

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 B

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!

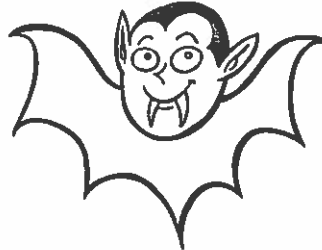
Thank you, as always, for your help.

Sincerely,



ng

ang



fang

/ang/

ing



ring

/ing/

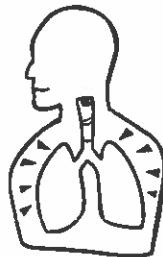
ong



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 b

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

On Monday Dictate	Review Words	→	Than	jam	man
On Tuesday Dictate	Current Words	→	thing	sang	song
On Wednesday Dictate	Trick Words	→	by	why	my
On Thursday Dictate	Sentence	→	What is the thing in the jug?		

Spelling List – Wilson Unit 7 Week 1b

1. too
2. very
3. also
4. some
5. come
6. ring
7. sang
8. long
9. hung
10. fang

Sentence: What was that big bang?

Spelling List – Wilson Unit 7 Week 1b

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4. some
5. come
6. ring
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8. long
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Sentence: What was that big bang?

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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 _____ 
 _____ 
 _____ 
 _____ 
 _____ 
 _____ 

Write the correct ang, ing, ong, or ung word in the matching column.

A ang	B ing	C ong	D ung

fang, long, lung, ring, bang, king, hang, hung, wing, song, sung,
thing, sing, rang, Ming

Read the passage. Then answer each question.

A PUZZLE A DAY

Anna and her family love doing puzzles. Anna is best at little puzzles.

Anna and her brother work on medium size puzzles together. Anna's brother likes puzzles with cars in them.

When the whole family does a puzzle, they do really big puzzles. It can take them a week to finish a really big puzzle. Last year they did a puzzle with 500 pieces!

Anna tries to finish one small puzzle a day by herself. Her puzzles have about 50 pieces.

They all glue their favorite puzzles together and frame them. The puzzles look so nice on the wall.

Answer the Questions:

1. What puzzles is Anna best at?
2. What puzzles does she do with her brother?
3. How long does it take her family to finish a really big puzzle?
4. What do they do with their favorite puzzles?



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

Amelia's Road

accidental

Dad and I accidentally found a beautiful lake when we were looking for our campsite.

labored

We labored for a whole day to plant the vegetables in the garden.

permanent

My permanent tooth started coming in just after my baby tooth fell out.

sturdy

Our tree house is sturdy enough to hold three people.

associate

I associate July 4th with a parade.

cherished

One of my most cherished things is my stuffed bear.

KEY CONCEPT OVERVIEW

During the next week, we will learn about the unit of 10. For the first time, we will learn about a unit made from 10 ones and name it a **ten**. We will see that teen numbers are made of a ten and some ones (e.g., 11 is 1 ten and 1 one; 12 is 1 ten and 2 ones). We will apply this new knowledge when solving addition and subtraction problems.

You can expect to see homework that asks your child to do the following:

- Find and circle 10 items within a larger group of objects.
- Name 10 ones as 1 ten.
- Break apart teen numbers into a ten and some ones, using math drawings and number bonds.
- Make teen numbers by combining a ten and some ones, using math drawings and number bonds.
- Solve problems by using the make ten and take from ten strategies.

SAMPLE PROBLEM (From Lesson 29)

Solve the problem. Write your solution in two steps.

Step 1: Write one number sentence to subtract from 10.

Step 2: Write one number sentence to add the remaining parts.

$$\begin{array}{|c|c|} \hline 1 & 5 \\ \hline \end{array} - 8 = 7$$

$$\underline{10} - \underline{8} = \underline{2}$$

$$\underline{2} + \underline{5} = \underline{7}$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Practice adding across the ten with your child. Start by assigning each other a number from 4 to 10 (e.g., 5). Then, both of you write number sentences with 9, 8, or 7 as the other addend and solve the sentences, for example, $5 + 9 = 14$, $5 + 8 = 13$, $5 + 7 = 12$. Finally, check each other's work. Ask your child to check your strategy. Critiquing others' strategies is an important part of mastering a skill. Try to stump your child by making an error in your strategy for him to catch!
- Reinforce place value understanding by breaking apart a teen number (11–19). Call out a teen number (e.g., 15). Your child breaks the number into a ten and some ones (1 ten 5 ones). In class, we call this unit form.
- Practice subtracting 7, 8, and 9 from teen numbers by using the take from ten strategy. For example, $13 - 7$ can become $10 - 7 + 3$, which equals 6.

TERMS

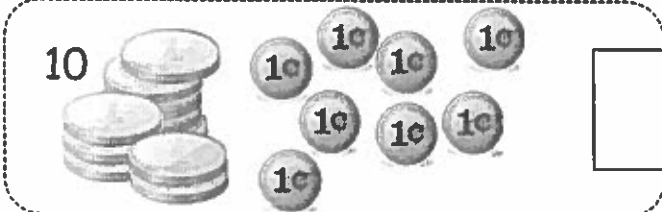
A ten: A group, or unit, made up of ten items. In the beginning of Grade 1, a ten is represented as a 5-group column.

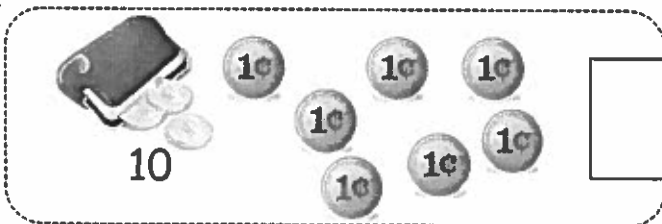


Name _____

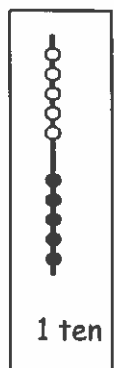
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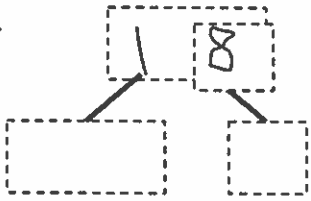
Circle ten. Write the number. How many tens and ones?

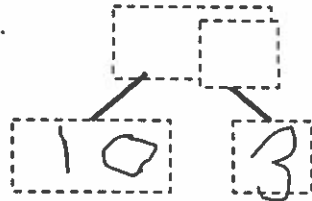
1.  is the same as _____ ten and _____ ones.

2.  is the same as _____ ones and _____ ten.

Use the Hide Zero pictures to draw the ten and ones shown on the cards.



3.  ten and ones

4.  ten and ones

Name _____

Date _____

1. Circle "true" or "false."

Equation	True or False?
a. $2 + 3 = 5 + 1$	True / False
b. $7 + 9 = 6 + 10$	True / False
c. $11 - 8 = 12 - 9$	True / False
d. $15 - 4 = 14 - 5$	True / False
e. $18 - 6 = 2 + 10$	True / False
f. $15 - 8 = 2 + 5$	True / False

2. Lola and Charlie are using expression cards to make true number sentences. Use pictures and words to show who is right.

- a. Lola picked $4 + 8$, and Charlie picked $9 + 3$. Lola says these expressions are equal, but Charlie disagrees. Who is right? Explain your thinking.