Dear Family:

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

I will be adding the suffixes s, ed (/ed/ or /id/), and ing to these five sound words as well (as long as the base word is unchanging). Remember that your child should spell the base word first, then add the suffix ending.

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

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

Do let me know if you have any questions.

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

**Follow These 4 Steps:**

1. Dictate the word and have your child echo the word.

2. Have your child tap out the sounds. This is very important. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with those sounds.

4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

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**WEEK 1**

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>ring</th>
<th>next</th>
<th>flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>plump</td>
<td>crisp</td>
<td>drink</td>
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<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>many</td>
<td>any</td>
<td>says</td>
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<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Tom slept in <strong>the</strong> tent.</td>
<td></td>
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</tbody>
</table>

**WEEK 2**

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>chill</th>
<th>thank</th>
<th>swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>shrimp</td>
<td>plants</td>
<td>scrub</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td><strong>how</strong></td>
<td>now</td>
<td>down</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>I will print on <strong>the</strong> pad.</td>
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**WEEK 3**

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>much</th>
<th>wall</th>
<th>banks</th>
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</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>blended</td>
<td>spending</td>
<td>granted</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td><strong>out</strong></td>
<td>about</td>
<td>our</td>
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<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td><strong>The</strong> skunk drank from <strong>the</strong> pan.</td>
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**Do the “Match Blends” Activity**

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

- **nd sp nt**
  - ble _____ _____
  - spe _____ _____
  - cri _____ _____

- **dr st br**
  - ___ ___ ank
  - ___ ___ unch
  - ___ ___ amp

- **ft nt st**
  - twi _____ _____
  - pri _____ _____
  - cra _____ _____

- **tr st bl**
  - ___ ___ ast
  - ___ ___ unk
  - ___ ___ and

- **ft st mp**
  - shri _____ _____
  - tru _____ _____
  - dri _____ _____

- **bl sk st**
  - ___ ___ unk
  - ___ ___ ing
  - ___ ___ ank
Do the “Find the Three Letter Blends” Activity

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

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

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

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

Write the words with ing or ed suffixes.

<table>
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1. Each night, help your child read all Trick Words from previous units, as well as these.  
2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and  
3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.
Writing Grid for Word and Sentence Homework

Review Words

1

2

3

Current Words

1

2

Trick Words

3

1

2

3

Sentence

1