

Dear Family:

In Unit 7, Foundations® introduces your child to additional **glued sounds**. Previously, the glued sounds of **all**, **am** and **an** were taught. A **glued sound** is one in which letters have their own sounds but they are difficult to separate. The glued sounds that will be introduced are:

Week 1

ang - fang - /ang/ **ing - ring - /ing/**

ong - song - /ong/ **ung - lung - /ung/**

Week 2

ank - bank - /ank/ **ink - pink - /ink/**

onk - honk - /onk/ **unk - junk - /unk/**

A word such as '**sink**' with the glued sound of **/ink/** will be tapped **/s/** (one tap) **/ink/** (one tap with three fingers glued together).

I shall be working with the **/ng/** sounds first. You might want to have your child practice them with the keywords. Marching while saying "**ang - fang - /ang/**" in rhythm is fun!

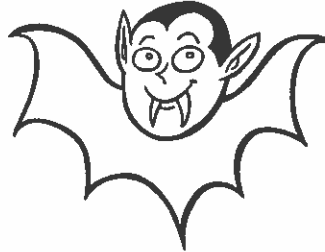
Thank you, as always, for your help.

Sincerely,



ng

ang



fang

/ang/

ing



ring

/ing/

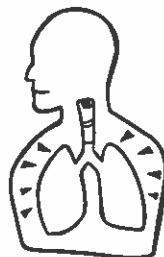
ong



song

/ong/

ung



lung

/ung/

→ Add this page to your child's notebook of sounds. Do this page during Week 1.



Homework Guide

Review the **glued sounds** ending in **ng** and **nk**.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. When doing the "glued" sounds it may be easier to tap on the table rather than to the thumb.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.
5. Remember, do not tap trick words (in bold).

WEEK 1

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

On Monday Dictate	Review Words	→	call	ham	shells
On Tuesday Dictate	Current Words	→	bang	ring	lung
On Wednesday Dictate	Trick Words	→	why	my	try
On Thursday Dictate	Sentence	→	Josh sang a song.		

Spelling List – Wilson Unit 7 Week 1

1. why
2. gong
3. by
4. sung
5. my
6. rang
7. try
8. thing
9. wing
10. lung

Sentence: My ring did not fit Meg.

Spelling List – Wilson Unit 7 Week 1

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Name: _____

Date: _____











Writing Grid for Word and Sentence Homework

















Review Words

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

















Current Words

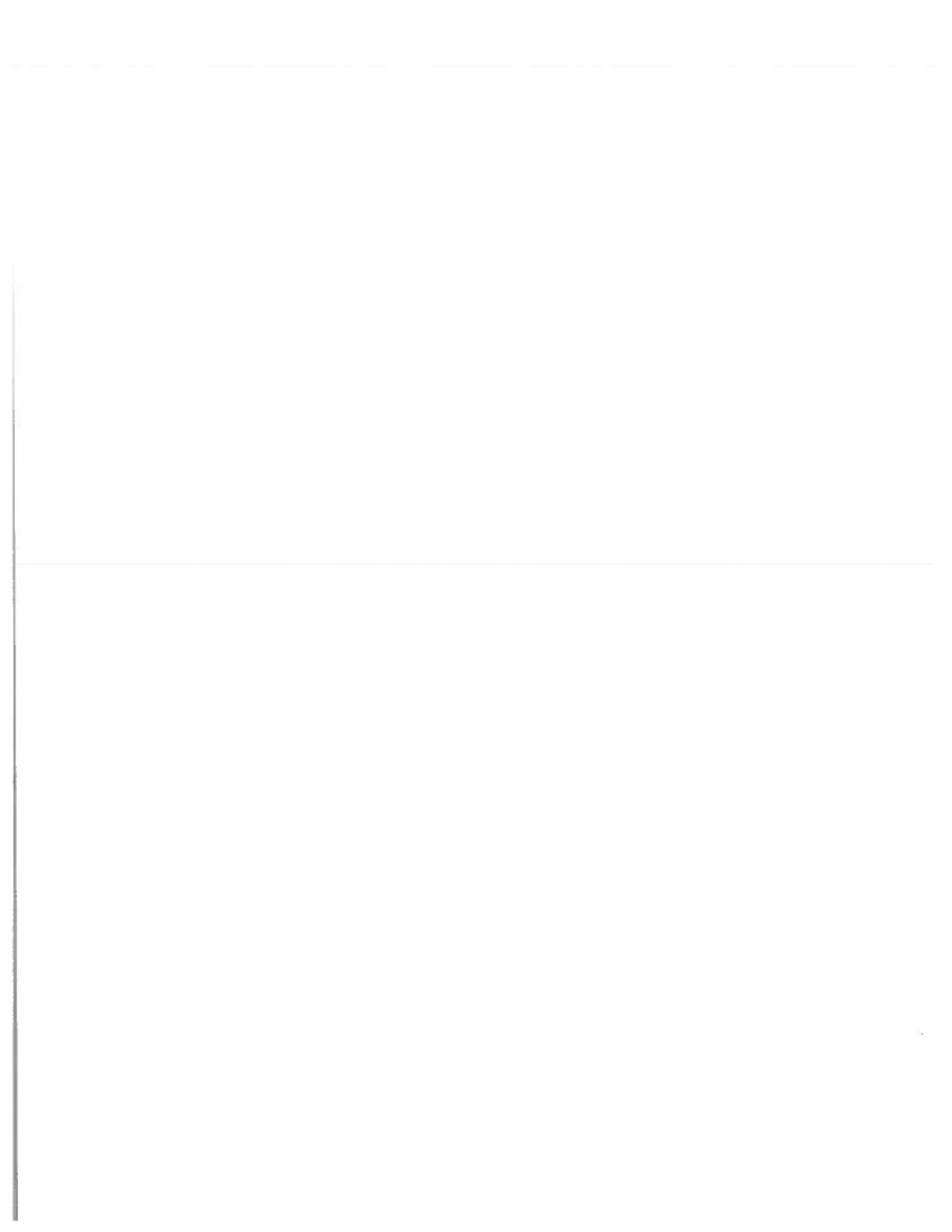
 _____ 
 _____ 
 1 _____ 2 _____ 
 _____ 

Trick Words

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

Sentence

 _____ 
 _____ 
 1 _____ 
 _____ 
 _____ 
 _____ 
 _____ 
 _____ 



WEEK 1

why

by

my

WEEK 2

try

two

put

WEEK 3

very

too

also

→ **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.

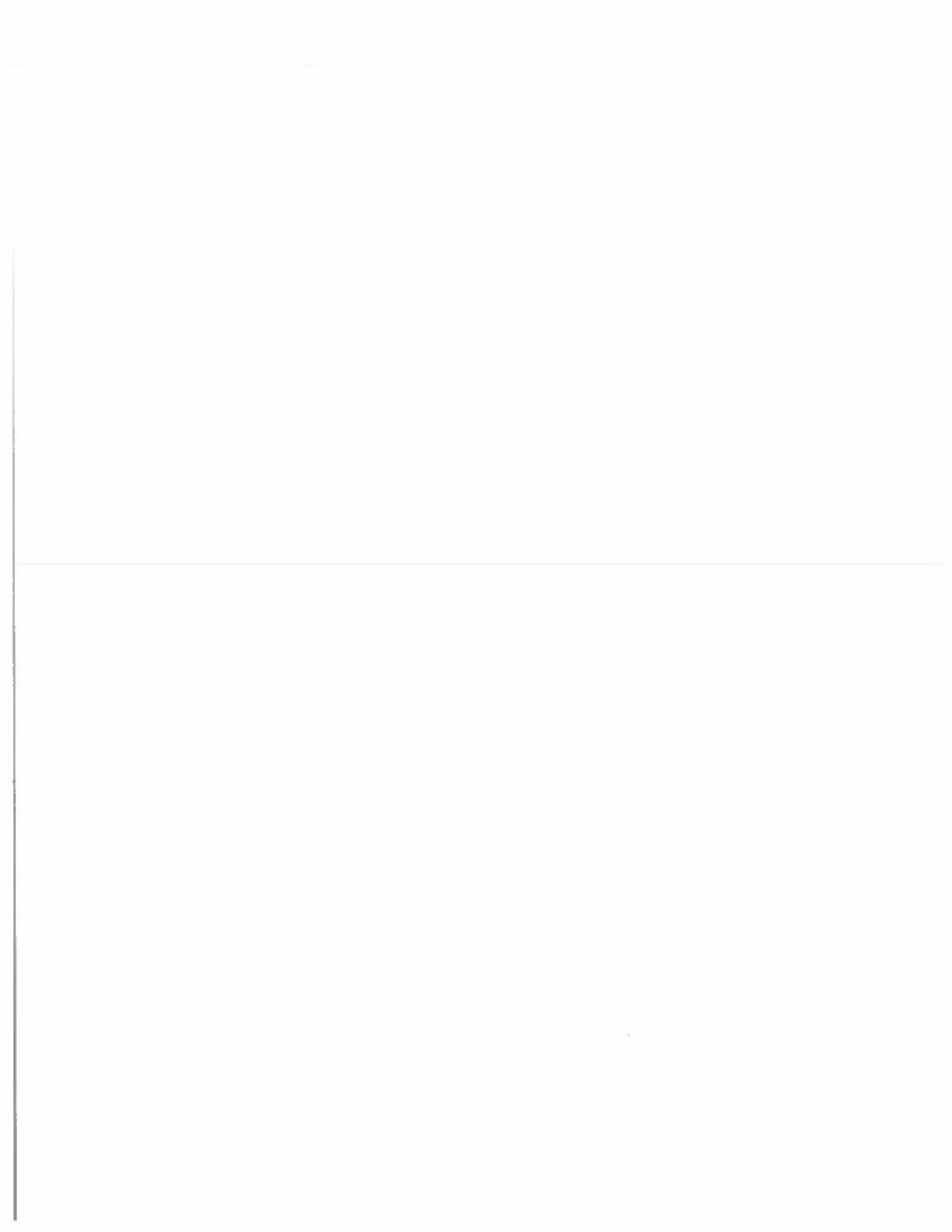


WEEK 3

some

come

→ **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.



Dear Family,

We are working with a program in class that is designed to help children develop their comprehension and vocabulary skills through stories read aloud.

The program takes advantage of some of the sophisticated vocabulary found in books for young children—because children love to learn big words. Research has shown that the earlier children learn these words, the better able they are to use them in their speech and writing for the rest of their lives!

Each week, I will be sending home six new words. These are the words we are learning and using in our daily conversations and organized activities. This week, and in the weeks to come, please use these words as frequently as possible. Cut out the list and post it somewhere central in your home, such as on the refrigerator. See how many times you, your child, and those around you can use these words in your conversations. Make a game out of it!

And remember, as you share reading experiences with your child, point out and talk about the “big words” you encounter.

Sincerely,

The First Grade Team

How Many Stars in the Sky?

basking

Sara basked in the attention she got at her party.

dazzling

The diamonds we saw at the museum were dazzling.

gazing

We like to gaze at the stars when we go camping.

instead

Let's go skating instead of going to the movies today.

anticipation

The anticipation was much worse than the actual quiz, which wasn't hard at all.

exhausted

We were exhausted after running the race.

Grade 1 Reading Comprehension Worksheet

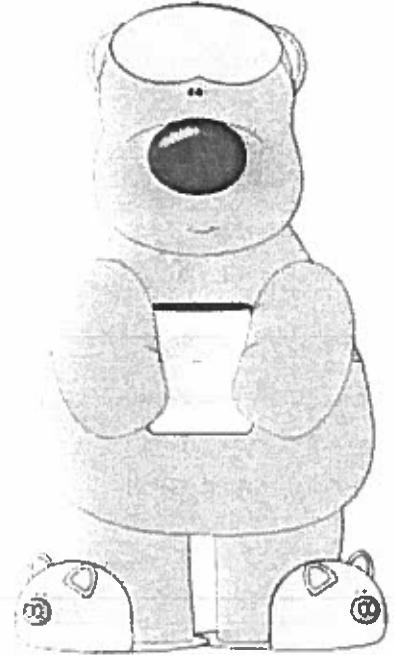
Read the passage. Then answer each question.

A COLD BEAR

Brrrr! It is getting cold.
Bear needs to get ready for winter.

First, he eats a lot.
Next, he finds a den.
Then, he fills the den with leaves, so he will stay warm.
Last, he eats even more!

Is Bear ready for winter?
Yes, he is. Winter is here!



Answer each question:

1. Who is the character?
2. What does Bear need to do?
3. How does Bear get ready for winter?
4. What do you think a den is? How could you find out?
5. Share your opinion! Do you like winter? Why?

Name _____

Date _____

Complete the number sentences to make them true.

1. $15 - 9 = \underline{\quad}$

2. $15 - 8 = \underline{\quad}$

3. $15 - 7 = \underline{\quad}$

4. $17 - 9 = \underline{\quad}$

5. $17 - 8 = \underline{\quad}$

6. $17 - 7 = \underline{\quad}$

7. $16 - 9 = \underline{\quad}$

8. $16 - 8 = \underline{\quad}$

9. $16 - 7 = \underline{\quad}$

10. $19 - 9 = \underline{\quad}$

11. $19 - 8 = \underline{\quad}$

12. $19 - 7 = \underline{\quad}$

13. Match equal expressions.

a. $19 - 9$

$12 - 7$

b. $13 - 8$

$18 - 8$

14. Read the math story. Use a drawing or a number bond to show how you know who is right.
- a. Elsie says that the expressions $17 - 8$ and $18 - 9$ are equal. John says they are not equal. Who is right?
- b. John says that the expressions $11 - 8$ and $12 - 8$ are not equal. Elsie says they are. Who is right?
- c. Elsie says that to solve $17 - 9$, she can take one from 17 and give it to 9 to make 10. So, $17 - 9$ is equal to $16 - 10$. John thinks Elsie made a mistake. Who is correct?
- d. John and Elsie are trying to find several subtraction number sentences that start with numbers larger than 10 and have an answer of 7. Help them figure out number sentences. They started the first one.

$$16 - 9 = \underline{\quad}$$