Dear Family:

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

**Week 1**

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

**Week 2**

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

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

![Hand gestures for /s/ and /ink/]

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

Thank you, as always, for your help.

Sincerely,
Add this page to your child’s notebook of sounds. Do this page during Week 1.

- **ng**
  - fang

- **ang**
  - /ang/
  - fang

- **ing**
  - /ing/
  - ring

- **ong**
  - /ong/
  - song

- **ung**
  - /ung/
  - lung
Add this page to your child's notebook of sounds. Do this page during Week 2.

UNIT 7

nk

ank

/ank/

bank

ink

/ink/

pink

onk

/onk/

honk

unk

/unk/

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

**Follow These 5 Steps:**

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

### WEEK 1

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>call</th>
<th>ham</th>
<th>shells</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>bang</td>
<td>ring</td>
<td>lung</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>why</td>
<td>my</td>
<td>try</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Josh sang a song</td>
<td></td>
<td></td>
</tr>
</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>chop</th>
<th>fan</th>
<th>puffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>pink</td>
<td>thank</td>
<td>honk</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>two</td>
<td>put</td>
<td>by</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>The cat got a chunk of fish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>hill</th>
<th>wham</th>
<th>lips</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>sinks</td>
<td>wings</td>
<td>honks</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>two</td>
<td>very</td>
<td>also</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>Kim will sing six songs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the “Glued Sound” Activity

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

**ang or ank**
- h
- th
- b

**ing or ink**
- w
- r
- s

**ong or onk**
- h
- s
- l

**ung or unk**
- b
- j
- l

**ing or ink**
- th
- k
- w

**ung or unk**
- ch
- h
- s
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>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>why</td>
<td>by</td>
<td>my</td>
</tr>
<tr>
<td>try</td>
<td>two</td>
<td>put</td>
</tr>
<tr>
<td>very</td>
<td>too</td>
<td>also</td>
</tr>
</tbody>
</table>
Fundations® Trick Words

UNIT 7

WEEK 3

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.

Some come
Writing Grid for Word and Sentence Homework

Review Words

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

Current Words

| 1 | 2 |

Trick Words

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

Sentence

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