Dear Family:

Units 10 through 16 all work with the new vowel digraph syllable type, or “D” syllable type. In Unit 11 we will focus on the long e sound. The three sounds previously introduced will be our focus:

- ee - jeep - /e/
- ea - eat - /e/
- ey - key - /e/

The ea vowel combination also has the sounds /æ/ as in bread, and /a/ as in steak, but these are less common and will not be studied at this time.

Just as before, the reading is much easier than the spelling. Therefore, the spelling option procedure will need to be practiced. In this Unit I will introduce the various spellings of /e/ such as ee in jeep, ea in eat, and ey in key. Your child already knows that e has the long sound in the vowel-consonant-e syllable (as in Pete) and in the open syllable (as in me and baby). In the beginning or middle of a syllable, the most common spelling choices are ee, ea or e-e (e-consonant-e). At the end of a word, the most common spelling options are y or ey.

Perhaps a trip to the library will encourage your child to read. Some science books that may be of interest are:

- **Our Solar System** by Seymour Simon (Morrow Junior Books, 1992)
- **Electricity** by Steve Parker (Dorling Kindersley, 1992)
- **Pyramid** by James Putnam (Dorling Kindersley, 1994)

Also, a game such as Boggle Junior will promote spelling and word recognition. It will take several exposures to words before your child is secure with both the reading and spelling. Thank you for your help at home.

Sincerely,
**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

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td><strong>Review Words</strong></td>
<td>stir, lark, live, banged</td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>meat, sleep, key, speed, beard</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>too, many, school, another, son</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td><strong>Sentence</strong></td>
<td>Jim ate all the meat on his plate.</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Dictate</td>
<td><strong>Review Words</strong></td>
<td>Thursday, boxcar, fuse, catfish</td>
</tr>
<tr>
<td>Tuesday Dictate</td>
<td><strong>Current Words</strong></td>
<td>kidney, thirteen, valley, beaver, turkey</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td><strong>Trick Words</strong></td>
<td>breakfast, should, circle, head, does</td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td><strong>Sentence</strong></td>
<td>They will clean the chimney next week.</td>
</tr>
</tbody>
</table>
Do the “Match the Syllable” Activity

Have your child read the syllables on the left and right and match the syllables to form real words.

<table>
<thead>
<tr>
<th>trol</th>
<th>key</th>
<th>don</th>
<th>kers</th>
</tr>
</thead>
<tbody>
<tr>
<td>chim</td>
<td>sey</td>
<td>val</td>
<td>teen</td>
</tr>
<tr>
<td>jer</td>
<td>ney</td>
<td>snea</td>
<td>key</td>
</tr>
<tr>
<td>tur</td>
<td>ley</td>
<td>thir</td>
<td>ley</td>
</tr>
</tbody>
</table>

Have your child write the words from above on the lines below. Scoop and mark the syllables.

_________________  ___________________
_________________  ___________________
_________________  ___________________
_________________  ___________________
_________________  ___________________
Do the “Sentence Correction” Activity

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, and write the corrected word on the line, adding punctuation.

1. Did you use clean **Sheets** on the bed __________

2. I hope this **Screene** keeps the bugs out __________

3. Did you pay for that or was it **Frey** __________

4. The kids like to wade in the **Creak** __________

5. My dog has **Flees** __________

Have your child choose two sentences to write on the line below. Have him or her add punctuation and proofread carefully.

1. __________

2. __________
Do the “Fill In the Word” Activity

Words that sound the same but are spelled differently and have different meanings are called homophones. Help your child use a dictionary to select the correct word from the box (using each word only once). Please talk about each of the following sentences while pointing out the homophone and discussing the meaning.

week  meet  weak  beat  creek
creak  beet  steel  meat  steal

1. I like to _____________ friends.
2. Beef is my favorite kind of _____________.
3. In baseball, runners will _____________ a base.
4. A car is made of _____________.
5. The frogs are in the _____________.
6. Did you hear that _____________?
7. The kids _____________ the drums.
8. Have you ever eaten a _____________?
9. There are seven days in a _____________.
10. Steve felt _____________ when he was sick.
Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**ee or ey**
- troll___
- ind___d
- coff___

**ee or ey**
- sixt___n
- kidn___
- disagr___

**ee or ey**
- hock___
- chimn___
- sl___ve

**ee or ey**
- donk___
- scr___ch
- jers___

Have your child write the words from above on the lines below. Read the words.

**ee words**

**ey words**

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<table>
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<tr>
<th>WEEK 1</th>
<th></th>
<th>WEEK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>too</td>
<td>school</td>
<td>breakfast</td>
</tr>
<tr>
<td>son</td>
<td></td>
<td>head</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ready</td>
</tr>
</tbody>
</table>

→ **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.