

Dear Family:

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

**am, an, ang, ing, ong, ung, 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 **brass, puff** and **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:

**ar** says /**ar**/ as in **car**

**er** says /**er**/ as in **her**

**ir** says /**ir**/ as in **bird**

**or** says /**or**/ as in **horn**

**ur** says /**ur**/ as in **burn**

Also in this Unit, I will teach some important words that students should learn to quickly and automatically recognize. We call these **Trick Words** because most of them have parts that cannot be sounded out.

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

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	→	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** welded 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**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

Fundations® Trick Words

WEEK 1

shall

full

pull

WEEK 2

both

talk


walk



→ **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.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Writing Grid for Word and Sentence Homework

 Review Words \_\_\_\_\_

 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_



 \_\_\_\_\_

 Current Words \_\_\_\_\_

 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_



 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_



 \_\_\_\_\_

 \_\_\_\_\_ Trick Words \_\_\_\_\_

 \_\_\_\_\_  
 5 \_\_\_\_\_ 1 \_\_\_\_\_



 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 2 \_\_\_\_\_ 3 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 4 \_\_\_\_\_ 5 \_\_\_\_\_



 \_\_\_\_\_

 Sentence \_\_\_\_\_

 \_\_\_\_\_  
 1 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_