

Dear Family:

This is a wonderful year of learning for your child. The help and support you have given are making a big difference.

We shall continue to work with short vowel words, however, we are now ready to add **consonant blends**.

A blend is two consonants together that each make a sound, as in the word "**s t o p**" - the /s/ and the /t/ each make a sound.

A blend is different from a digraph which has two letters but only one sound, such as in the word "**shop**" - the /sh/ makes only one sound.

Blends can come at the beginning of a word, such as "**s t o p**", or at the end of a word, like "**p e s t**."

Your child will learn a digraph blend. A digraph blend is a digraph blended with another consonant such as **n** and **ch** in the word **lunch**, or **sh** and **r** in the word **shred**.

I will also introduce the keywords and sounds for r-controlled vowels using an R-Controlled Vowels Poster. R-controlled vowel sounds are **ar** (as in "**car**"), **or**, **er**, **ir**, and **ur**. At this time, these sounds are introduced for reference when students are reading throughout the day. These sounds will be learned in more depth for both reading and spelling in Level 2. In the meantime, we will practice the sounds during our Drills Sounds/Warm Up activity in class.

Here we go!

Sincerely,





Homework Guide

Review **consonant blends** with your child during the next 2 weeks.

Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. This is extremely important. Each sound must be tapped on a

different finger. The word “**stop**” will have four taps. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. Remember, it is helpful if you say the letters as your child writes.

WEEK 1

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

| | | | | | |
|----------------------|----------------------|---|--|--------------|---------------|
| On Monday Dictate | Review Words | → | sock | jam | which |
| On Tuesday Dictate | Current Words | → | flip | camp | test |
| On Wednesday Dictate | Trick Words | → | would | could | should |
| On Thursday Dictate | Sentence | → | Could Beth mend the rip in the dress? | | |

WEEK 2

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

| | | | | | |
|----------------------|----------------------|---|-------------------------------------|------------|---------------|
| On Monday Dictate | Review Words | → | just | grass | swim |
| On Tuesday Dictate | Current Words | → | clams | bench | shrubs |
| On Wednesday Dictate | Trick Words | → | over | her | number |
| On Thursday Dictate | Sentence | → | Bill went over to the ranch. | | |



Do the "Match Blend Search" Activity

Have your child match a **word beginning** with a **word ending** to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

Word Beginnings

Word Endings

br

it

sk

all

sm

ip

sn

ap

sp

ing



Do the “Blend and Digraph Blend Detective” Activity

Have your child read the words. Underline the blends and digraph blends with two separate lines. Example: b l u sh, sh r e d

glad

grin

plug

trot

grab

shred

twig

bench

squish

chomp

flip

punch

munch

cross

self

The words **flip** and **shred** are Word of the Day words that were discussed in class and entered into your child’s Student Notebook. Ask your child to use the words in sentences to demonstrate meaning.

Fundations® Trick Words

WEEK 1

should

could

would

WEEK 2

her

over

number

















→ **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.

Name: _____









Date: _____

Writing Grid for Word and Sentence Homework

















Review Words

 _____ 
 _____ 
 1 _____ 2 _____ 
 _____ 
 _____ 
 _____ 
 3 _____ 
 _____ 
















Current Words

 _____ 
 _____ 
 1 _____ 2 _____ 
 _____ 

Trick Words

 _____ 
 _____ 
 3 _____ 1 _____ 
 _____ 
 _____ 
 _____ 
 2 _____ 3 _____ 
 _____ 

Sentence

 _____ 
 _____ 
 1 _____ 
 _____ 
 _____ 
 _____ 
 _____ 
 _____ 