

Dear Family:

The first several units in Foundations® 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 (**ă** in **apple**, **ĕ** in **Ed**, **ĭ** in **itch**, **ŏ** in **octopus**, **ŭ** 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 Foundations 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 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,

*Mrs. Stevenson*  
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## 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 Tuesday Dictate	<b>Current Words</b>	→	rush	quiz	blend	that	
On Wednesday Dictate	<b>Current Words</b>	→	brunch	shrimp	stump	strap	branch
On Thursday Dictate	<b>Sentence</b>	→	Frank will stand to sing the song				

#### WEEK 2

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

On Tuesday Dictate	<b>Current Words</b>	→	quick	chuck	milk	tick	
On Wednesday Dictate	<b>Current Words</b>	→	chimp	quack	dock	kit	brick
On Thursday Dictate	<b>Sentence</b>	→	Jack ran fast with his pet dog				



## 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 \_\_\_\_\_ whiz \_\_\_\_\_

shrub shrub \_\_\_\_\_ nag \_\_\_\_\_

gust \_\_\_\_\_ lip \_\_\_\_\_

vest \_\_\_\_\_ blush \_\_\_\_\_

loft \_\_\_\_\_ raft \_\_\_\_\_

flap \_\_\_\_\_ pinch \_\_\_\_\_

drum \_\_\_\_\_ click \_\_\_\_\_

pest \_\_\_\_\_ glad \_\_\_\_\_

quilt \_\_\_\_\_ crop \_\_\_\_\_

box \_\_\_\_\_ 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.

rash

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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



# Writing Grid for Word and Sentence Homework

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

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

 \_\_\_\_\_

 \_\_\_\_\_

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

 \_\_\_\_\_

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

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

 \_\_\_\_\_

 \_\_\_\_\_

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

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 5 \_\_\_\_\_

 \_\_\_\_\_

 **Sentence** \_\_\_\_\_

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

 \_\_\_\_\_

 \_\_\_\_\_

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

 \_\_\_\_\_