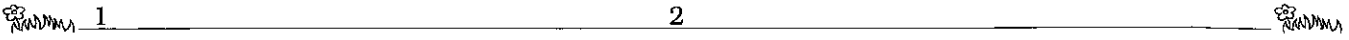
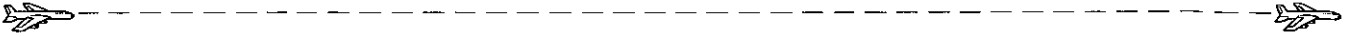
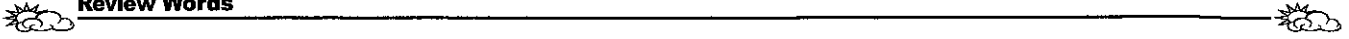
each

→ **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.

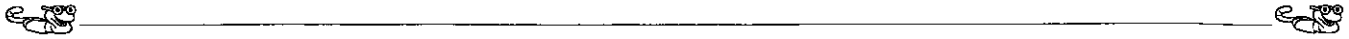
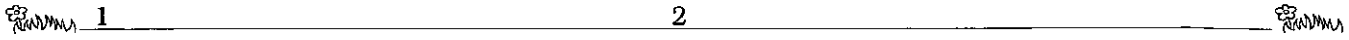
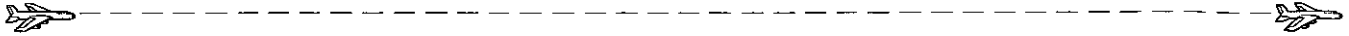
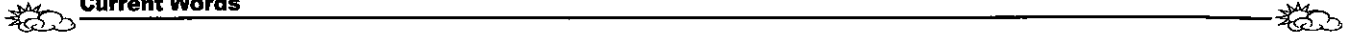


Writing Grid for Word and Sentence Homework

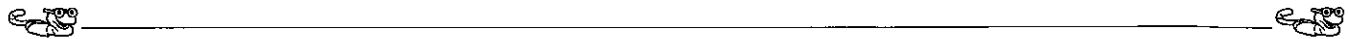
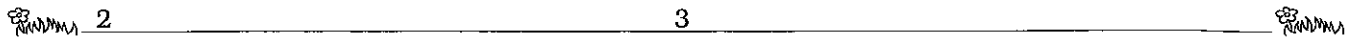
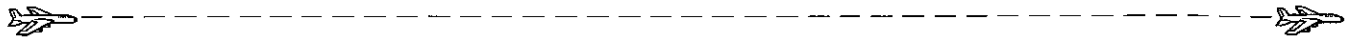
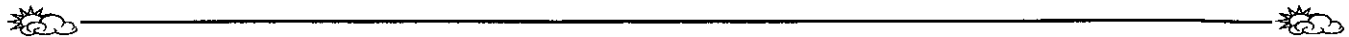
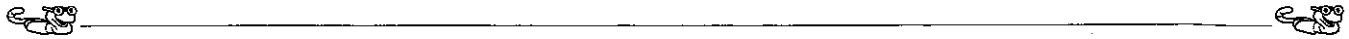
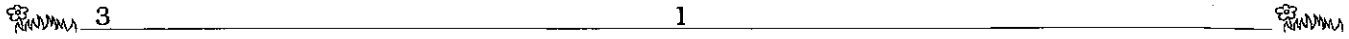
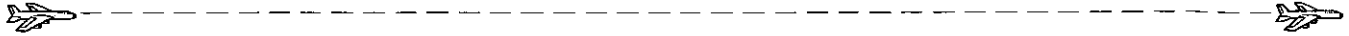
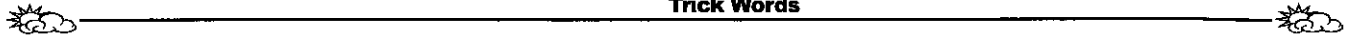
Review Words



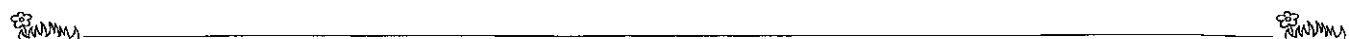
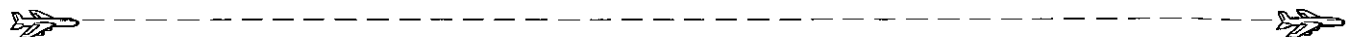
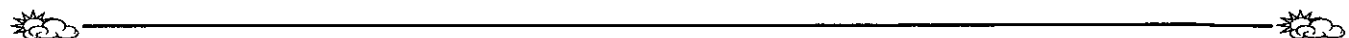
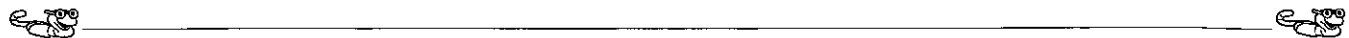
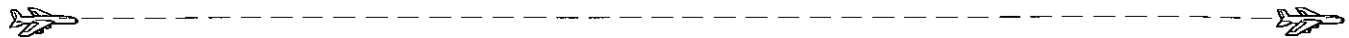
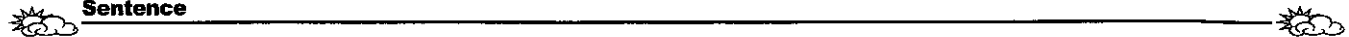
Current Words



Trick Words



Sentence



Dear Family:

We are in Unit 10 of Foundations® already! Your child is now going to be working with **closed syllables** that have **five sounds**. These are words that usually have a blend (two consonants each with their own sound) at the beginning of the word and a blend at the end of the word. The word “**s l u m p**” is an example. The **sl** is a blend and the **mp** is a blend.

I will be adding the suffixes **s**, **ed**, and **ing** to these five sound words as well. Remember that your child should spell the base word first, then add the suffix ending.

Five sounds can be quite difficult to sound out, to read and to spell. I anticipate spending at least three weeks on this Unit.

I will also teach these vowel teams using the Vowel Teams poster: **oa**, **oe**, **ow**, **ou**, **oo**, **ue**, **ew**, **au**, and **aw**. Vowel teams are introduced for reference when students are reading throughout the day. These sounds will be learned in more depth for both reading and spelling in Level 2. In the meantime, we will practice the sounds during our Drills Sounds/Warm Up activity in class.

Do let me know if you have any questions.

Sincerely,





Homework Guide

Review **closed syllables** that have **five sounds** with your child during the next 3 weeks.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is very important. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	ring	next	flags
On Tuesday Dictate	Current Words	→	plump	crisp	drink
On Wednesday Dictate	Trick Words	→	many	any	says
On Thursday Dictate	Sentence	→	Tom slept in the tent.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	chill	thank	swim
On Tuesday Dictate	Current Words	→	shrimp	plants	scrub
On Wednesday Dictate	Trick Words	→	how	now	down
On Thursday Dictate	Sentence	→	I will print on the pad.		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	much	wall	banks
On Tuesday Dictate	Current Words	→	blended	spending	granted
On Wednesday Dictate	Trick Words	→	out	about	our
On Thursday Dictate	Sentence	→	The skunk drank from the pan.		



Do the "Match Blends" Activity

Select blends from the top of each box to form real words. Write the blends on the lines and read the words. Have your child make some of these words with the cut up letters from Unit 1.

nd	sp	nt
ble	_____	_____
spe	_____	_____
cri	_____	_____

dr	st	br
_____	_____	ank
_____	_____	unch
_____	_____	amp

ft	nt	st
twi	_____	_____
pri	_____	_____
cra	_____	_____

tr	st	bl
_____	_____	ast
_____	_____	unk
_____	_____	and

ft	st	mp
shri	_____	_____
tru	_____	_____
dri	_____	_____

bl	sk	st
_____	_____	unk
_____	_____	ing
_____	_____	ank



Do the “Find the Three Letter Blends” Activity

Have your child read the sentence. Remember to help read with phrasing and fluency. Find all the three letter blends and underline them with three separate lines. Mark any word with suffix by underlining the baseword and circling the suffix **s**.

1. My gram will mend the strap on this dress.
2. I think that I can split the logs.
3. Cath and Fran still had to scrub the pots.
4. When Jill fell into the pond, the splash was big!
5. We will get shrimp and scrod fish.



Do the "Circle and Write the Suffixes" Activity

Have your child read the words. Underline or "scoop" the syllables and circle any suffixes (**ed**, **ing** or **s**).

smelling	rested	clocks	splashing
drums	squints	rented	dumping
trusted	blinking	twisted	scrubs

Write the words with **ing** or **ed** suffixes.

ing

ed

Fundations® Trick Words

WEEK 1

many

any

WEEK 2

how

now

down

WEEK 3

out

about

our

→ **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.

UNIT
10

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family:

Unit 11 in Foundations® introduces a new syllable type. So far this year, I have been working with closed syllables. It is now time to talk about the **vowel-consonant-e** syllable type or "**v-e**" **syllable**.


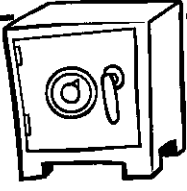
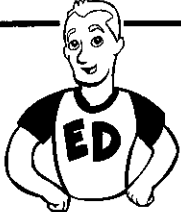

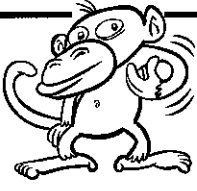




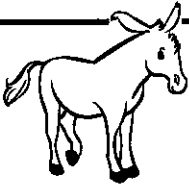

I demonstrate to the class how an **'e'** at the end of a word changes the sound of the vowel in that word. For example, in the word **hop**, if you add an **e** the **o** will now say its name. The **o** will have the long vowel sound and the word will be **hope**.

I make sure the children know that the letter **e** does not have a sound - it just sits at the end of the word helping the other vowel to say its name. I will make a lot of examples such as **mat** to **mate**, **hop** to **hope**, and **cap** to **cape**. The key element here is to make sure your child is aware of the pattern of "v-e" (vowel-consonant-e).

Sincerely,



Fundations® **Vowels**

Vowel	Closed Syllable	Vowel-Consonant-e Syllable
a	 apple /ă/	 safe /ā/
e	 Ed /ĕ/	 Pete /ē/
i	 itch /ī/	 pine /ī/
o	 octopus /ō/	 home /ō/
u	 up /ū/	  mule /ū/ rule /ū/

→ Add this page to your child's notebook of sounds.



Homework Guide

Review the **vowel-consonant-e syllable** with your child during the next 3 weeks.

If your child gets stuck on a word, have your child look it up in his or her notebook of sounds.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Write the letters.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	singing	blended	fishng
On Tuesday Dictate	Current Words →	stove	tape	bite
On Wednesday Dictate	Trick Words →	friend	another	other
On Thursday Dictate	Sentence →	Pete plans a trip to the Cape.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	tune	dime	hope
On Tuesday Dictate	Current Words →	flame	pride	grape
On Wednesday Dictate	Trick Words →	none	nothing	each
On Thursday Dictate	Sentence →	Jane likes her pink and white pants.		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	maze	prize	skate
On Tuesday Dictate	Current Words →	cones	shaves	jokes
On Wednesday Dictate	Trick Words →	none	another	friend
On Thursday Dictate	Sentence →	What are the rules for this game?		



Do the "Syllable Change" Activity

Read and copy the word, then add **e**, and read new the word with the long vowel sound.

mat + e = _____

cap + e = _____

fat + e = _____

quit + e = _____

bit + e = _____

slim + e = _____

mop + e = _____

cut + e = _____



Read the Sentences and Mark Words Activity

Have your child read the sentences using the scoop marks to help with phrasing. Underline all the **vowel-consonant-e** words in each sentence and mark the word.

Example: Kate
v-e

1 I like the cake.

2 I will rake the grass.

3 Steve fell in the hole.

4 Did Kate smile at that joke?

5 The whale came to life at last!



Do the "Match the Rhyming" Words Activity

Have your child read the words. Draw a line to connect the words that rhyme.

bikes	flaps
straps	strikes
rakes	bakes

hides	moles
holes	winks
blinks	tides

flakes	trades
skunks	bakes
grades	trunks

shines	pin
flags	ships
clips	drags

WEEK 1

friend

other

another

WEEK 2

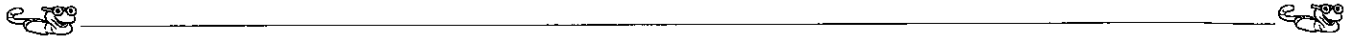
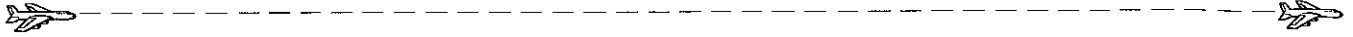
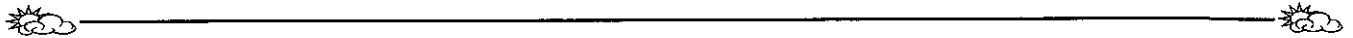
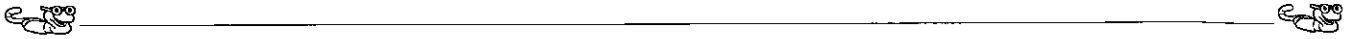
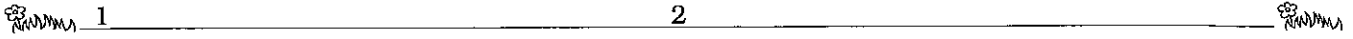
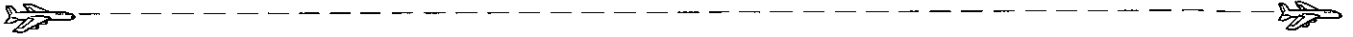
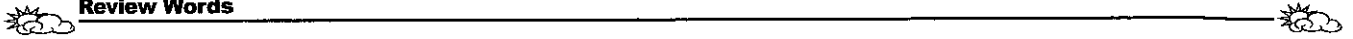
none

nothing

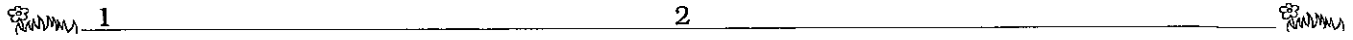
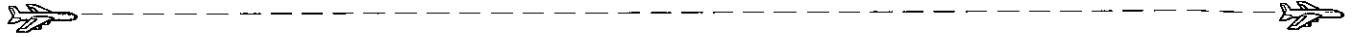
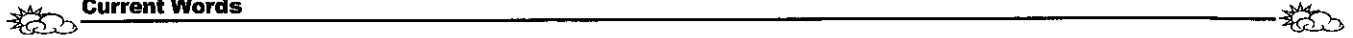
→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger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

Writing Grid for Word and Sentence Homework

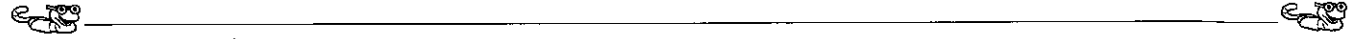
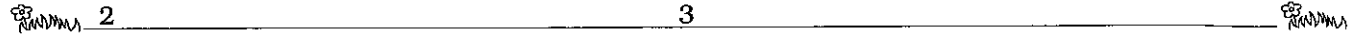
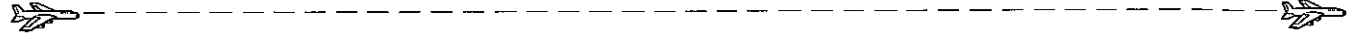
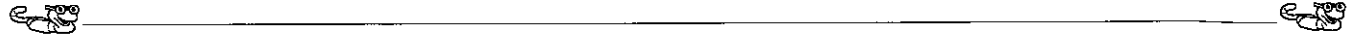
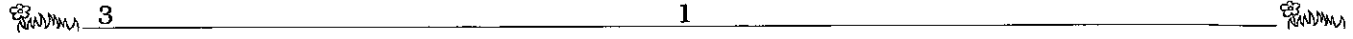
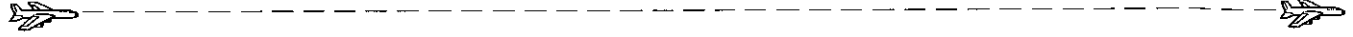
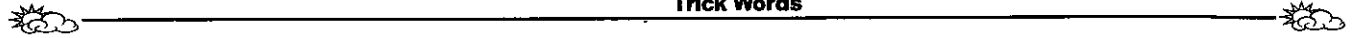
Review Words



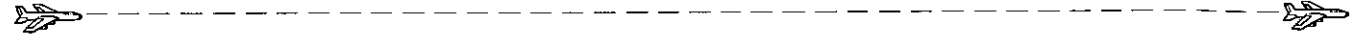
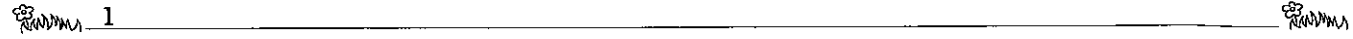
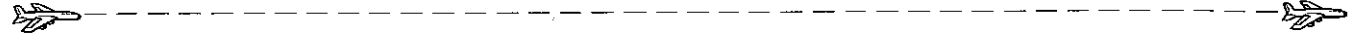
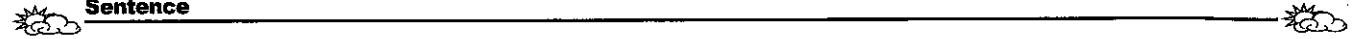
Current Words



Trick Words



Sentence



Dear Family:

In Unit 12, Foundations® introduces students to words that have more than one syllable. I need you to encourage your child to **scoop** each syllable when the word is read. For example, scoop the word **napkin** into two syllables like this:

n a p k i n

This is key in teaching a child to break down a word into its parts.

I will be working on **multisyllabic words** for the next three weeks.

Some words will be compound words or words that are made up of two parts. Each part can be a word by itself, for example, in the word “**sunfish**” - **sun** is a word and **fish** is a word.

Then, I shall work with words that have two consonants between the two vowels such as in the word “**magnet**” and words with closed and vowel-consonant-e syllables combined, like “**reptile.**”

The spelling procedure used to teach multisyllabic words is very important. (See the next page for these instructions.) Yes, there are several steps, however each is important to help develop the skill of breaking a word down into its parts.

Once again **thank you** for all of your help.

Sincerely,





How to Teach Spelling of Multisyllabic Words

The spelling procedure used to teach **multisyllabic words** is very important. You may want to keep these directions handy while working with your child.

1. Hand your child two blank index cards (or any blank paper).
2. Dictate a word such as **sunfish**.
3. Have your child repeat the word and place a blank index card down for each syllable.
Your child says "**sun**" and puts down one blank card.
Your child says "**fish**" and puts down another blank card.
4. Next, have your child touch the first blank card and spell the first syllable **s - u - n**, then write the syllable saying the letters: "**s - u - n, sun.**"
5. Next, have your child touch the second blank card and spell the second syllable **f - i - s - h**, then write the syllable saying the letters: "**f - i - s - h, fish.**"

Remember to continue reading aloud to your child.

Reading can be hard work for a First Grader. Find some time just to read aloud to your child so that he or she realizes that reading can be for pleasure! Try the books listed below.

Title	Author	Publisher / Date
<i>Charlotte's Web</i>	White, E.B.	HarperCollins; 1974
<i>A Child's Garden of Verses</i>	Stevenson, R.L.	HarperCollins; 2011
<i>Fantastic Mr. Fox</i>	Dahl, R.	Alfred A. Knopf; 1970
<i>Homer Price</i>	McCloskey, R.	Penguin; 1976
<i>Mr. Popper's Penguins</i>	Atwater, R.	Little, Brown Books for Young Readers; 1992
<i>Ramona Quimby, Age 8</i>	Cleary, B.	HarperCollins; 1992
<i>Read-Aloud Rhymes for the Very Young</i>	Prelutsky, J.	Random House Children's Books; 1986



Homework Guide

Review reading and spelling **multisyllabic words** with your child during the next 3 weeks.

Please refer to the directions for the multisyllabic spelling procedure in the letter.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds in one syllable words. Do not tap trick words (in bold).
3. Have your child name each syllable in two syllable words. Then name and write the first syllable, and name and write the second syllable.
4. Have your child tell you the letters that go with those sounds.
5. Write the letters.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	stinging	chunks	tame
On Tuesday Dictate	Current Words →	tomcat	catfish	bathmat
On Wednesday Dictate	Trick Words →	people	month	none
On Thursday Dictate	Sentence →	Beth did not miss the sunset.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	shellfish	tiptop	sunfish
On Tuesday Dictate	Current Words →	cupcake	inside	fireman
On Wednesday Dictate	Trick Words →	been	own	want
On Thursday Dictate	Sentence →	Did Brad get the little sunfish?		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	include	athlete	springtime
On Tuesday Dictate	Current Words →	picnic	tonic	plastic
On Wednesday Dictate	Trick Words →	Mr.	Mrs.	friend
On Thursday Dictate	Sentence →	Did Mrs. White panic?		



Do the "Match and Memory Game" Activity

1. Write each syllable below on a blank index card.
2. Turn them over, with the First Syllables in one column and the Last Syllables in another column. **Make sure to change the order of cards in the second column.**
3. Take turns flipping over a card from the First Syllables Column, then selecting one card from the Last Syllables Column to see if you can make a word. If it matches keep the word.
4. Read all matched words.

First Syllable Column

Last Syllable Column

sun

set

bath

tub

ex

pect

cob

web

up

set

ab

sent

den

tist

nap

kin

chip

munk



Do the "Match Syllables" Activity

Have your child read the syllables on each side of the box. Draw a line to connect the syllables to form real words.

sun	cake
lap	rise
cup	top

pic	ball
mis	nic
soft	take

sun	ic
ath	lete
top	shine

dis	ment
pave	side
in	like

Have your child write the words above and read the words.



**Do the “Read and Divide Words
with Two Syllables” Activity**

Have your child read the word. Have them scoop each word into syllables, then write the syllables on the lines.

pancake = pan cake reptile = _____

admire = _____ explode = _____

intake = _____ pavement = _____

include = _____ baseball = _____

costume = _____ bedtime = _____

panic = _____ plastic = _____

picnic = _____ topic = _____

WEEK 1

people

month

WEEK 2

been

little

WEEK 3

want

Mr.

Mrs.

OWN

→ **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

Current Words

1 2

Trick Words

3 1 2 3

Sentence

1

Dear Family:

You and your child have been doing some wonderful work together. In Unit 13 I am going to add one more **suffix ending** to words.

This time the suffix **'es'** will be added to the words. This suffix will be added to closed syllable words such as the word **"lunches."** The baseword is **lunch** and the suffix is **es**.

As a reminder: the procedure for reading the words **lunches** and **wishes** is to read the baseword first and then say it with the suffix as follows:

lunch - lunches

wish - wishes

To spell a word with a suffix ending, your child hears the entire word **lunches** but then must be able to separate **lunch** from the suffix **es**.

Therefore, after echoing the word **lunches** you may ask, **"What is the baseword?"** Your child should answer, **"lunch."** Then tap out /l/ /u/ /n/ /ch/, say the letters **l - u - n - c - h**, and add the suffix **'es'**.

I am planning to be in this Unit for three weeks. If you think your child needs more practice, do not be concerned, because Unit 14 reviews all the word structure and concepts we have learned; thus your child will be getting additional practice with these procedures.

Sincerely,





Homework Guide

Review the **closed syllable** baseword with the suffix endings of **'s'** and **'es'** with your child during the next 2 weeks.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: **"wishes"**
2. Have your child separate the baseword from the suffix and tap out

the baseword. Child says, **"wishes"** then, **"wish"** then taps out /w/ /i/ /sh/. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with the sounds of the baseword.
4. Have your child write the letters of the baseword then add **es**. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	straps	pins	napkin
On Tuesday Dictate	Current Words	→	rashes	lunches	wishes
On Wednesday Dictate	Trick Words	→	word	work	write
On Thursday Dictate	Sentence	→	Ben wishes his friend luck.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	index	quakes	clicking
On Tuesday Dictate	Current Words	→	dishes	bunches	pinches
On Wednesday Dictate	Trick Words	→	their	being	first
On Thursday Dictate	Sentence	→	Jim brushes the lint off the rugs.		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	trombones	confuse	tribes
On Tuesday Dictate	Current Words	→	boxes	finishes	punishes
On Wednesday Dictate	Trick Words	→	look	good	new
On Thursday Dictate	Sentence	→	Janet dresses for work .		



Do the “Find the Baseword and Suffix” Activity

1. Have your child read the list of words below.
2. Next, you read a word from the list below. Do not have your child look at the list. Have your child repeat the word, then tell you the baseword. Do all of the words.
3. Have your child underline the baseword and circle the suffix (s, ed, ing). For example: stovesⓈ

flakes

pinching

bathtubs

cakes

brings

sunsets

finishing

inhales

likes

cupcakes

laptops

invented

stoves

napkins



Do the "Make it Plural" Activity

Have your child read the baseword. Circle the suffix **-s** or **-es** that is needed to make it plural. Write the whole word. (The **-es** suffix is added to words ending in **s, z, x, sh,** and **ch.**)

Baseword	Circle Suffix to Make it Plural	Write Word
bunch	s es	_____
cake	s es	_____
brush	s es	_____
fox	s es	_____
napkin	s es	_____
class	s es	_____

WEEK 1

word

work

write

WEEK 2

their

being

first

WEEK 3

look

good

new

→ **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

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family

The end of the year is fast approaching. The last Unit of Foundations® reviews the word structure and concepts learned this year.

These last two weeks bring us to the end of a very exciting year. Thank you so very much for helping to make this program a success.

I encourage you to continue working with your child during the summer vacation. If possible, take time out each day to read with your child. I sincerely hope that you have an enjoyable summer.

Please let me know if you have any concerns.

Sincerely,





Homework Guide

Review the closed syllable baseword with the suffix endings of **s**, **es**, **ed**, and **ing**.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: “**drilling**”
2. Have your child separate the baseword from the suffix and tap

out the baseword. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	squints	cobwebs	taxes
On Tuesday Dictate	Current Words	→	invented	drilling	jumping
On Wednesday Dictate	Trick Words	→	water	called	another
On Thursday Dictate	Sentence	→	Yes, Mom is still thinking of the kids.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	sunfishes	rocks	albums
On Tuesday Dictate	Current Words	→	sandblasted	hunting	standing
On Wednesday Dictate	Trick Words	→	day	may	way
On Thursday Dictate	Sentence	→	Jill stands with hands on her hips.		



Do the “Mark My Words” Activity

Read the words with your child. Have your child mark up the following concepts.

- Box the welded sounds
- Star the bonus letter
- Underline digraphs, blends, and digraph blends
- Underline baseword and circle suffix
- Mark v-e syllables

fan

brake

cross

scrunch

lungs

ropes

tall

taxes

blimp

inches

thinking

fireman



Do the “Add the Suffix” Activity

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or ‘scoop’ the syllables in the baseword and circle the suffix. For example: **publishing**

cave	+	s	=	_____
invent	+	ed	=	_____
disrupt	+	ed	=	_____
wish	+	es	=	_____
spell	+	ing	=	_____
crush	+	es	=	_____
camp	+	ing	=	_____
insist	+	ed	=	_____
explode	+	s	=	_____

Fundations® Trick Words

WEEK 1

water

called

WEEK 2

day

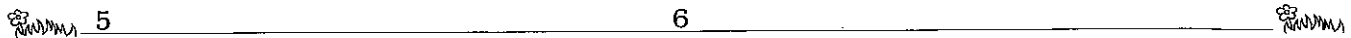
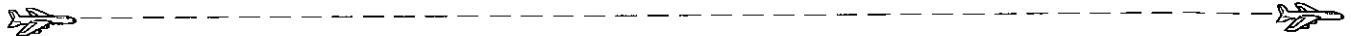
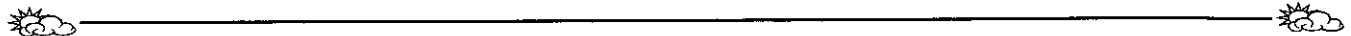
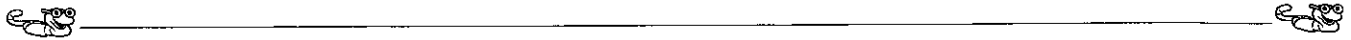
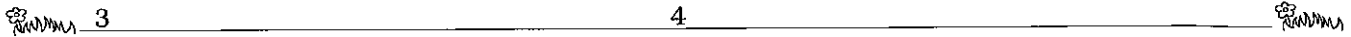
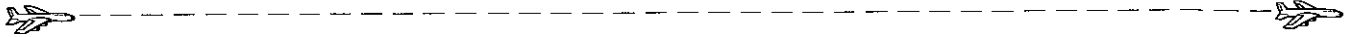
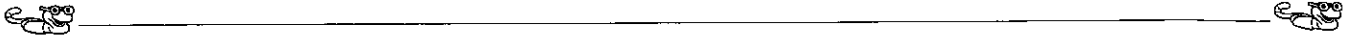
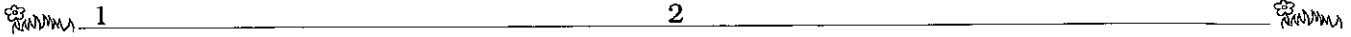
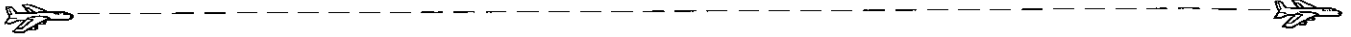
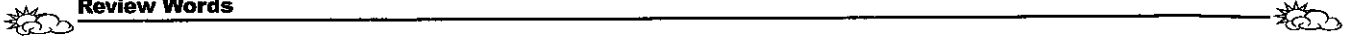
may

way

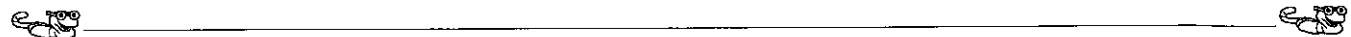
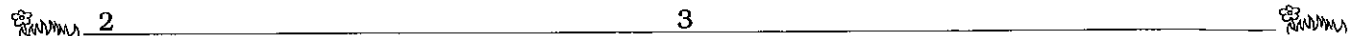
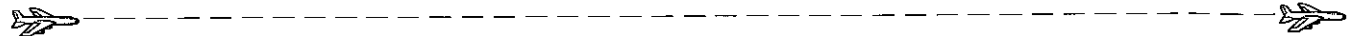
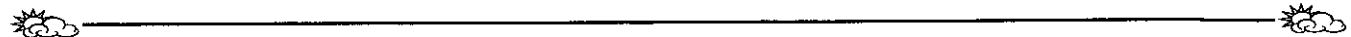
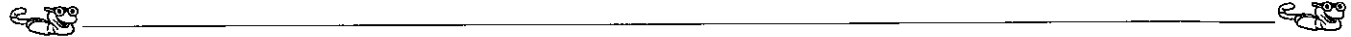
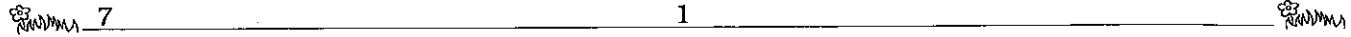
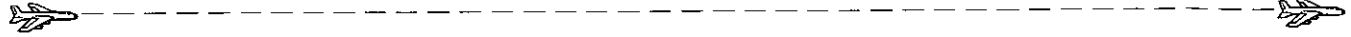
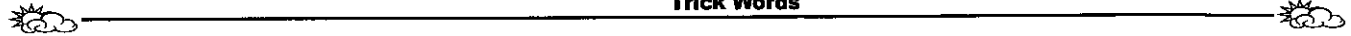
→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger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

Writing Grid for Word and Sentence Homework

Review Words



Trick Words



Sentence

