

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 - /ē/

**ea** - eat - /ē/

**ey** - key - /ē/

The **ea** vowel combination also has the sounds /ĕ/ as in **bread**, and /ā/ 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,

*Mrs. Stevenson*





## 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	<b>Review Words</b>	→	str	lark	live	banged
On Tuesday Dictate	<b>Current Words</b>	→	meat	sleep	key	speed beard
On Wednesday Dictate	<b>Trick Words</b>	→	whose	again	won	country son
On Thursday Dictate	<b>Sentence</b>	→	Jim ate all the meat on his plate.			

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	Thursday	boxcar	fuse	catfish
On Tuesday Dictate	<b>Current Words</b>	→	kidney	thirteen	valley	beaver turkey
On Wednesday Dictate	<b>Trick Words</b>	→	breakfast	picture	ready	head answer
On Thursday Dictate	<b>Sentence</b>	→	They will clean the chimney next week.			



## 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.

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## 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 **flees** \_\_\_\_\_


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	steel	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**

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troll \_\_\_\_

ind \_\_\_\_ d

coff \_\_\_\_

**ee or ey**

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sixt \_\_\_\_ n

kidn \_\_\_\_

disagr \_\_\_\_

**ee or ey**

---

hock \_\_\_\_

chinn \_\_\_\_

sl \_\_\_\_ ve

**ee or ey**

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donk \_\_\_\_

scr \_\_\_\_ ch

jers \_\_\_\_

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

**ee words**

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**ey words**

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

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





Fundations® Trick Words

WEEK 1

whose

won

son

WEEK 2

breakfast

head

ready

→ **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.