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 (ã in apple, é in Ed, i in itch, ó in octopus, ú 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, mat, math, mast 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 continue to encourage students to use their sound-tapping strategy to help segment and blend sounds in words for both reading and spelling.

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,
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>Current Words</th>
<th>Week 1 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Dictate</td>
<td>rush, quiz, blend, that</td>
<td>rush, quiz, blend, that</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>brunch, shrimp, stump, strap, branch</td>
<td>brunch, shrimp, stump, strap, branch</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td>Frank will stand to sing the song</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>Current Words</th>
<th>Week 2 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Dictate</td>
<td>quick, chuck, milk, tick</td>
<td>quick, chuck, milk, tick</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>chimp, quack, dock, kit, brick</td>
<td>chimp, quack, dock, kit, brick</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td>Jack ran fast with his pet dog</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 them up. Have your child underline the blends and digraph blends.

- went  **went**
- shrub  **shrub**
- gust
- vest
- loft
- flap
- drum
- pest
- quilt
- box

- whiz
- nag
- lip
- blush
- raft
- pinch
- click
- glad
- crop
- 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.

rash best trot
loft swim cave
stone **bait** pump
blond she wax
beak mint flash

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

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rash

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---

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Writing Grid for Word and Sentence Homework

Current Words

1

2

3

4

Current Words

1

2

3

4

Sentence

1