Home Support Pack
SECOND EDITION
Level 2

Teacher Please Note

When you begin a new Unit:
1. Select the Home Support Pack sheets that correspond to the current Unit.
2. Sign the Introductory Unit Letter to Families.
3. Add 2-3 copies of the Writing Grid Homework Sheet (depending on the number of weeks in the Unit) to the end of the pack.
4. Make enough copies of a complete pack for each student to take home.

You can order free copies of a brochure called Helping Your Child Learn to Read: A Parent Guide: Preschool through Grade 3. This parent guide is helpful in explaining the concepts taught in Fundations®. Download the document at www.nichd.nih.gov.

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Dear Family:

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

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

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

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

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

Sincerely,
You are likely wondering, “What is Fundations®?”

Research indicates that systematic and explicit phonics instruction is effective for all children. Fundations 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.

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

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

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

I feel certain that you will find working with your child in Fundations very rewarding. Your child will treasure your involvement!
Help Develop Oral Expression And Vocabulary

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

1. Encourage your child to answer “wonder” statements.
   Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

2. Help your child expand his/her vocabulary by rephrasing.
   When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

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

4. Limit the amount of TV
   However, if your child watches a children’s program, talk about it (see #’s 1, 2, 3).

5. Provide household props that encourage pretend play.
   Use spoons/ pans in the bathtub; cups/ teapots /dolls; small rakes/ shovels. While playing, be sure to talk through your actions (see #’s 1, 2, 3).

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

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

**Closed Syllable**

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

**Examples**

<table>
<thead>
<tr>
<th>up</th>
<th>hat</th>
<th>ship</th>
<th>last</th>
</tr>
</thead>
</table>

**R-Controlled Syllable**

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

**Examples**

<table>
<thead>
<tr>
<th>start</th>
<th>fir</th>
<th>hurt</th>
<th>art</th>
</tr>
</thead>
</table>

**Vowel-Consonant-e Syllable**

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

**Examples**

<table>
<thead>
<tr>
<th>bike</th>
<th>ape</th>
<th>stove</th>
</tr>
</thead>
</table>

**Double Vowel - “D” Syllable**

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

**Examples**

<table>
<thead>
<tr>
<th>beat</th>
<th>feel</th>
<th>eight</th>
<th>new</th>
</tr>
</thead>
</table>

**Consonant-le Syllable**

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

**Examples**

<table>
<thead>
<tr>
<th>cradle</th>
<th>little</th>
<th>bubble</th>
</tr>
</thead>
</table>

I be shy hi hi

0
Dear Family:

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

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

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

  The digraph, two letters that make one sound as in ship (sh).
  The 2- and 3-letter consonant blend, as in trip (tr) and strip (str).
  The digraph blend, as in the word lunch (nch).

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

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

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

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

WEEK 1

| Dictate the words and sentence to your child following the 5 steps listed above. |
|---|---|---|---|---|
| On Tuesday Dictate | **Current Words** | rush | quiz | blend | that |
| On Wednesday Dictate | **Current Words** | brunch | shrimp | stump | strap | branch |
| On Thursday Dictate | **Sentence** | Frank will stand to sing the song |

WEEK 2

| Dictate the words and sentence to your child following the 5 steps listed above. |
|---|---|---|---|---|
| On Tuesday Dictate | **Current Words** | quick | chuck | milk | tick |
| On Wednesday Dictate | **Current Words** | chimp | quack | dock | kit | brick |
| On Thursday Dictate | **Sentence** | Jack ran fast with his pet dog |
Do the "Read, Write and Mark" Activity

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

went  went  whiz
shrub  shrub  nag
gust  lip
vest  blush
loft  raft
flap  pinch
drum  click
pest  glad
quilt  crop
box  frog
**Do the “Fill In the Word” Activity**

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

- nap  milk  gift  get  whiz
- duck  leg  blond  pond  fix

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

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

<table>
<thead>
<tr>
<th>rash</th>
<th>best</th>
<th>trot</th>
</tr>
</thead>
<tbody>
<tr>
<td>loft</td>
<td>swim</td>
<td>cave</td>
</tr>
<tr>
<td>stone</td>
<td>but</td>
<td>pump</td>
</tr>
<tr>
<td>blond</td>
<td>she</td>
<td>wax</td>
</tr>
<tr>
<td>beak</td>
<td>mint</td>
<td>flash</td>
</tr>
</tbody>
</table>

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

rash
Dear Family:

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

\[\text{am, an, ang, ing, ong, ank, ink, onk, and unk}\]

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

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

- \text{ar} says /ar/ as in \text{car}
- \text{er} says /er/ as in \text{her}
- \text{ir} says /ir/ as in \text{bird}
- \text{or} says /or/ as in \text{horn}
- \text{ur} says /ur/ as in \text{burn}

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

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

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

WEEK 1
Dictate the words and sentence to your child following the 5 steps listed above.

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

WEEK 2
Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate  Review Words  →  dress  thrill  stiff  lunch
On Tuesday Dictate  Current Words  →  thing  blank  swing  junk  strong
On Wednesday Dictate  Trick Words  →  both  talk  walk  full  pull
On Thursday Dictate  Sentence  →  Chad felt a sting on his neck.
Do the “Fill In the Word” Activity

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

stuff  dress  class  chess  stung

cross  swing  glass  yell  chill

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

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

hall  hall  off
mass  mass  thrill
grass  class
sniff  kiss
cliff  staff
ill  dress
boss  quill
chess  bluff
dill  tall
spill  fall
Do the “Sentence Correction” Activity

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

1  Jef felt the chil of the wind. ___________ ____________

2  Tom stil felt il. ___________ ____________

3  Did dad yel at bob? ___________ ____________

4  I had a glas of milk with my snack. __________

5  You must brush and flos. __________

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

1

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

Review Words

Current Words

Trick Words

Sentence
Dear Family:

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

/ıld/ as in **child**  /ınd/ as in **kind**
/ıld/ as in **cold**  /ölt/ as in **colt**
/öst/ as in **post**

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

**cold**

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

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

ay says /æ/ as in **play**  ai says /a/ as in **bait**
ee says /e/ as in **jeep**  ea says /e/ as in **eat**  ey says /e/ as in **key**

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

Sincerely,
**Homework Guide**

*Follow These 5 Steps:*

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

---

### WEEK 1

<table>
<thead>
<tr>
<th>Dictate the words and sentence to your child following the 5 steps listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
</tr>
</tbody>
</table>

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

---

**Answer Key**

<table>
<thead>
<tr>
<th>scold</th>
<th>wild</th>
<th>post</th>
<th>colt</th>
<th>find</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Do the "Read, Write and Mark" Activity

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

wild \[\text{wild} \] host

grind bolt

post mind

mold old

sold child

blind gold

jolt find

colt most

wind mild

scold hold
Do the “Sentence Marking” Activity

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

1. Which man is the best host?

2. Wind up the top and let it spin.

3. Jess has a bad cold.

4. Did you find the lost cat?

5. Who sold the most in the class?

6. The van hit the post with a jolt.

7. Can you help me find the path?

8. Use the bolt to lock the gate.

9. The small child will nap in his crib.

10. Jan was kind to the old man.
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

## Current Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

## Trick Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

## Sentence

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
Dear Family:

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

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

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

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

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

- **oa** says /əʊ/ as in *boat*  
  - **oe** says /əʊ/ as in *toe*
  
- **ow** says /əʊ/ as in *snow*  
  - **ou** says /əʊ/ as in *trout*  
    - **oo** says /ʊ/ as in *school*  
      - **ue** says /ʊ/ as in *blue*  
        - **ew** says /ʊ/ as in *chew*  

Thank you again for your help.

Sincerely,
Follow These 5 Steps:

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

### WEEK 1

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>frogs, printing, chunk, cliff</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>printed, kindest, stronger, tallest, listed</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>please, again, animal, done, goes</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Mom will get lunches and drinks again</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>softest, swinging, oldest, flex</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>spilled, splashed, spelled, drilled, brushed</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>animal, used, use, again, sure</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Stan spilled milk on his desk</td>
</tr>
</tbody>
</table>
Do the "-ed Suffix" Activity

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

hosted       stamped       spelled
scolded      bumped        thrilled
called       honked         mended
punted       dented         trashed
pressed      crunched       twisted
landed       winked         banged

Write the ed words in the correct column below.

ed = /l/       ed = /d/       ed = /t/

hosted    spelled    pressed

____________________
____________________
____________________
____________________
____________________
____________________
____________________
____________________

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

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

lungs  lungs  fixes
filling  taller
softest  folded
filmed  flossed
twins  tosses
waxing  kicker
dullest  punted
banged  sniffed
pills  mixes
singing  golfer
Do the “Fill in the Sentence” Activity

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

drenched spilled expected limped landed

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

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

1  limped ed says / ɪ/ 
2  ___________ ed says / __/ 
3  ___________ ed says / __/ 
4  ___________ ed says / __/ 
5  ___________ ed says / __/
\textbf{Cut words into flashcards.} \textbf{1.} Each night, help your child read all Trick Words from previous units, as well as these. \textbf{2.} Have your child trace each new Trick Word with his or her finger and spell it aloud; and \textbf{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:

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

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

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

Lastly, I will introduce the following sounds:

\[ \text{au says } /\ddot{o}/ \text{ as in } \text{August} \quad \text{aw says } /\ddot{o}/ \text{ as in } \text{saw} \]

Sincerely,
**Follow These 5 Steps:**

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

### WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Words to Dictate</th>
<th>Words to Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Review Words</td>
<td>string, stuffs, crunches, bang</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current Words</td>
<td>punish, cabin, chipmunk, sonic, sandblast</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trick Words</td>
<td>against, knew, know, sure, again</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sentence</td>
<td>We know the bell will disrupt the class</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Words to Dictate</th>
<th>Words to Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Review Words</td>
<td>clinic, singing, public, submit</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current Words</td>
<td>childish, handful, kindness, shipment, limitless</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trick Words</td>
<td>always, often, once, against, know</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sentence</td>
<td>I was thankful for his kindness</td>
</tr>
</tbody>
</table>
Do the "Divide Into Syllables" Activity

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>slingshot</td>
<td>sling shot</td>
</tr>
<tr>
<td>goblin</td>
<td></td>
</tr>
<tr>
<td>publish</td>
<td></td>
</tr>
<tr>
<td>blindfold</td>
<td></td>
</tr>
<tr>
<td>nutmeg</td>
<td></td>
</tr>
<tr>
<td>himself</td>
<td></td>
</tr>
<tr>
<td>invents</td>
<td></td>
</tr>
<tr>
<td>dentist</td>
<td></td>
</tr>
</tbody>
</table>
Do the "Mark the Syllable" Activity

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

nú\[u2010u0307]th\[u0307]ll  muffin  cobweb

tennis  submit  catfish

picnic  mix-up  cannot

edit  unless  disrupt

satin  public  shellfish

nutmeg  Edwin  polish

insist  Boston  pilgrim
Do the "Sentence Correction" Activity (Week 2)

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

1. The class was respectfull to the flag ______________

2. The wild kids had a punishmet ______________

3. We will thank Tom for his kindnes ______________

4. We sat on the clif at sunset ______________

5. Was Jack childish ______________

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

1. ____________________________

2. ____________________________
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.
## Writing Grid for Word and Sentence Homework

### Review Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Current Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Trick Words

<table>
<thead>
<tr>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sentence

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Dear Family:

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

cap
v-e

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

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

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

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

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

WEEK 1

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>tub</th>
<th>step</th>
<th>rash</th>
<th>dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>code</td>
<td>prize</td>
<td>tape</td>
<td>Pete</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>often</td>
<td>only</td>
<td>house</td>
<td>once</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>I hope that Jane is not late.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WEEK 2

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>hopeful</th>
<th>mule</th>
<th>chase</th>
<th>broke</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>rose</td>
<td>pines</td>
<td>invite</td>
<td>flagpole</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>right</td>
<td>know</td>
<td>place</td>
<td>used</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Jake will give Tim a cold drink.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the "Find the Syllable Type" Activity

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

<table>
<thead>
<tr>
<th>lime</th>
<th>chase</th>
<th>bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>wife</td>
<td>blend</td>
<td>wave</td>
</tr>
<tr>
<td>smile</td>
<td>trap</td>
<td>fire</td>
</tr>
<tr>
<td>punch</td>
<td>cake</td>
<td>flap</td>
</tr>
<tr>
<td>vote</td>
<td>quake</td>
<td>steps</td>
</tr>
</tbody>
</table>

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

lime
v-e
Do the “Read, Write and Mark” Activity

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

cone \(\text{c}_1\text{one} \text{ v-e} \)
cut \(\text{cut} \text{ c} \)

hope _______________ time _______________
globe _______________ wife _______________
grape _______________ stone _______________
late _______________ vase _______________
June _______________ broke _______________
shine _______________ lake _______________
whale _______________ spine _______________
tune _______________ bite _______________
tube _______________ dime _______________
**Do the “Mark the Syllable” Activity**

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

<table>
<thead>
<tr>
<th>reptile</th>
<th>umpire</th>
<th>unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>c v-e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entire</td>
<td>exhale</td>
<td>baseball</td>
</tr>
<tr>
<td>grapevine</td>
<td>unlike</td>
<td>trombone</td>
</tr>
<tr>
<td>postpone</td>
<td>inflate</td>
<td>entire</td>
</tr>
<tr>
<td>bagpipe</td>
<td>caveman</td>
<td>volume</td>
</tr>
<tr>
<td>concrete</td>
<td>include</td>
<td>sunrise</td>
</tr>
<tr>
<td>costume</td>
<td>tadpole</td>
<td>athlete</td>
</tr>
</tbody>
</table>
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.
Vowel Teams

ai  ay
bait  play

ee  ea  ey
jeep  eat  key

oi  oy
coin  boy

oa  oe  ow
boat  toe  snow plow

ou  oo  ue  ew
tROUT SOUP  school book  blue rescue  chew

au  aw
August  saw
### Writing Grid for Word and Sentence Homework

#### Review Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Current Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Trick Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sentence

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Dear Family:

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

\[ \text{go flu we I} \]

These are marked:

\[ \text{\underline{go}} \]

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

\[ \text{pretend \hspace{1cm} provide} \]

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

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

**WEEK 1**

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>shame</th>
<th>poles</th>
<th>nutmeg</th>
<th>topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>no</td>
<td>basic</td>
<td>we</td>
<td>remote</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>eight</td>
<td>right</td>
<td>large</td>
<td>more</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>We can relax when we get home.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 2**

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>open</th>
<th>flu</th>
<th>silent</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>grumpy</td>
<td>crunchy</td>
<td>bunny</td>
<td>tiny</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>city</td>
<td>sure</td>
<td>every</td>
<td>often</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Betty likes to strum her banjo.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 3**

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>motel</th>
<th>she</th>
<th>try</th>
<th>banjo</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>safety</td>
<td>bravely</td>
<td>grumpy</td>
<td>chilly</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>night</td>
<td>carry</td>
<td>something</td>
<td>eight</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Tony likes crunchy snacks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Do the “Find the Syllable Type” Activity**

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

<table>
<thead>
<tr>
<th>pry</th>
<th>kept</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>hi</td>
<td>x</td>
<td>cry</td>
</tr>
<tr>
<td>she</td>
<td>so</td>
<td>I</td>
</tr>
<tr>
<td>spill</td>
<td>fly</td>
<td>fold</td>
</tr>
<tr>
<td>be</td>
<td>lamp</td>
<td>no</td>
</tr>
</tbody>
</table>

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

```
pry

kept

why
```

```
hi

so

fold
```

```
she

fly

no
```
Do the "Match the Syllable" Activity

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

- mo  sic
- ba  tel
- de  tect
- pro fine
- hu  bot
- ro  side
- be  cate
- lo  man

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

_________  ________

_________  ________

_________  ________

_________  ________

_________  ________

_________  ________
Do the "Read, Write and Mark" Activity

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

cry  cry  robot

basic  basic  she

relax  no

plenty  sixty

pretend  sly

dizzy  lucky

my  tulip

ugly  fluffy

retire  no

angry  solo
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>eight</td>
<td>large</td>
<td>change</td>
</tr>
<tr>
<td>city</td>
<td>every</td>
<td>family</td>
</tr>
<tr>
<td>night</td>
<td>carry</td>
<td>something</td>
</tr>
</tbody>
</table>

> 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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>

### Current Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

### Trick Words

<table>
<thead>
<tr>
<th>5</th>
<th>1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

### Sentence

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
</table>
Dear Family:

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

In Unit 8 of Fundations®, I shall introduce a new syllable type to your child. So far, we have worked on closed, vowel-consonant-e, and open syllables. The fourth syllable type is called the *r-controlled syllable*. When a vowel is directly followed by the letter *r*, the *r* changes the sound of the vowel. For example in the word *bark*, the vowel *a* has neither the short nor the long vowel sound.

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

\[
\text{ar - bark - }/\text{ar}/ \quad \text{or - horn - }/\text{or}/
\]

This type of syllable is marked:

\[
\text{bark}
\]

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

\[
\text{r e p o r t} \quad \text{g a r l i c} \quad \text{a c o r n}
\]

Sincerely,
Homework Guide

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

WEEK 1

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

On Monday Dictate Review Words → scold  reptile  filmed  tent
On Tuesday Dictate Current Words → pork  farm  corn  harp  sport
On Wednesday Dictate Trick Words → world  different  answer  large  every
On Thursday Dictate Sentence → The storm came quickly.
**Do the “Find the Syllable Type” Activity**

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

<table>
<thead>
<tr>
<th>sport</th>
<th>yard</th>
<th>next</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crab</td>
<td>bark</td>
<td>farm</td>
</tr>
<tr>
<td>short</td>
<td>bolt</td>
<td>porch</td>
</tr>
<tr>
<td>cold</td>
<td>lark</td>
<td>art</td>
</tr>
<tr>
<td>pork</td>
<td>march</td>
<td>boxes</td>
</tr>
</tbody>
</table>

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

```
      sport

      r
```
Do the "Read, Write and Mark" Activity

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

lark  lark  garden  garden
art    forest
fork   hornet
farm   carpet
horn   carton
sharp  armpit
mark   party
north  remark
shark  depart
worn   harvest
Do the “Fill In the Word” Activity

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

fort  porch  storm  corn  sport
hornet  park  tardy  car  thorns

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

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#### Current Words

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#### Trick Words

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#### Sentence

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</table>
Dear Family:

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

er - her - /ar/    ir - bird - /or/    ur - burn - /ar/

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

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

DogKu by Andrew Clements (Atheneum Books for Young Readers, 2007)
Donovan’s Word Jar by Monalisa DeGross (Harper Trophy, 1994)
Fox and his Friends by Edward Marshall (Puffin, 1982)
Sneakers the Seaside Cat by Margaret Wise Brown (HarperCollins, 2005)

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

WEEK 1
Dictate the words and sentence to your child following the 5 steps listed above.

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

WEEK 2
Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate  Review Words → birch, turn, girl, curl
On Tuesday Dictate  Current Words → termite, sturdy, thirsty, lobster, disturb
On Wednesday Dictate Trick Words → father, brother, mother, carry, always
On Thursday Dictate Sentence → The birds sing in the morning
Do the "Read, Write and Mark" Activity

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

closed:  
cup  

open:  
he  

v-e:  
bake  

r-controlled:  
park  

whirl  

lunch  

birch  
twirl  

me  
flu  

time  
cry  

birth  
math  

skirt  
plane  

turn  
home  

tent  
dirt  

Answer Key

closed:  
tent, lunch, math  

open:  
me, flu, cry  

v-e:  
plane, home, time  

r-controlled:  
all other words
Do the "Match the Syllable" Activity

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

for   ber
num   ker
hor   est
ba    net

der   ter
sty   ru
mite  thir
ler   or

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Do the “Fill In the Word” Activity

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

- carpenter
- porcupine
- carton
- number
- horn
- shortstop
- morning
- corn
- bakery
- order

1. My dog was struck by ____________ quills.
2. In baseball, I like to be the _______________.
3. The _______________ of milk is on the shelf.
4. The bird sang in the _______________.
5. Dad likes to honk the _______________.
6. This cake is from the _______________.
7. The _______________ made that bench.
8. Did you _______________ a hamburger?
9. Ten is an even _______________.
10. I like to have _______________ with hotdogs.
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>picture</td>
<td>learn</td>
</tr>
<tr>
<td>mother</td>
<td>father</td>
</tr>
</tbody>
</table>

→ **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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>3</td>
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### Current Words

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<th>1</th>
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### Trick Words

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<th>5</th>
<th>1</th>
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<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
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</tbody>
</table>

### Sentence

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</tr>
</tbody>
</table>
Dear Family:

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

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

\[ \text{bait} \]
\[ \text{d} \]

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

\[ \text{ai - bait - } /\text{æ}/ \quad \text{ay - play - } /\text{æ}/ \]

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

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

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

Sincerely,
Homework Guide

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

WEEK 1

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>cursive</th>
<th>short</th>
<th>flute</th>
<th>exhale</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>spray</td>
<td>faint</td>
<td>hay</td>
<td>trail</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>always</td>
<td>great</td>
<td>away</td>
<td>country</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Mark picked a daisy for Beth.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WEEK 2

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>score</th>
<th>polish</th>
<th>maze</th>
<th>smallest</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>birthday</td>
<td>explain</td>
<td>runway</td>
<td>airport</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>American</td>
<td>school</td>
<td>answer</td>
<td>picture</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>The rain did not delay the baseball game.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the “Read, Write and Mark” Activity

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

pray  
waist  
braid  
train  
gray  
paint  
ray  
grain  
pay  
faint  

brain  
stay  
day  
bait  
clay  
maid  
pain  
tray  
hay  
raid  


Do the "Find the Syllable Type" Activity

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

<table>
<thead>
<tr>
<th>grain</th>
<th>day</th>
<th>give</th>
</tr>
</thead>
<tbody>
<tr>
<td>braid</td>
<td>waited</td>
<td>prayer</td>
</tr>
<tr>
<td>orbit</td>
<td>maze</td>
<td>brain</td>
</tr>
<tr>
<td>staying</td>
<td>faint</td>
<td>clay</td>
</tr>
<tr>
<td>gold</td>
<td>tardy</td>
<td>plain</td>
</tr>
</tbody>
</table>

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

grain

d
**Do the “Sentence” Activity**

Have your child read the following sentences. Then find the “D” syllables ai and ay and mark them up.

1. Mike picked a **daisy** for Beth.
2. Jane had a bad back sprain which is painful.
3. Dad will help to repair the bike.
4. The children play ball until sunset.
5. The subway is fun to ride.
6. The birthday party will be held on Sunday.
7. Ed will remain at work until the children complain.
8. Steve cannot go to the airport to pick up Dad.
9. Mom will explain what makes a person faint.
10. The baby will remain in the playpen.

**Answer Key**

1. daisy
2. sprain, painful
3. repair
4. play
5. subway
6. birthday, Sunday
7. remain, complain
8. airport
9. explain, faint
10. remain, playpen
Do the "Pick the Right Vowel Team" Activity

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

**ai or ay**

Sund___
f___nt
subw___

**ai or ay**

d____y
rem____n
spr___

**ai or ay**

tr___l
runw____
p____nting

**ai or ay**

del___
pl___
afr____d

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

**ai words**

_________________
_________________
_________________
_________________
_________________

**ay words**

_________________
_________________
_________________
_________________
→ **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

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### Current Words

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</table>
Dear Family:

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

- ee - jeep - /e/
- ea - eat - /e/
- ey - key - /e/

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

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

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

- A Seed is Sleepy by Dianna Hutts Aston (Chronicle Books, 2007)
- An Egg is Quiet by Dianna Hutts Aston (Chronicle Books, 2006)
- Electricity by Steve Parker (Dorling Kindersley, 1992)
- Pyramid by James Putnam (Dorling Kindersley, 1994)

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

Sincerely,
Follow These 5 Steps:

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

### WEEK 1

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday</td>
<td>Review Words</td>
<td>str, lark, live, banged</td>
</tr>
<tr>
<td>On Tuesday</td>
<td>Current Words</td>
<td>meat, sleep, key, speed, beard</td>
</tr>
<tr>
<td>On Wednesday</td>
<td>Trick Words</td>
<td>whose, again, won, country, son</td>
</tr>
<tr>
<td>On Thursday</td>
<td>Sentence</td>
<td>Jim ate all the meat on his plate.</td>
</tr>
</tbody>
</table>

### WEEK 2

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday</td>
<td>Review Words</td>
<td>Thursday, boxcar, fuse, catfish</td>
</tr>
<tr>
<td>On Tuesday</td>
<td>Current Words</td>
<td>kidney, thirteen, valley, beaver, turkey</td>
</tr>
<tr>
<td>On Wednesday</td>
<td>Trick Words</td>
<td>breakfast, picture, ready, head, answer</td>
</tr>
<tr>
<td>On Thursday</td>
<td>Sentence</td>
<td>They will clean the chimney next week.</td>
</tr>
</tbody>
</table>
Do the "Match the Syllable" Activity

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

trol  key
chim  sey
jer  ney
tur  ley

don  kers
val  teen
snea  key
thir  ley

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

__________________________  ___________________________
__________________________  ___________________________
__________________________  ___________________________
__________________________  ___________________________
__________________________  ___________________________
Do the "Sentence Correction" Activity

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

1. Did you use clean sheats on the bed ___________

2. I hope this screne keeps the bugs out ___________

3. Did you pay for that or was it frey ___________

4. The kids like to wade in the creak ___________

5. My dog has fieses ___________

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

1.

2.
Do the "Fill In the Word" Activity

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

week  meet  weak  beat  creek
creak  beet  steal  meat  steal

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

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

**ee or ey**

- troll
- ind__d
- coff____

**ee or ey**

- sixt___n
- kidn___
- disagr____

**ee or ey**

- hock___
- chimn___
- sl___ve

**ee or ey**

- donk___
- scr___ch
- jers____

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

**ee words**

________________________
________________________
________________________
________________________
________________________

**ey words**

________________________
________________________
________________________
________________________
________________________
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

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### Trick Words

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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>

### Sentence

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
</table>
Dear Family:

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

- ay says /a/ as in play
- ai says /aɪ/ as in bait
- ee says /e/ as in jeep
- ea says /e/ as in eat
- ey says /eɪ/ as in key

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

- oi says /ɔɪ/ as in coin
- oy says /ɔɪ/ as in boy

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

Sincerely,
**Homework Guide**

*Follow These 5 Steps:*

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

---

### WEEK 1

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th><strong>Review Words</strong></th>
<th>sturdy</th>
<th>chase</th>
<th>mascot</th>
<th>chirp</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>toy</td>
<td>broil</td>
<td>joyful</td>
<td>moist</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>favorite</td>
<td>early</td>
<td>ocean</td>
<td>whose</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td><strong>Sentence</strong></td>
<td>Is the oil drip from that truck?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Do the "Sentence Correction" Activity

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

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

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

1. 
2. 
Do the “Read, Write and Mark” Activity

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

- toy
- turkey
- spoil
- stain
- soil
- stone
- destroy
- noisy
- she
- joy

- sport
- boy
- brake
- points
- bleed
- enjoy
- tomboy
- tinfoil
- valley
- girl
Do the “Pick the Right Vowel Team” Activity

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

Oi or Oy

- t___
- sirl___n
- destr___

Oi or Oy

- enj___ment
- l___al
- p___nt

Oi or Oy

- t___let
- ch___ce
- cordur___

Oi or Oy

- p___son
- br___ler
- paperb___

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

Oi words

________________________
________________________
________________________
________________________
________________________

Oy words

________________________
________________________
________________________
________________________
________________________
→ 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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
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</table>

### Current Words

<table>
<thead>
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<th>1</th>
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### Trick Words

<table>
<thead>
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<td></td>
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</table>

### Sentence

<table>
<thead>
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<th>1</th>
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</table>
Dear Family:

In Unit 13, work continues with the "D" syllable type.

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

- *oa* says /ə/ as in *boat*
- *ow* says /ɔ/ as in *snow*
- *oe* says /ə/ as in *toe*

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

Sincerely,

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

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

---

### WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Dictate the words and sentence to your child following the 5 steps listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>Review Words → beef, hockey, faint, broil</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words → loaf, toe, glow, charcoal, thrown</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words → Monday, whose, Tuesday, ready, cousin</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence → Joan likes butter on her toast.</td>
</tr>
</tbody>
</table>

---

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Dictate the words and sentence to your child following the 5 steps listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>Review Words → shipment, fistful, limitless, freshen</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words → showing, roasted, lowest, coaster, foamy</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words → lose, tomorrow, world, city, beautiful</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence → Molly has grown six inches this year.</td>
</tr>
</tbody>
</table>
Do the "Fill in the Word" Activity

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

charcoal  rainbow  toad  toast  goat
boat  yellow  roast  coat  road

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

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

1  Joan went fishing in the sail bote

2  Did the coech think it was a gole

3  I like to flote on a raft in the river

4  Get charcole to have a barbecue

5  Will Sue come visit on tuesda

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.
Do the "Pick the Right Vowel Team" Activity

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

---

<table>
<thead>
<tr>
<th>oa or oe</th>
<th>oa or oe</th>
</tr>
</thead>
<tbody>
<tr>
<td>cockr___ch</td>
<td>r____st</td>
</tr>
<tr>
<td>charc____l</td>
<td>thr____t</td>
</tr>
<tr>
<td>t____ster</td>
<td>t____s</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>oa or oe</th>
<th>oe words</th>
</tr>
</thead>
<tbody>
<tr>
<td>tipt____</td>
<td>oe words</td>
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<tr>
<td>b____rd</td>
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<tr>
<td>d____</td>
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<table>
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<tr>
<th>oe</th>
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</tbody>
</table>
**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.
<table>
<thead>
<tr>
<th>Review Words</th>
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</table>

<table>
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<tr>
<th>Trick Words</th>
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</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
Dear Family:

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

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

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

Sincerely,

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

**Note: The ou also says /u/ as in soup. We will work on this sound in Unit 15.
Follow These 5 Steps:
1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

<table>
<thead>
<tr>
<th>WEEK 1</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>On Tuesday Dictate</td>
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<tr>
<td>On Wednesday Dictate</td>
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<tr>
<td>On Thursday Dictate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictate the words and sentence to your child following the 5 steps listed above.</td>
</tr>
<tr>
<td>On Monday Dictate</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
</tr>
</tbody>
</table>
**Do the “Read, Write and Mark” Activity**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>flower</td>
<td>flow</td>
</tr>
<tr>
<td>foul</td>
<td>d</td>
</tr>
<tr>
<td>tower</td>
<td>s</td>
</tr>
<tr>
<td>now</td>
<td>f</td>
</tr>
<tr>
<td>frown</td>
<td>c</td>
</tr>
<tr>
<td>clown</td>
<td>s</td>
</tr>
<tr>
<td>count</td>
<td>l</td>
</tr>
<tr>
<td>scout</td>
<td>o</td>
</tr>
<tr>
<td>ouch</td>
<td>sh</td>
</tr>
<tr>
<td>cloud</td>
<td>g</td>
</tr>
</tbody>
</table>
Do the "Fill In the Word" Activity

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

pronounce  ground  loud  clown  south

scoutmaster  powder  found  tower  chowder

1  The band was playing _______________ music.

2  The _______________ was very funny.

3  The baby fell on the wet _______________.

4  The birds fly _______________ in the winter.

5  The boys _______________ several coins in the yard.

6  How do you _______________ that word?

7  Now we must jog to the _______________.

8  Sometimes _______________ makes me sneeze.

9  Do you like clam _______________?

10 My Dad is a _______________.
Do the "Sentence Correction" Activity

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

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

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

1. 
2. 

Do the "Pick the Right Vowel Team" Activity

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

ou or ow

s___nd
cr___n
p____der

ou or ow

tr____sers
fr___n
am___nt

ou or ow

p____nce
all____
cr___ch

ou or ow

cr___d
ch____der
disc___nt

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

ou words

________

________

________

________

________

________

________

________

ow words

________

________

________

________

________

________

________

________
- 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

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<th>1</th>
<th>2</th>
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</table>

#### Current Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>

#### Trick Words

<table>
<thead>
<tr>
<th>5</th>
<th>1</th>
</tr>
</thead>
</table>

#### Sentence

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
</table>
Dear Family:

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

\[\text{oo says } /\ddot{u}/ \text{ as in school and } /\ddot{u}/ \text{ as in book} \]
\[\text{ou says } /\ddot{u}/ \text{ as in soup}^*\]
\[\text{ue says } /\ddot{u}/ \text{ as in blue and } /\ddot{u}/ \text{ as in rescue} \]
\[\text{ew says } /\ddot{u}/ \text{ as in chew} \]

All combinations have the /\ddot{u}/ sound and once again your child may not have difficulty when reading the word in context, but spelling could be a problem. Once your child makes a choice for spelling the word, use a dictionary or spell checker to check. If neither is available, you may indicate whether or not the choice is correct.

Sincerely,

*Note: The ou also says /ou/ as in trout. You may remember working on this sound in Unit 14.
**Follow These 5 Steps:**

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

### WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Words to Dictate</th>
<th>Dictated Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Review Words</td>
<td>panther, duke, messes, drank</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current Words</td>
<td>pouch, soup, rooster, argue, stew</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trick Words</td>
<td>January, cousin, February, only, July</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sentence</td>
<td>The bird flew into the nest.</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Words to Dictate</th>
<th>Dictated Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Review Words</td>
<td>join, graze, queen, splendid</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current Words</td>
<td>true, blooming, outline, drew, round</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trick Words</td>
<td>enough, brought, special, December, thought</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sentence</td>
<td>I will have soup for lunch.</td>
</tr>
</tbody>
</table>
Do the “Read, Write and Mark” Activity

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

drew  blue

cue  hoop

soup  trout

round  group

argue  true

chew  due

hoop  pouch

drool  stew

shoot  snout

igloo  new
Do the "Match the Syllable" Activity

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

<table>
<thead>
<tr>
<th>roo</th>
<th>loo</th>
<th>val</th>
<th>grew</th>
</tr>
</thead>
<tbody>
<tr>
<td>sham</td>
<td>ster</td>
<td>out</td>
<td>ter</td>
</tr>
<tr>
<td>ig</td>
<td>plain</td>
<td>mil</td>
<td>ue</td>
</tr>
<tr>
<td>com</td>
<td>poo</td>
<td>win</td>
<td>dew</td>
</tr>
</tbody>
</table>

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

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Do the “Sentence Correction” Activity

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

1. The flowers should be in **blume** soon ____________

2. What time did the **ruster** begin to crow ____________

3. David quickly **outgrue** his snow boots ____________

4. Is it not wise to **argew** with the umpire ____________

5. The boys will swim in the **pule** ____________

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

1. __________________________________________________________________________

2. __________________________________________________________________________
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>enough</td>
</tr>
<tr>
<td>February</td>
<td>special</td>
</tr>
<tr>
<td>July</td>
<td>December</td>
</tr>
</tbody>
</table>

> 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

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## Current Words

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## Trick Words

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<td>5</td>
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## Sentence

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<td>1</td>
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</tbody>
</table>
Dear Family:

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

- au says /ɔ/ as in August
- aw says /ɔ/ as in saw

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

Sincerely,
Homework Guide

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

WEEK 1

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>Review Words</td>
<td>boost, rainbow, plastic, lungs</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>auto, draw, haunted, seesaw, fault</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>August, America, December, laugh, daughter</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>They plan to launch the ship in July.</td>
</tr>
</tbody>
</table>
Do the "Read, Write and Mark" Activity

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

seesaw  Paul
law   jigsaw
fault  auto
claw  haunt
launch  draw
yawn  shawl
hawk  squaw
raw  brawl
straw  crawl
saw  laundry
Do the “Fill In the Word” Activity

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

yawning  August  strawberry  lawn  haunted  
crawled  hawk  launched  straw  drawn

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

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

au or aw

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<td>f___cet</td>
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<td>d___n</td>
<td>squ___k</td>
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<tr>
<td>cr___fish</td>
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au or aw

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<td>astron___t</td>
<td>dr___</td>
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<tr>
<td>r___hide</td>
<td>f___lt</td>
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<td>l___ndry</td>
<td>____ful</td>
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Have your child write the words from above on the lines below. Read the words.

au words

aw words

____________________________________________________________________
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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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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#### Current Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</table>

#### Trick Words

<table>
<thead>
<tr>
<th>5</th>
<th>1</th>
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#### Sentence

<table>
<thead>
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<th>1</th>
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Dear Family:

Unit 17 is the last one in Fundations® Level 2. The final syllable type is introduced in this Unit. The syllable is called the **consonant-le syllable**. This syllable is always at the end of a multisyllabic word such as **bubble** or **bicycle**. It always has only three letters: a **consonant**, then the letter **l**, and lastly a silent **e**.

We mark this syllable:

\[ \text{bugle} \]

The consonant will be different, but there is always an **l** and an **e**. It may be helpful to have your child identify the **consonant-le** in a word, then read the word. In the word **bugle**, isolate **gle** which will help identify the long **u** sound in **bu** because it is an open syllable. In the word **struggle**, isolate **gle** to identify the short **u** sound in **strug** because it is a closed syllable.

Knowing the six syllable types in English words will greatly help your child read and spell many words. Thank you for being your child’s Coach throughout this year. Your help is truly appreciated and has made a big difference. Of course I encourage you to read together all summer long. Make an effort to find books from different genres: fiction, fantasy, historical fiction, mystery, etc. Here are a few books to get you started:

- **James and the Giant Peach** by Roald Dahl (Knopf, 1961)
- **Ramona Quimby, Age 8** by Beverly Cleary (Morrow, 1981)
- **The Watsons Go to Birmingham: 1963** by Christopher Paul Curtis (Delacorte, 1995)

Sincerely,
**Follow These 5 Steps:**

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

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**WEEK 1**

<table>
<thead>
<tr>
<th>Dictate the words and sentence to your child following the 5 steps listed above.</th>
<th>lantern</th>
<th>edited</th>
<th>cheap</th>
<th>dunked</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td><strong>Review Words</strong></td>
<td>tickle</td>
<td>sparkle</td>
<td>freckle</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>trouble</td>
<td>school</td>
<td>couple</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>The other players tackle well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td><strong>Sentence</strong></td>
<td></td>
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</tbody>
</table>
Do the "Find the Syllable Type" Activity

Have your child circle the words containing a consonant-le syllable and cross out any word that does not have a consonant-le syllable.

- turtle
- beagle
- bold
- rescue
- fumble
- nibble
- thirsty
- staple
- purple
- needle
- base
- handle
- fizzle
- scribble
- moist

Have your child write the consonant-le syllable words from above on the lines below.

turtle
beagle
bold
rescue
fumble
nibble
thirsty
staple
purple
needle
base
handle
fizzle
scribble
moist
Do the "Read, Write and Mark" Activity

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

purple  apple

turtle  bugle

beagle  juggle

needle  fizzle

cradle  nibble

staple  muzzle

gobble  jumble

candle  wiggle

table  simple

riddle  puzzle
Do the “Match the Syllable” Activity

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

<table>
<thead>
<tr>
<th>bu</th>
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<td>dim</td>
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<td>hud</td>
<td>ble</td>
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<tr>
<td>jug</td>
<td>dle</td>
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Have your child write the words from above on the lines below.

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
Do the "Find the Consonant-le Syllable" Activity

Read the sentences with your child. Have your child find the words with the consonant-le syllable. Have your child circle them and divide the words by underlining each syllable.

1. The club must have a raffle and, hopefully, make some cash.

2. Did the kids struggle with the puzzle?

3. Could you staple these tests and pass them to the kids in the class?

4. Jake attempted to juggle with eggs!

5. We must try to get the opponent to fumble the ball.

6. Henry will get the bundle in the van and put it in the pantry.

7. I will sit in the pony's saddle.

8. Do not disrupt the baby in the cradle.

9. This is a simple spelling quiz.

10. The bottle is empty, but the baby is still expecting more.
WEEK 1

trouble | couple | young

→ 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.
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