

Dear Family:

We are in Unit 10 of Foundations® already! Your child is now going to be working with **closed syllables** that have **five sounds**. These are words that usually have a blend (two consonants each with their own sound) at the beginning of the word and a blend at the end of the word. The word “**s l u m p**” is an example. The **sl** is a blend and the **mp** is a blend.

I will be adding the suffixes **s**, **ed**, and **ing** to these five sound words as well. Remember that your child should spell the base word first, then add the suffix ending.

Five sounds can be quite difficult to sound out, to read and to spell. I anticipate spending at least three weeks on this Unit.

I will also teach these vowel teams using the Vowel Teams poster: **oa**, **oe**, **ow**, **ou**, **oo**, **ue**, **ew**, **au**, and **aw**. Vowel teams 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.

Do let me know if you have any questions.

Sincerely,





## Homework Guide

Review **closed syllables** that have **five sounds** with your child during the next 3 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 very important. 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. It is helpful if you say the letters as your child writes them.

### WEEK 1

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

|                      |                      |   |                               |            |             |
|----------------------|----------------------|---|-------------------------------|------------|-------------|
| On Monday Dictate    | <b>Review Words</b>  | → | ring                          | next       | flags       |
| On Tuesday Dictate   | <b>Current Words</b> | → | plump                         | crisp      | drink       |
| On Wednesday Dictate | <b>Trick Words</b>   | → | <b>many</b>                   | <b>any</b> | <b>says</b> |
| On Thursday Dictate  | <b>Sentence</b>      | → | Tom slept in <b>the</b> tent. |            |             |

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

Read the poem. Then answer each question.

## MULE THOUGHTS

Leroy F. Jackson

A silly little mule

Sat on a milking stool

And tried to write a letter to his  
father.

But he couldn't find the ink,

So he said: "I rather think

This writing letters home is too much  
bother."



### Answer the Questions:

1. Where did the mule sit?
2. What was he trying to write?
3. What couldn't he find?
4. What did he think about writing letters home?



## Do the "Match Blends" Activity

Select blends from the top of each box to form real words. Write the blends on the lines and read the words. Have your child make some of these words with the cut up letters from Unit 1.

| nd  | sp    | nt    |
|-----|-------|-------|
| ble | _____ | _____ |
| spe | _____ | _____ |
| cri | _____ | _____ |

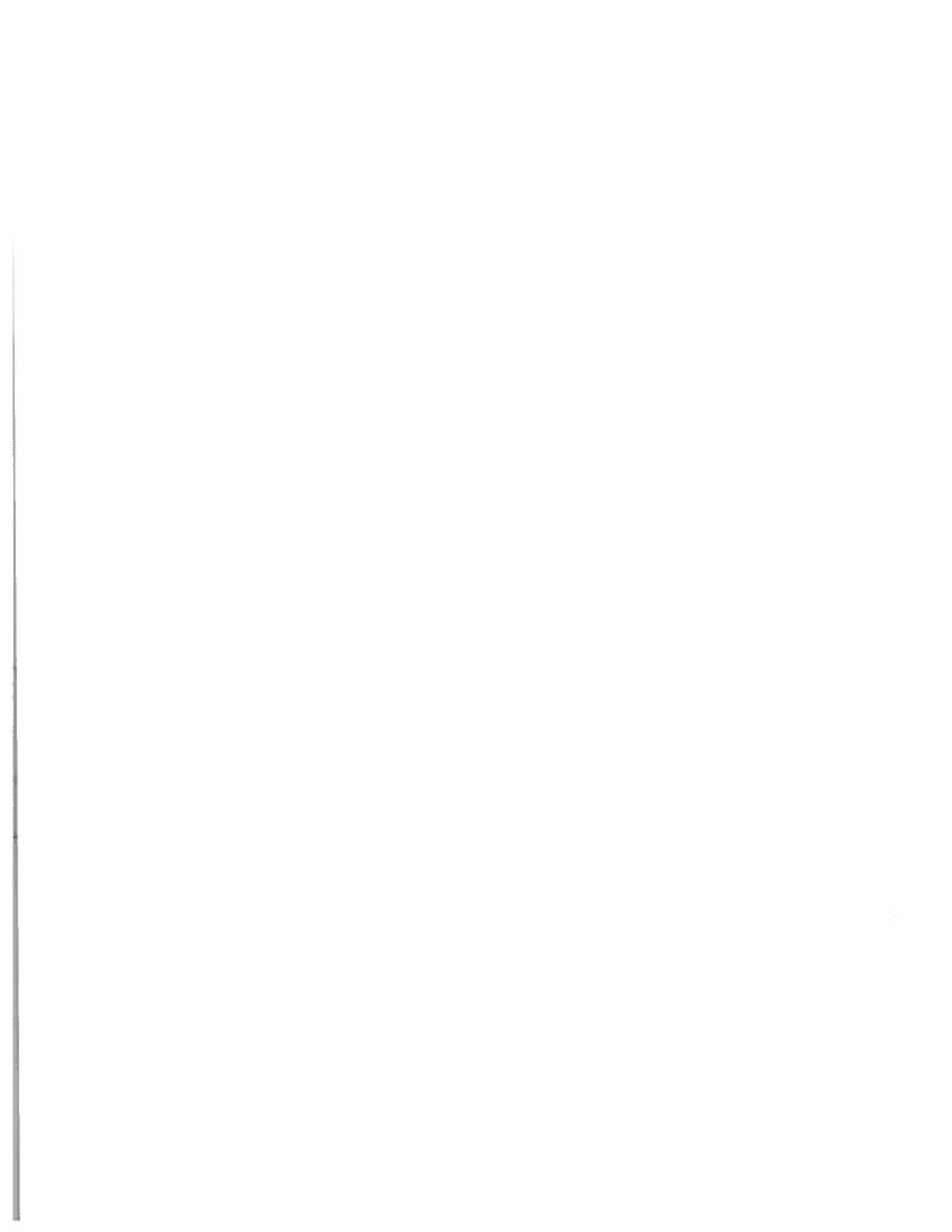
| dr    | st    | br   |
|-------|-------|------|
| _____ | _____ | ank  |
| _____ | _____ | unch |
| _____ | _____ | amp  |

| ft  | nt    | st    |
|-----|-------|-------|
| twi | _____ | _____ |
| pri | _____ | _____ |
| cra | _____ | _____ |

| tr    | st    | bl  |
|-------|-------|-----|
| _____ | _____ | ast |
| _____ | _____ | unk |
| _____ | _____ | and |

| ft   | st    | mp    |
|------|-------|-------|
| shri | _____ | _____ |
| tru  | _____ | _____ |
| dri  | _____ | _____ |

| bl    | sk    | st  |
|-------|-------|-----|
| _____ | _____ | unk |
| _____ | _____ | ing |
| _____ | _____ | ank |



WEEK 1

many

any

WEEK 2

how

now

down

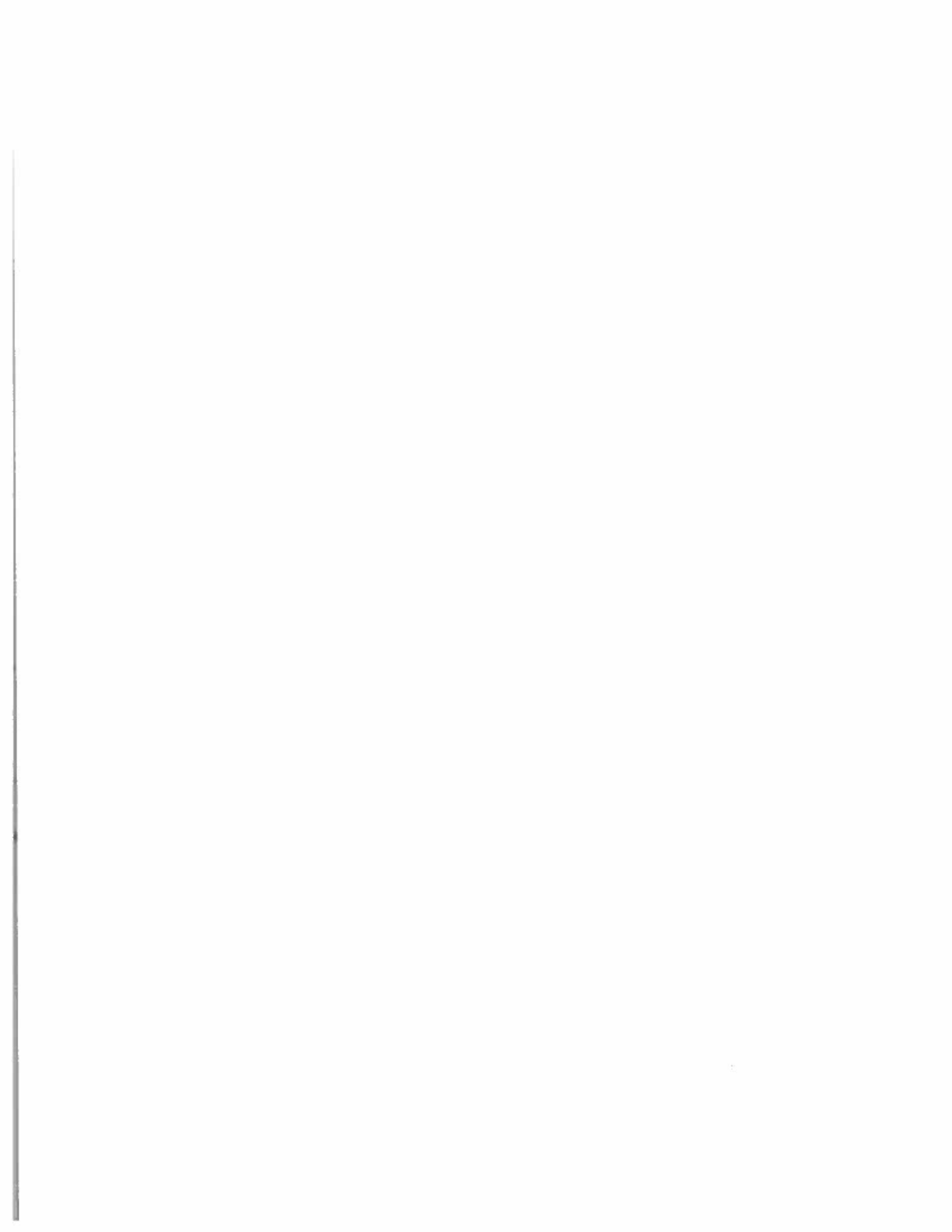
WEEK 3

out

about

our

→ **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.





Spelling List – Wilson Unit 10 Week 1

1. plump
2. crisp
3. drink
4. stunt
5. many
6. each
7. trust
8. blast
9. slept
10. jugs

Sentence: 1. She has many red plants.

2. The blimp did not go fast at all.

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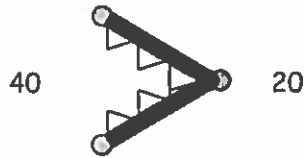
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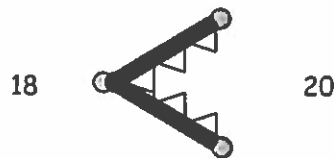
Name \_\_\_\_\_

Date \_\_\_\_\_

Use the symbols to compare the numbers. Fill in the blank with  $<$ ,  $>$ , or  $=$  to make a true number sentence. Complete the number sentence with a phrase from the word bank.



40  $>$  20  
40 is greater than 20.



18  $<$  20  
18 is less than 20.

|   |
|---|
| Word Bank<br>is greater than<br>is less than<br>is equal to |
|---|

a. 17  13

17 \_\_\_\_\_ 13

b. 23  33

23 \_\_\_\_\_ 33

c. 36  36

36 \_\_\_\_\_ 36

d. 25  32

25 \_\_\_\_\_ 32

e. 38  28

38 \_\_\_\_\_ 28

f. 32  23

32 \_\_\_\_\_ 23

g. 1 ten 5 ones  14

1 ten 5 ones \_\_\_\_\_ 14

h. 3 tens  30

3 tens \_\_\_\_\_ 30

i. 29  2 tens 7 ones

29 \_\_\_\_\_ 2 tens 7 ones

j. 19  2 tens 3 ones

19 \_\_\_\_\_ 2 tens 3 ones

k. 3 tens 1 one  13

3 tens 1 one \_\_\_\_\_ 13

l. 35  3 tens 5 ones

35 \_\_\_\_\_ 3 tens 5 ones

m. 2 tens 3 ones  32

2 tens 3 ones \_\_\_\_\_ 32

n. 3 tens  36

3 tens \_\_\_\_\_ 36

o. 29  3 tens 9 ones

29 \_\_\_\_\_ 3 tens 9 ones

p. 4 tens  39

4 tens \_\_\_\_\_ 39