

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 and a keyword 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, and a keyword 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 “**l m n o p**” 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.

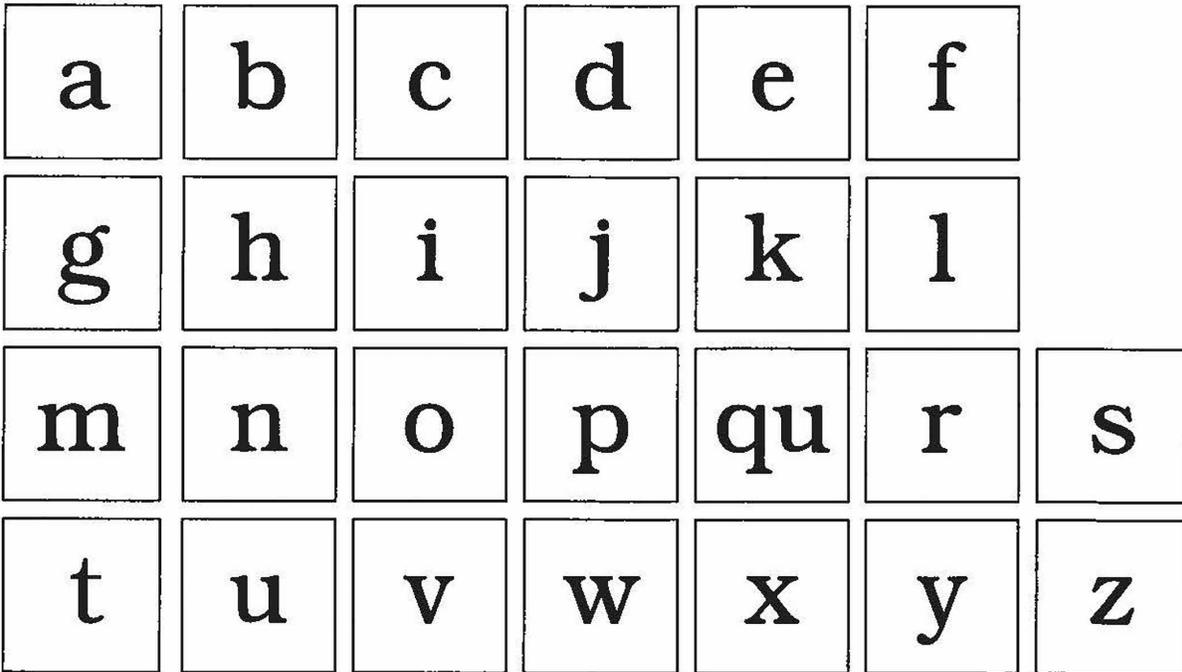
Following this page, you will find the **alphabet order squares**. Have your child lightly color the vowels (**a e i o u**) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

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.

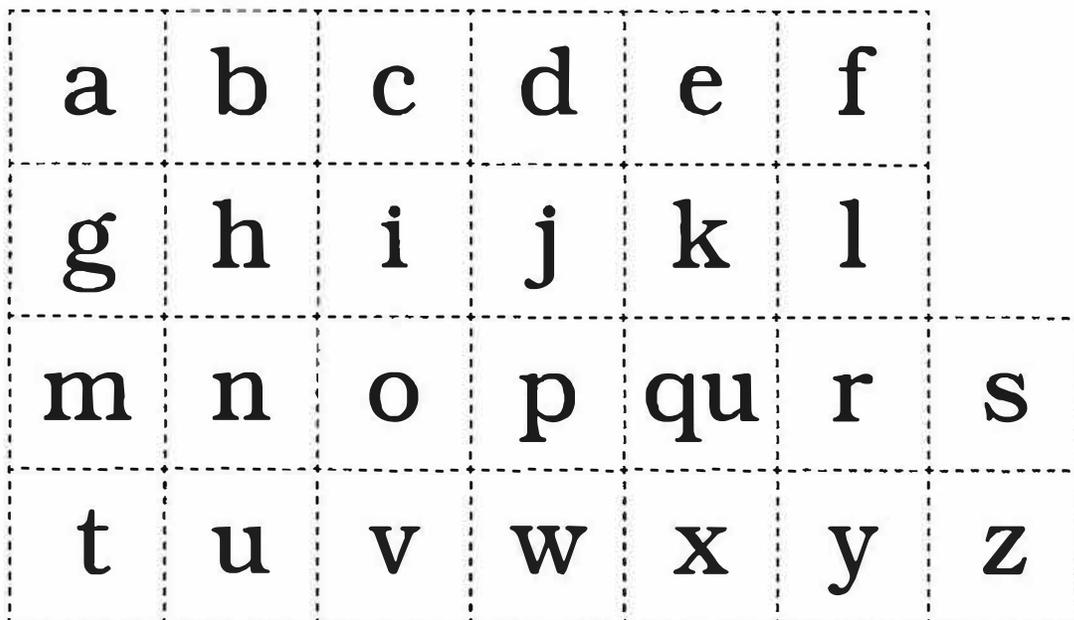
Title	Author	Publisher / Date
<b><i>A-B-C ing. Action Alphabet</i></b>	Beller, J.	Crown; 1984
<b><i>The Guinea Pig ABC</i></b>	Duke, K.	Dutton; 1983
<b><i>Alphabears</i></b>	Hasue, K.	Henry Holt & Co.; 1984
<b><i>City Seen From A to Z</i></b>	Isadora, R.	Greenwillow; 1983
<b><i>Alligators All Around: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

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 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.



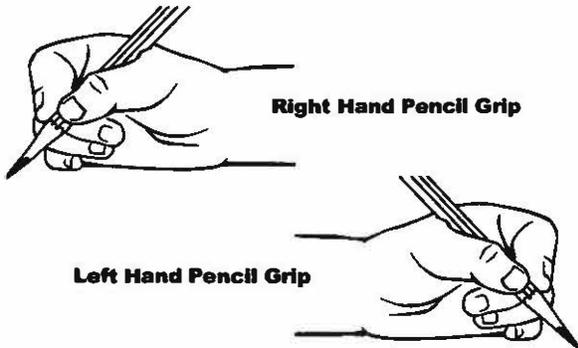


## Review Letter Formations With Your Child

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



t



b



f



n



m





**c**

**d**

**i**

**r**



o



g



d



s



e



u

Illustrations of a hand holding a pencil, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.

**I**

Illustrations of a hand holding a pencil, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.

**h**

Illustrations of a hand holding a pencil, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.

**k**

Illustrations of a hand holding a pencil, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.

Illustrations of a hand holding a pencil, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.

Illustrations of a hand holding a pencil, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.



P



J



V



W



Z



q

 \_\_\_\_\_  
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**y**

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**x**

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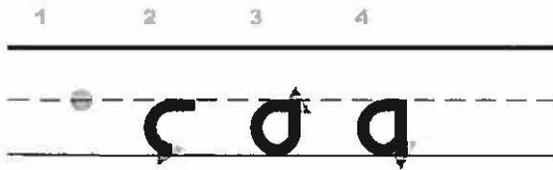
# Fundations® Letter Formation Guide

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).

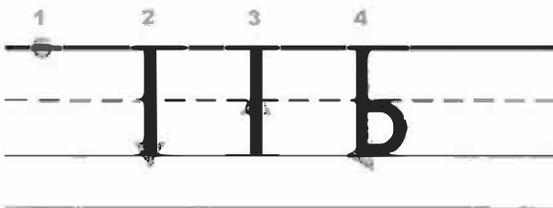


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.

## Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

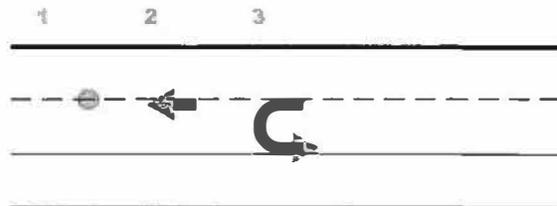


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.

## Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

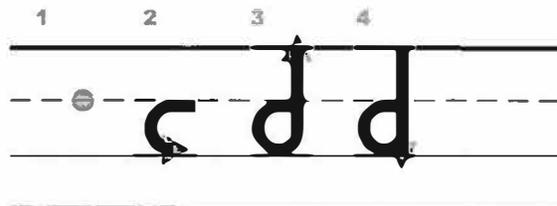


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.

## Letter Formation for d

d is a plane line round letter.

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



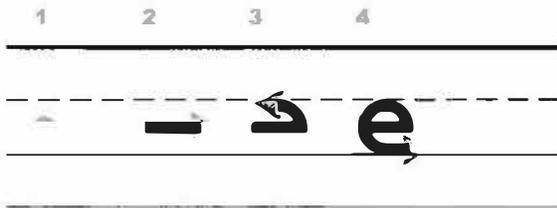
1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.

# Fundations® 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.

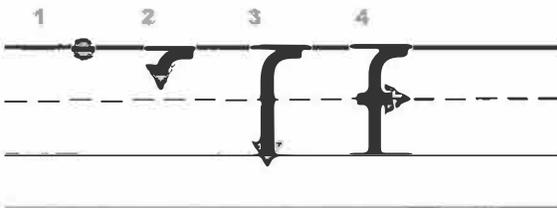


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.

## 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.

## Letter Formation for g

g is a plane line round letter.

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

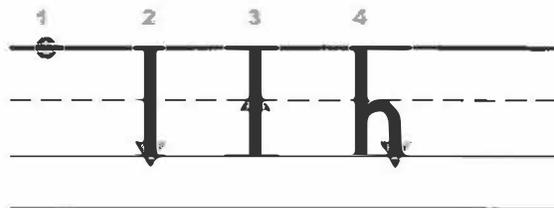


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

## 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.

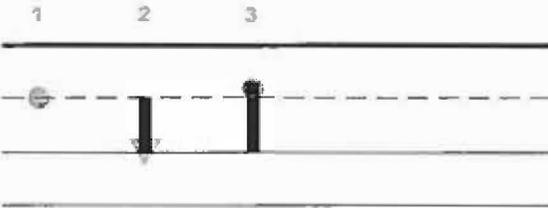
# Fundations® Letter Formation Guide

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).

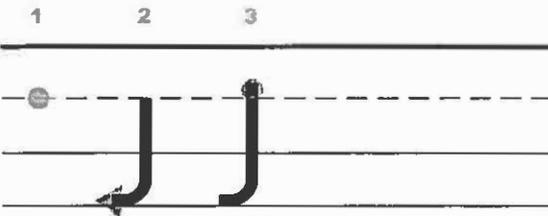


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.

## Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

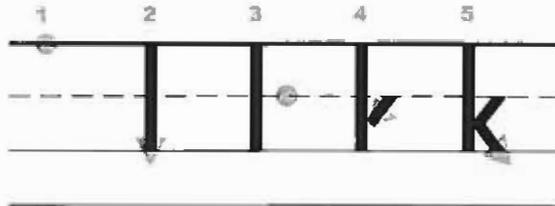


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.

## Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

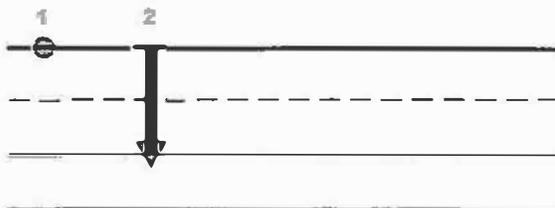


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.

## 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.

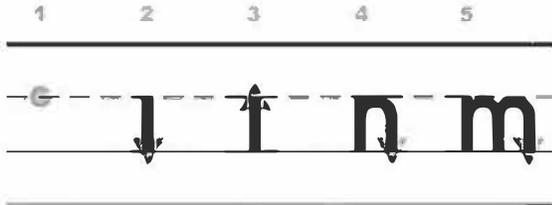
# Fundations® Letter Formation Guide

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

## Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

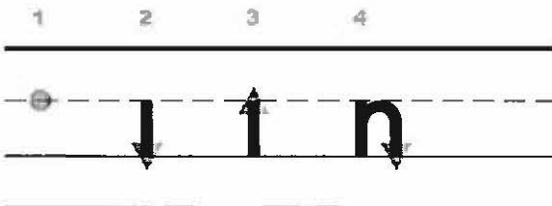


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

## Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

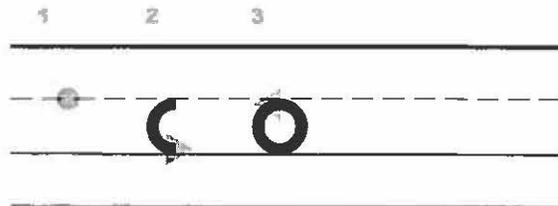


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

## Letter Formation for o

o is a plane line round letter.

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

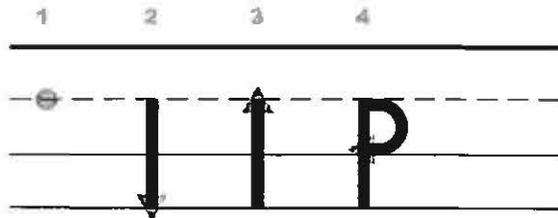


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.

## Letter Formation for p

p is a plane line round 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.

# Fundations® Letter Formation Guide

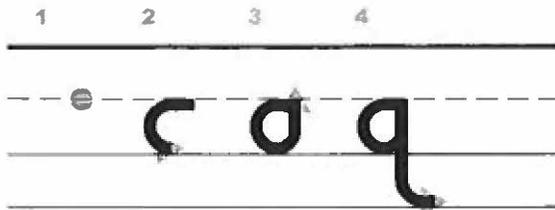
Use the following verbalization to direct students in proper letter formation.

## Letter Formation for q

q is a plane line round letter.

It starts on the (plane line).

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

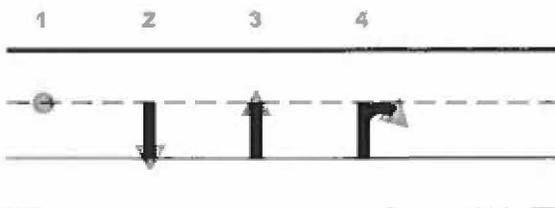


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy" u.

## Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

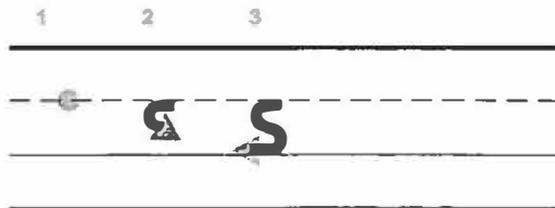


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.

## Letter Formation for s

s is a plane line round letter.

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

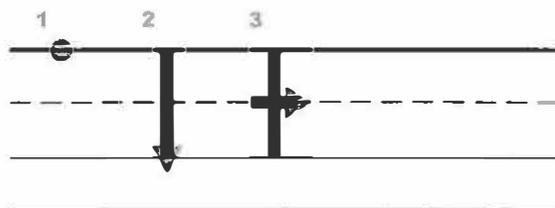


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.

## 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.

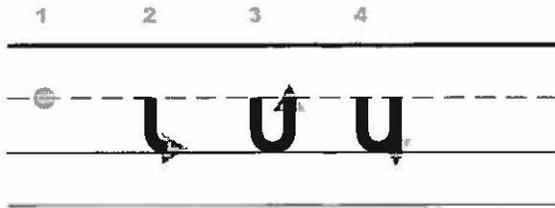
# Fundations® Letter Formation Guide

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

## Letter Formation for U

u is a plane line letter.

It starts on the (plane line).

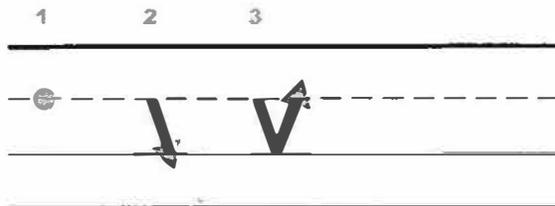


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.

## Letter Formation for V

v is a plane line slide letter.

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

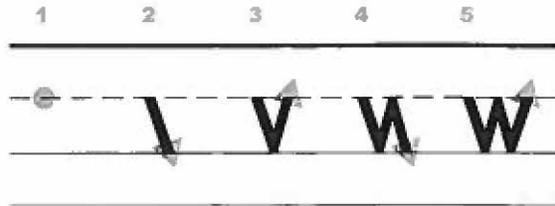


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

## Letter Formation for W

w is a plane line slide letter.

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

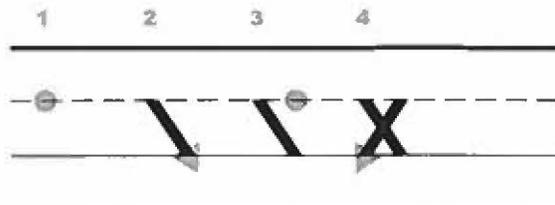


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

## 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.

# Fundations® Letter Formation Guide

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

## Letter Formation for y

y is a plane line slide letter.

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



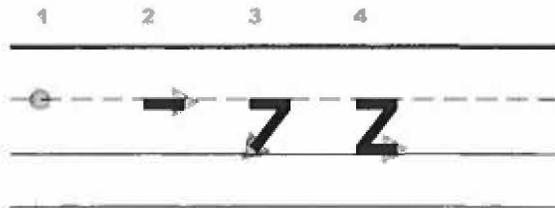
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.

## 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.

Dear Family:

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

- Blend, read, and spell three sound short vowel words.
- Learn or review three words by memory: **a, and, the**. 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.

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.

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

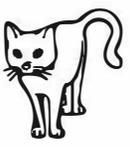
Fundations® Consonants

**b**



**bat** /b/

**c**



**cat** /k/

**d**



**dog** /d/

**f**



**fun** /f/

**g**



**game** /g/

**h**



**hat** /h/

**j**



**jug** /j/

**k**



**kite** /k/

**l**



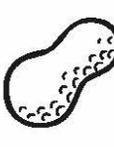
**lamp** /l/

**m**



**man** /m/

**n**



**nut** /n/

**p**



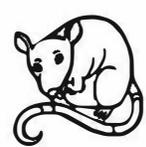
**pan** /p/

**qu**



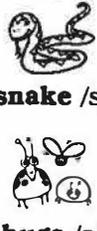
**queen** /kw/

**r**



**rat** /r/

**s**



**snake** /s/  
**bugs** /z/

**t**



**top** /t/

**v**



**van** /v/

**w**



**wind** /w/

**x**



**fox** /ks/

**y**



**yellow** /y/

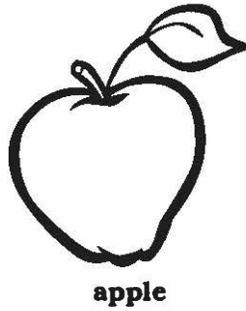
**z**



**zebra** /z/

Fundations® Short Vowels

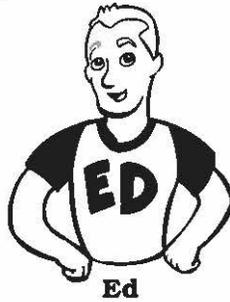
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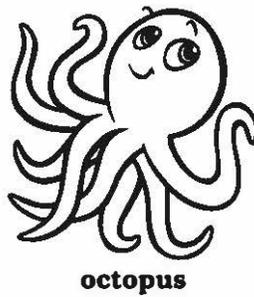
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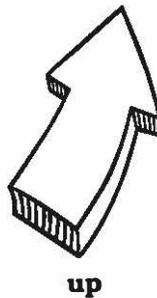
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u



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# Fundations® Wilson Writing Grid



Handwriting practice grid consisting of 16 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The icons are placed at the beginning of 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/**

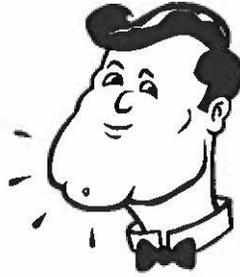
Your child knows that the sound /k/ at the end of a word is usually spelled with the letters “ck.”

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

Sincerely,



ch



chin

/ch/

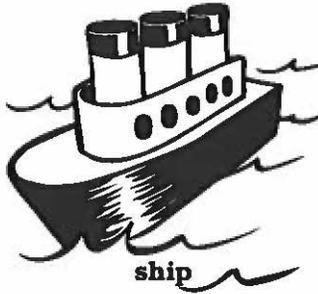
ck



sock

/k/

sh



ship

/sh/

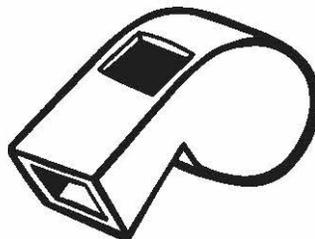
th



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. This list is taken from the book, ***Straight Talk About Reading***, by Susan Hall and Louisa Moats. This book is written for parents and you might find it helpful.

### 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
<b><i>The Children's Book of Virtues</i></b>	Bennett, W.	Simon & Schuster; 1995
<b><i>The World of Pooh</i></b>	Milne, A. A.	Penguin; 1954
<b><i>The American Girls Collection</i></b>	Various authors	Pleasant Company.
<b><i>Mr. Popper's Penguins</i></b>	Atwater, R. & F.	Little, Brown Scholastic; 1966
<b><i>Pippi Longstocking</i></b>	Lindgren, A.	Viking Press; 1978
<b><i>The Boxcar Children</i></b>	Warner, G. C.	Alfred Whitman; 1977
<b><i>Charlotte's Web</i></b>	White, E. B.	Harper & Row; 1980



## Homework Guide

Review the **consonant digraphs** (**sh, ch, th, wh, ck**) and *chicken letter* and *his buddy* (**qu**), with your child during the next 3 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.
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	<b>Review Words</b>	→	log	fog	sip
On Tuesday Dictate	<b>Current Words</b>	→	fish	math	chop
On Wednesday Dictate	<b>Trick Words</b>	→	to	a	was
On Thursday Dictate	<b>Sentence</b>	→	Jog to the shop.		

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	yet	tub	pat
On Tuesday Dictate	<b>Current Words</b>	→	ship	deck	quick
On Wednesday Dictate	<b>Trick Words</b>	→	for	he	is
On Thursday Dictate	<b>Sentence</b>	→	Dad is quick with math.		

#### WEEK 3

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

On Monday Dictate	<b>Review Words</b>	→	mad	fix	web
On Tuesday Dictate	<b>Current Words</b>	→	path	chat	shop
On Wednesday Dictate	<b>Trick Words</b>	→	as	his	has
On Thursday Dictate	<b>Sentence</b>	→	Which fish did Tom get?		



## 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 “chicken 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?

WEEK 1

to

a

was

WEEK 2

is

he

for

WEEK 2

as

his

has

- **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

Handwriting practice grid consisting of 16 rows. Each row is defined by four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon illustrations of a bird, a rocket, a caterpillar, and a frog at the beginning and end of each line.

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.

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** - /ól/ 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 ***huff*** 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. Do not tap trick words.
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	<b>Review Words</b> →	rich	quit	pack
On Tuesday Dictate	<b>Current Words</b> →	huff	miss	pill
On Wednesday Dictate	<b>Trick Words</b> →	you	we	I
On Thursday Dictate	<b>Sentence</b> →	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	<b>Review Words</b> →	vet	mush	wax
On Tuesday Dictate	<b>Current Words</b> →	chess	bell	mall
On Wednesday Dictate	<b>Trick Words</b> →	they	one	said
On Thursday Dictate	<b>Sentence</b> →	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	<b>puff</b>	Change it to	→	<b>huff</b>
2	Spell	<b>bill</b>	Change it to	→	<b>fill</b>
3	Spell	<b>well</b>	Change it to	→	<b>shell</b>
4	Spell	<b>kiss</b>	Change it to	→	<b>miss</b>
5	Spell	<b>hall</b>	Change it to	→	<b>ball</b>

### WEEK 2

1	Spell	<b>pick</b>	Change it to	→	<b>pill</b>
2	Spell	<b>met</b>	Change it to	→	<b>mess</b>
3	Spell	<b>top</b>	Change it to	→	<b>toss</b>
4	Spell	<b>hug</b>	Change it to	→	<b>huff</b>
5	Spell	<b>fish</b>	Change it to	→	<b>fill</b>

WEEK 1

you

we

I

WEEK 2

they

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

Writing grid consisting of 16 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The rows are decorated with cartoon characters: a cloud with a face at the top line, a bird at the middle line, a worm at the bottom line, and a frog at the bottom line.

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

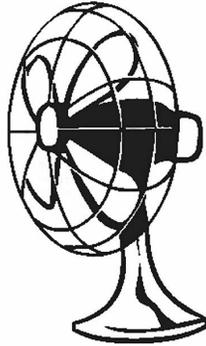


/öl/

ball

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an

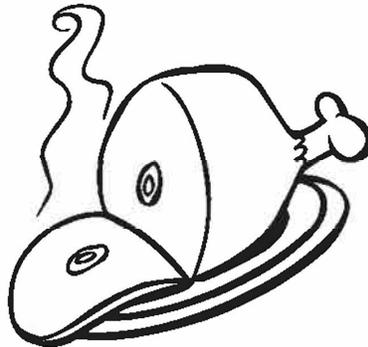


/an/

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.

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	<b>Review Words</b>	→	ball	fox	quill
On Tuesday Dictate	<b>Current Words</b>	→	ham	jam	can
On Wednesday Dictate	<b>Trick Words</b>	→	from	or	have
On Thursday Dictate	<b>Sentence</b>	→	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**.

WEEK 1

from

or

have

- **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

Handwriting practice grid with 18 rows. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon characters at the ends of the lines: a cloud with a face on the top line, a rocket on the dashed line, a worm on the baseline, and a frog on the descender line.

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'.

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 trick words.
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	<b>Review Words</b>	→	had	quick	jam
On Tuesday Dictate	<b>Current Words</b>	→	rugs	sells	cats
On Wednesday Dictate	<b>Trick Words</b>	→	were	her	put
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	ship	jug	fill
On Tuesday Dictate	<b>Current Words</b>	→	pills	fans	sheds
On Wednesday Dictate	<b>Trick Words</b>	→	there	what	she
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	path	fox	will
On Tuesday Dictate	<b>Current Words</b>	→	hills	lips	chips
On Wednesday Dictate	<b>Trick Words</b>	→	been	by	who
On Thursday Dictate	<b>Sentence</b>	→	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: **shed(s)**

sheds

pins

kids

cans

ships

jugs

pills

dogs

shells

fans

mills

locks

pups

tins

chills

WEEK 1

were

her

put

WEEK 2

there

what

she

WEEK 3

been

by

who

- **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

Handwriting practice grid with 16 rows. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon illustrations of a bird, a fish, a worm, and a frog at the beginning and end of each row.

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

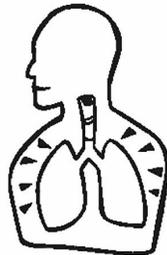


song

/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 4 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. Do not tap trick words.

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	<b>Review Words</b>	→	call	ham	shells
On Tuesday Dictate	<b>Current Words</b>	→	bang	ring	song
On Wednesday Dictate	<b>Trick Words</b>	→	out	so	are
On Thursday Dictate	<b>Sentence</b>	→	Josh sang a song.		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	chop	fan	puffs
On Tuesday Dictate	<b>Current Words</b>	→	pink	thank	bunk
On Wednesday Dictate	<b>Trick Words</b>	→	two	about	into
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	hill	wham	lips
On Tuesday Dictate	<b>Current Words</b>	→	sinks	wings	honks
On Wednesday Dictate	<b>Trick Words</b>	→	only	other	new
On Thursday Dictate	<b>Sentence</b>	→	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** \_\_\_\_\_

WEEK 1

out

so

are

WEEK 2

two

about

into

WEEK 3

only

other

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

Writing grid consisting of 16 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The grid is decorated with cartoon characters: a cloud with a face at the top line, a bird at the middle line, a caterpillar at the bottom line, and a frog at the bottom line.

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 "**stop**" - 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 "**stop**", or at the end of a word, like "**pest.**"

Remember, in a blend each sound will get a separate tap.

Here we go!

Sincerely,





## Homework Guide

Review **consonant blends** 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 extremely important. Each sound must be tapped on a

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

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	<b>Review Words</b>	→	sock	jam	which
On Tuesday Dictate	<b>Current Words</b>	→	flip	camp	test
On Wednesday Dictate	<b>Trick Words</b>	→	some	could	want
On Thursday Dictate	<b>Sentence</b>	→	Did Beth step on that frog?		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	pack	wings	dabs
On Tuesday Dictate	<b>Current Words</b>	→	block	squish	ranch
On Wednesday Dictate	<b>Trick Words</b>	→	say	do	first
On Thursday Dictate	<b>Sentence</b>	→	This clock is the best gift!		

### WEEK 3

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

On Monday Dictate	<b>Review Words</b>	→	much	hall	dunk
On Tuesday Dictate	<b>Current Words</b>	→	clams	vests	shrubs
On Wednesday Dictate	<b>Trick Words</b>	→	any	my	now
On Thursday Dictate	<b>Sentence</b>	→	Bill must dump the trash.		



**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.

Word Beginnings	Word Endings
br	it
sk	all
sm	ip
sn	ap
sp	ing

## WEEK 1

some

could

want

## WEEK 2

say

do

first

## WEEK 3

any

my

now

- **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

Writing grid consisting of 16 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The rows are decorated with cartoon illustrations of a carrot, a rocket, a worm, and a frog at the beginning and end of each line.





## 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.
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	<b>Review Words</b>	→	pill	hush	chins
On Tuesday Dictate	<b>Review Words</b>	→	crash	fluffs	snug
On Wednesday Dictate	<b>Trick Words</b>	→	our	over	come
On Thursday Dictate	<b>Sentence</b>	→	Bob had the last mint.		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	fuss	quick	paths
On Tuesday Dictate	<b>Review Words</b>	→	lamp	munch	flags
On Wednesday Dictate	<b>Trick Words</b>	→	would	after	also
On Thursday Dictate	<b>Sentence</b>	→	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.

## WEEK 1

our

over

come

## WEEK 2

would

after

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.

# Writing Grid for Word and Sentence Homework

Writing grid consisting of 16 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The rows are decorated with cartoon characters at the ends:

- Row 1: Cloud with a face at both ends.
- Row 2: Arrow pointing right at both ends.
- Row 3: Wavy line at both ends.
- Row 4: Frog at both ends.
- Row 5: Cloud with a face at both ends.
- Row 6: Arrow pointing right at both ends.
- Row 7: Wavy line at both ends.
- Row 8: Frog at both ends.
- Row 9: Cloud with a face at both ends.
- Row 10: Arrow pointing right at both ends.
- Row 11: Wavy line at both ends.
- Row 12: Frog at both ends.
- Row 13: Cloud with a face at both ends.
- Row 14: Arrow pointing right at both ends.
- Row 15: Wavy line at both ends.
- Row 16: Frog at both ends.

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 suffix ‘**s**’ to these five sound words as well. Remember that your child should spell the baseword 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.

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.
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	<b>Review Words</b>	→	ring	next	flags
On Tuesday Dictate	<b>Current Words</b>	→	plump	crisp	drink
On Wednesday Dictate	<b>Trick Words</b>	→	many	before	called
On Thursday Dictate	<b>Sentence</b>	→	Tom slept in the tent.		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	chill	thank	swim
On Tuesday Dictate	<b>Current Words</b>	→	shrimp	plants	crisp
On Wednesday Dictate	<b>Trick Words</b>	→	how	your	down
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	much	wall	banks
On Tuesday Dictate	<b>Current Words</b>	→	blimps	spends	stamps
On Wednesday Dictate	<b>Trick Words</b>	→	should	because	each
On Thursday Dictate	<b>Sentence</b>	→	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.

<b>nd</b>	<b>sp</b>	<b>nt</b>
<hr/>		
<b>ble</b>	_____	_____
<b>spe</b>	_____	_____
<b>cri</b>	_____	_____

<b>dr</b>	<b>st</b>	<b>br</b>
<hr/>		
_____	_____	<b>ank</b>
_____	_____	<b>unch</b>
_____	_____	<b>amp</b>

<b>ft</b>	<b>nt</b>	<b>st</b>
<hr/>		
<b>twi</b>	_____	_____
<b>pri</b>	_____	_____
<b>cra</b>	_____	_____

<b>tr</b>	<b>st</b>	<b>bl</b>
<hr/>		
_____	_____	<b>ast</b>
_____	_____	<b>unk</b>
_____	_____	<b>and</b>

<b>ft</b>	<b>st</b>	<b>mp</b>
<hr/>		
<b>shri</b>	_____	_____
<b>tru</b>	_____	_____
<b>dri</b>	_____	_____

<b>bl</b>	<b>sk</b>	<b>st</b>
<hr/>		
_____	_____	<b>unk</b>
_____	_____	<b>ing</b>
_____	_____	<b>ank</b>

WEEK 1

many

before

called

WEEK 2

how

your

down

WEEK 3

should

because

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

Handwriting practice grid with 10 rows. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon characters at the ends of the lines: a smiling face with spiky hair on the top and baseline, a rocket ship on the dashed middle line, a character with glasses and a bowtie on the baseline, and a character with spiky hair on the descender line.

Dear Family:

In Unit 11, 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 four 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.**"

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
<b>Miss Rumphias</b>	Cooney, Barbara
<b>My Father's Dragon</b>	Stiles Gannett, Ruth
<b>Mio, My Son</b>	Lingren, Astrid
<b>James and the Giant Peach</b>	Dahl, Roald
<b>Fantastic Mr. Fox</b>	Dahl, Roald
<b>Indian in the Cupboard</b>	Reid Banks, Lynne
<b>Trumpet of the Swan</b>	White, E. B.
<b>Mrs. Piggle-Wiggle</b>	MacDonald, Betty



## 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 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.
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	<b>Review Words</b> →	sting	chunks	jam
On Tuesday Dictate	<b>Current Words</b> →	tomcat	catfish	bathmat
On Wednesday Dictate	<b>Trick Words</b> →	people	Mr.	Mrs.
On Thursday Dictate	<b>Sentence</b> →	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	<b>Review Words</b> →	split	blast	glass
On Tuesday Dictate	<b>Current Words</b> →	shellfish	tiptop	sunfish
On Wednesday Dictate	<b>Trick Words</b> →	years	says	little
On Thursday Dictate	<b>Sentence</b> →	Did Brad get the sunfish?		

#### WEEK 3

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

On Monday Dictate	<b>Review Words</b> →	blink	crunch	stumps
On Tuesday Dictate	<b>Current Words</b> →	picnic	tonic	plastic
On Wednesday Dictate	<b>Trick Words</b> →	good	very	own
On Thursday Dictate	<b>Sentence</b> →	The dog in the bathtub is frantic!		



## 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**

sun  
bath  
pub  
ex  
cob  
up  
ab  
den  
nap  
chip

**Last Syllable Column**

set  
tub  
lic  
pect  
web  
set  
sent  
tist  
kin  
munk

WEEK 1

people

Mr.

Mrs.

WEEK 2

years

says

little

WEEK 3

good

very

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

Handwriting practice grid with 10 rows. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon characters at the ends of the lines: a smiling face with spiky hair on the top and baseline, a rocket ship on the dashed middle line, a character with glasses and a bowtie on the baseline, and a character with glasses and a bowtie on the descender line.

Dear Family:

You and your child have been doing some wonderful work together. Unit 12 is similar to Unit 6 in that I am going to add a **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 two weeks. If you think your child needs more practice, do not be concerned, because Unit 13 adds two more suffix endings; 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.

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	<b>Review Words</b>	→	straps	pins	napkin
On Tuesday Dictate	<b>Current Words</b>	→	rashes	lunches	wishes
On Wednesday Dictate	<b>Trick Words</b>	→	see	work	between
On Thursday Dictate	<b>Sentence</b>	→	Ben wishes his friend luck.		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	index	quits	clocks
On Tuesday Dictate	<b>Current Words</b>	→	dishes	bunches	pinches
On Wednesday Dictate	<b>Trick Words</b>	→	both	being	under
On Thursday Dictate	<b>Sentence</b>	→	Jim brushes the lint off the rugs.		



**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.

stamps

pinches

dresses

stacks

brings

sunsets

benches

wishes

skunks

crashes

wishes

kisses

bugs

napkins

WEEK 1

see

work

between

WEEK 2

both

being

under

- **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

Handwriting practice grid consisting of 16 rows. Each row is a set of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon characters at the ends of the lines: a smiling face with spiky hair on the top and baseline, a rocket ship on the dashed line, a character with a flower on its head on the baseline, and a character with glasses on the descender line.

Dear Family:

In Unit 13, Foundations® continues to introduce additional suffix endings to closed syllable basewords.

The new suffix endings are **'ed'** and **'ing'**. The procedures for reading and spelling are the same as in Unit 12. A key element for your child is to always separate the suffix from the baseword. This strategy is critical for correct spelling and for future concepts.

I have included some two-syllable words in the homework assignment. Your child should continue to use blank cards or paper to separate the syllables, spell each syllable, then add on the suffix.

Please let me know if you have any concerns.

Sincerely,





## Homework Guide

Review the closed syllable baseword with the suffix endings of **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.

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	<b>Review Words</b>	→	squints	cobwebs	sunsets
On Tuesday Dictate	<b>Current Words</b>	→	invented	drilling	jumping
On Wednesday Dictate	<b>Trick Words</b>	→	never	another	day
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	sunfishes	rocks	albums
On Tuesday Dictate	<b>Current Words</b>	→	sandblasted	hunting	standing
On Wednesday Dictate	<b>Trick Words</b>	→	words	look	through
On Thursday Dictate	<b>Sentence</b>	→	Jill stands with hands on her hips.		



## 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 base word and circle the suffix.

expect + s = \_\_\_\_\_

invent + ed = \_\_\_\_\_

disrupt + ed = \_\_\_\_\_

insist + ed = \_\_\_\_\_

wish + es = \_\_\_\_\_

spell + ing = \_\_\_\_\_

crush + es = \_\_\_\_\_

camp + ing = \_\_\_\_\_

WEEK 1

never

another

day

WEEK 2

words

look

through

- **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

Handwriting practice grid with 16 rows. Each row consists of four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The grid is decorated with cartoon characters at the ends of the lines: a cloud with a face on the top line, a bird on the middle line, a worm on the baseline, and a frog on the descender line.

Dear Family:

The end of the year is fast approaching. The last Unit 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**.

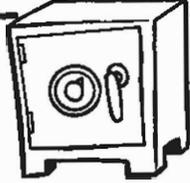
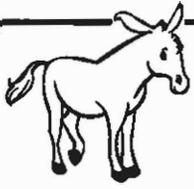
I make sure the children know that the letter **e** does not have a sound - it just sits at the end of the word helping the other vowel to say its name. I will make a lot of examples such as **mat** to **mate**, **hop** to **hope**, and **cap** to **cape**. The key element here is to make sure your child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

We will spend the last few weeks on this concept, bringing us to the end of a very exciting year. Thank you so very much for helping me to make this program a success.

Sincerely,



Fundations® **Vowels**

Vowel	Closed Syllable	Vowel-Consonant-e Syllable
a	 <b>apple</b> /ă/	 <b>safe</b> /ā/
e	 <b>Ed</b> /ĕ/	 <b>Pete</b> /ē/
i	 <b>itch</b> /ĭ/	 <b>pine</b> /ī/
o	 <b>octopus</b> /ŏ/	 <b>home</b> /ō/
u	 <b>up</b> /ŭ/	  <b>mule</b> /û/ <b>rule</b> /ÿ/

→ 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.
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	<b>Review Words</b>	→	nutshell	hatboxes	fishing
On Tuesday Dictate	<b>Current Words</b>	→	stove	tape	bite
On Wednesday Dictate	<b>Trick Words</b>	→	friend	around	circle
On Thursday Dictate	<b>Sentence</b>	→	Mom 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	<b>Review Words</b>	→	quilts	upset	bathmats
On Tuesday Dictate	<b>Current Words</b>	→	flame	mate	hope
On Wednesday Dictate	<b>Trick Words</b>	→	does	nothing	write
On Thursday Dictate	<b>Sentence</b>	→	Save the shellfish for the cat.		

#### WEEK 3

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

On Monday Dictate	<b>Review Words</b>	→	drilling	cobwebs	wishes
On Tuesday Dictate	<b>Current Words</b>	→	cones	shaves	jokes
On Wednesday Dictate	<b>Trick Words</b>	→	none	color	month
On Thursday Dictate	<b>Sentence</b>	→	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 = \_\_\_\_\_

WEEK 1

friend

around

circle

WEEK 2

does

nothing

write

WEEK 3

none

color

month

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# Writing Grid for Word and Sentence Homework

Handwriting practice grid consisting of 20 rows. Each row is divided into four horizontal sections by a solid top line, a dashed middle line, a solid bottom line, and a solid baseline. The sections are decorated with cartoon illustrations: a cloud with a face in the top section, a rocket in the dashed section, a caterpillar in the bottom section, and a frog in the baseline section. The grid is intended for writing words and sentences.