

Home Support Pack

SECOND EDITION

Level 2

Teacher Please Note

When you begin a new Unit:

1. Select the Home Support Pack sheets that correspond to the current Unit.
2. Sign the Introductory Unit Letter to Families.
3. Add 2-3 copies of the Writing Grid Homework Sheet (depending on the number of weeks in the Unit) to the end of the pack.
4. Make enough copies of a complete pack for each student to take home.

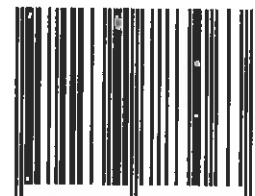
You can order free copies of a brochure called *Helping Your Child Learn to Read: A Parent Guide: Preschool through Grade 3*. This parent guide is helpful in explaining the concepts taught in Foundations®. Download the document at www.nichd.nih.gov.

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Dear Family:

A new school year has been launched! This year, I shall be using a program called ***Fundations® Level 2***. (You can learn more about it online at www.wilsonlanguage.com.) Fundations provides a systematic and explicit approach to reading and spelling with phonics. Research indicates that systematic and explicit phonics instruction is effective for all children. We will combine this phonics instruction with the reading of good literature, which is just as important for your child's development.

Research also proves that when a child has a "Coach" in addition to a classroom teacher, the child makes significant progress. Let's be a "team" - I shall be the teacher, and you the Coach.

In order to take on that role, I will send you the necessary tools. You shall be kept informed of what is happening in the classroom and you shall be given suggestions and a guide as to what can be happening at home.

Please read the Fundations letters that I send home. These letters will contain updates, program information, and activity suggestions. Set aside time to do the home activities with your child. Monitor your child's progress and share successes as well as concerns with me. (This pack includes reference material which you will need for upcoming lessons.)

I look forward to a very successful year as we work together with your child!

Sincerely,





You are likely wondering, “What is Foundations®?”

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child’s development.

Foundations is systematic

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

Foundations is explicit

because this program does not leave room for guessing. It teaches all concepts directly. The children will learn sounds using keywords to help them remember. They will blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

You are also probably wondering, “How can I become a successful ‘Coach’ in this reading program?”

As a “Coach” you can:

- 1.** Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
- 2.** Set aside time to do the home activities with your child.
- 3.** Monitor your child’s progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!



Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

1. Encourage your child to answer “wonder” statements.

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

2. Help your child expand his / her vocabulary by rephrasing.

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

3. Ask open-ended questions.

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. Limit the amount of TV

However, if your child watches a children’s program, talk about it (see #'s 1, 2, 3).

5. Provide household props that encourage pretend play.

Use spoons/ pans in the bathtub; cups/ teapots /dolls; small rakes/ shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.

Fundations® Six Types of Syllables in English

This year, I will review closed and v-e syllables and teach the six types of syllables in English.

Closed Syllable

- 1 This syllable can only have **one vowel**.
- 2 The vowel is followed by **one or more consonants** (closed in).
- 3 The vowel sound is **short**, marked with a breve (˘).
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

up hat ship last

Mark-up Sample

lăst
c

Vowel-Consonant-e Syllable

- 1 This syllable has a **vowel**, then a **consonant**, then an **e**.
- 2 The first vowel has a **long** sound, marked with a macron (¯).
- 3 The **e** is silent.
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

bike ape stove

Mark-up Sample

stōve
v-e

Open Syllable

- 1 This syllable has only **one vowel** which is the last letter in the syllable.
- 2 The vowel sound is **long**, marked with a macron (¯).
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

I be shy hi

Mark-up Sample

hī
o

R-Controlled Syllable

- 1 This syllable contains a single vowel followed by an **r** (**ar, er, ir, or, ur**).
- 2 The vowel is neither **long** nor **short**; it is controlled by the **r**.
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

start fir hurt art

Mark-up Sample

art
r

Double Vowel - "D" Syllable

- 1 This syllable contains a **vowel digraph** or a **diphthong**. These are vowel teams.
- 2 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

beat feel eight new

Mark-up Sample

ea
d

Consonant-le Syllable

- 1 This syllable has only three letters: a **consonant**, an **l**, and an **e**.
- 2 The **e** is silent. It is the vowel. Every syllable needs at least one vowel. The consonant and the l are sounded like a blend.
- 3 This syllable must be the last syllable in a **multisyllabic** word.

Examples

cradle little bubble

Mark-up Sample

bub ble
-le

Dear Family:

The first several units in Foundations® Level 2 will review concepts taught in Level 1 and also add new information. This is important as a key component of the program: we review and build upon the skills in place, strengthening previous concepts and giving students a base upon which to add new information. In Units 1-5, there will be a lot of emphasis placed on the **closed syllable** which makes the vowel short (ă in **apple**, ě in **Ed**, ĭ in **itch**, ŏ in **octopus**, ŭ in **up**).

A **closed syllable** is a word or part of a word that has one vowel closed in or followed by one or more consonants. The vowel does not need to have a consonant in front of it, but it needs to have at least one consonant after it. Examples of closed syllables include **at**, **mat**, **math**, **mast** and **clash**. The short sound of the vowel is marked by the breve sign (˘).

In Unit 1, I shall reinforce the following concepts taught in Foundations Level 1 within the closed syllable concept:

The **digraph**, two letters that make one sound as in **ship (sh)**.

The 2- and 3-letter **consonant blend**, as in **trip (tr)** and **strip (str)**.

The **digraph blend**, as in the word **lunch (nch)**.

Blending and segmenting up to 6 sounds in one word, such as **script**.

I will also teach students when to use **k**, **c** or **ck** when spelling words. Students will learn to use **c** most often at the beginning of words unless it is followed by **e**, **i** or **y**. They will learn to use **ck** at the end after a short vowel and **k** after a consonant.

Please work with your child to reinforce the above concepts by using the attached activity suggestions. If you have any questions, please write them down and I shall get back to you. I truly appreciate your partnership. You will find that working with your child is very rewarding and your child will treasure your involvement. **We are off!**

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Tuesday Dictate	Current Words →	rush quiz blend that
On Wednesday Dictate	Current Words →	brunch shrimp stump strap branch
On Thursday Dictate	Sentence →	Frank will stand to sing the song.

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Tuesday Dictate	Current Words →	quick chuck milk tick
On Wednesday Dictate	Current Words →	chimp quack dock kit brick
On Thursday Dictate	Sentence →	Jack ran fast with his pet dog.



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark them up. Have your child underline the blends and digraph blends.

went went _____ whiz _____

shrub shrub _____ nag _____

gust _____ lip _____

vest _____ blush _____

loft _____ raft _____

flap _____ pinch _____

drum _____ click _____

pest _____ glad _____

quilt _____ crop _____

box _____ frog _____



Do the "Fill In the Word" Activity

Have your child read the sentence and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

nap	milk	gift	get	whiz
duck	leg	blond	pond	fix

- 1 Beth got a _____ from Al.
- 2 They had fun at the _____.
- 3 Dad will _____ the deck.
- 4 Tim has a cut on his _____.
- 5 Deb had a _____ on the cot.
- 6 Did the _____ quack?
- 7 Peg got a _____ wig at the shop.
- 8 Mom said to _____ to bed.
- 9 Jack is a _____ at math.
- 10 Ted had _____ with his snack.



Do the "Find the Syllable Type" Activity

Have your child circle the words containing a closed syllable and cross out any word that is not a closed syllable.

rash	best	trot
loft	swim	cave
stone	bit	pump
blond	she	wax
beak	mint	flash

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

rash

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____


Name: _____




Date: _____



Writing Grid for Word and Sentence Homework





Current Words





 _____
 _____
 1 _____ 2 _____
 _____

 _____
 _____
 3 _____ 4 _____
 _____





Current Words


 _____
 _____
 1 _____ 2 _____
 _____

 _____
 _____
 3 _____ 4 _____
 _____

 _____
 _____
 5 _____
 _____

Sentence

 _____
 _____
 1 _____
 _____

 _____
 _____
 _____
 _____

Dear Family:

Fundations® Unit 2 continues to review closed, one-syllable words. I shall also reinforce the following “glued” or **welded sounds**:

am, an, ang, ing, ong, ung, ank, ink, onk, and unk.

I will also review the concept of **bonus letters**. After a short vowel, the letters **f, l** and **s** get a bonus, or extra letter (**ff, ll,** and **ss**). This happens in one-syllable words like **brass, puff** and **spill**.

Lastly, I will introduce five new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year. Whenever you see //, the sound of the letters appears within the bars:

ar says /ar/ as in **car**

er says /er/ as in **her**

ir says /ir/ as in **bird**

or says /or/ as in **horn**

ur says /ur/ as in **burn**

Also in this Unit, I will teach some important words that students should memorize. We call these **Trick Words** because most of them cannot be sounded out.

Once again thank you for your interest and help at home.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	trust	swept	splash	crisp	
On Tuesday Dictate	Current Words	→	brass	shell	gruff	stiff	still
On Wednesday Dictate	Trick Words	→	shall	pull	full	was	of
On Thursday Dictate	Sentence	→	The cat will cross the path.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	dress	thrill	stiff	hunch	
On Tuesday Dictate	Current Words	→	thing	blank	swing	junk	strong
On Wednesday Dictate	Trick Words	→	both	talk	walk	full	pull
On Thursday Dictate	Sentence	→	Chad felt a sting on his neck.				



Do the "Fill In the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

stuff dress class chess stung
cross swing glass yell chill

- 1 Bill will win at _____.
- 2 The dog will _____ the path.
- 3 I had a _____ of milk.
- 4 Did Dad _____ at Tom?
- 5 Jeff felt the _____ of the wind.
- 6 Deb had a rip in her _____.
- 7 The tot is on the _____.
- 8 The bug _____ my leg.
- 9 The _____ had a big test in math.
- 10 Jess got her _____ off the bed.



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark them up. Put a star over any bonus letter and box the **all** welded sounds.

hall hall _____ off _____

mass mass _____ thrill _____

grass _____ class _____

sniff _____ kiss _____

cliff _____ staff _____

ill _____ dress _____

boss _____ quill _____

chess _____ bluff _____

dill _____ tall _____

spill _____ fall _____



Do the "Sentence Correction" Activity

Tell your child that some words in the sentences below are spelled incorrectly and need correct capitalization. Have him or her proofread the sentence and write the corrected words on the lines, adding bonus letters to words that need them.

1 Jef felt the chil of the wind. _____





2 Tom stil felt il. _____





3 Did dad yel at bob? _____





4 I had a glas of milk with my snack. _____

5 You must brush and flos. _____

Have your child choose two sentences to write on the grids below. Have him or her copy the sentence and proofread carefully.

1  _____
 _____
 _____
 _____

 _____
 _____
 _____
 _____

2  _____
 _____
 _____
 _____

 _____
 _____
 _____
 _____

WEEK 1

shall

full

pull

WEEK 2

both

talk

walk

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words. 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

4

Current Words



1

2



3

4

Trick Words



5

1



2

3



4

5

Sentence



1



Dear Family:

Fundations® Unit 3 will take approximately one week to reach mastery. This Unit works on **closed syllable exceptions**. The vowel in a closed syllable usually has a short vowel sound like **ŭ** in the word **up**. However, there are five exceptions to this rule. It is helpful to stress the meaning of the word **exception** to your child (something that does not follow the rule). It is important for your child to be able to quickly identify these exceptions:

/ild/ as in **child**

/ind/ as in **kind**

/old/ as in **cold**

/olt/ as in **colt**

/ost/ as in **post**

They are exceptions because the vowel has a **long** sound (it says its name) rather than a short vowel sound. We mark them like this:

cōld



Also in this Unit, I will teach some important words that students should memorize. We call these **Trick Words** because most of them cannot be sounded out.

I will introduce five new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year. Whenever you see //, the sound of the letters appears within the bars:

ay says /ā/ as in **play**

ai says /ā/ as in **bait**

ee says /ē/ as in **jeep**

ea says /ē/ as in **eat**

ey says /ē/ as in **key**

There are activities to help reinforce these concepts. Thank you for your help and be sure to have fun! Please write down any questions you might have for me and I shall get back to you.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words →	drink	spank	cramp	sprint	
On Tuesday Dictate	Current Words →	scold	wild	post	colt	find
On Wednesday Dictate	Trick Words →	done	goes	pretty	shall	pull
On Thursday Dictate	Sentence →	Jess has a bad cold.				

On Tuesday, have your child mark the closed syllable exceptions.

Answer Key

scold wild post colt find
 ✕ ✕ ✕ ✕ ✕



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the closed syllable exceptions.

wild

wild
X

host

grind

bolt

post

mind

mold

old

sold

child

blind

gold

jolt

find

colt

most

wind

mild

scold

hold



Do the "Sentence Marking" Activity

Have your child read the sentences and scoop into phrases. Highlight or box the exception sounds.

- 1 Which man is the best host?
- 2 Wind up the top and let it spin.
- 3 Jess has a bad cold.
- 4 Did you find the lost cat?
- 5 Who sold the most in the class?
- 6 The van hit the post with a jolt.
- 7 Can you help me find the path?
- 8 Use the bolt to lock the gate.
- 9 The small child will nap in his crib.
- 10 Jan was kind to the old man.

WEEK 1

done

goes

pretty

→ **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 4

Current Words

1 2

3 4

Trick Words

5 1

2 3

4 5

Sentence

1

Dear Family:

Even though you might want your child to read to you, it is very important that you continue to read to your child. Reading aloud builds your child's vocabulary and understanding, introduces your child to different language patterns, and identifies reading as a pleasurable activity. Reading to your child at bedtime is a good way to get "settled" while building their skills.

Some books that are recommended to read aloud to a second grader are:

- George's Marvelous Medicine*** by Roald Dahl (Puffin, 1981)
- The Hundred Dresses*** by Eleanor Estes (Houghton Mifflin Harcourt, 2004)
- I Like This Poem: A Collection of Best-Loved Poems Chosen by Children for Other Children*** by Kaye Webb (Penguin, 1979)
- The Littles*** by John Peterson (Scholastic, 1993)
- Matilda*** by Roald Dahl (Penguin, 2007)
- The Mouse and the Motorcycle*** by Beverly Cleary (HarperCollins, 1990)
- Something Big Has Been Here*** by Jack Prelutsky (HarperCollins, 2010)
- Stone Fox*** by John Reynolds Gardiner (HarperCollins, 1983)

In Unit 4, I am reviewing the suffixes **-s**, **-es**, **-ed** and **-ing**. Your child will learn that **-ed** might sound like /ed/ as in **rented**, /d/ as in **banged**, or /t/ as in **fished**. I will also be introducing the new suffix endings of **-er** and **-est**. We will discuss the comparison endings **long**, **longer** and **longest**. It is important that your child **underline the base word** and **circle the suffix**.

Lastly, I will introduce additional new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year.

oa says /ō/ as in **boat**
ow says /ō/ as in **snow**
ou says /ou/ as in **trout**
oo says /ü/ as in **school**
ue says /ü/ as in **blue**
ew says /ü/ as in **chew**

oe says /ō/ as in **toe**
 and /ou/ as in **plow**
 and /ü/ as in **soup**
 and /ü/ as in **book**
 and /ü/ as in **rescue**

Thank you again for your help.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	frogs printing chunk cliff
On Tuesday Dictate	Current Words	→	printed kindest stronger tallest listed
On Wednesday Dictate	Trick Words	→	please again animal done goes
On Thursday Dictate	Sentence	→	Mom will get lunches and drinks again.

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	softest swinging oldest flex
On Tuesday Dictate	Current Words	→	spilled splashed spelled drilled brushed
On Wednesday Dictate	Trick Words	→	animal used use again sure
On Thursday Dictate	Sentence	→	Stan spilled milk on his desk.



Do the "-ed Suffix" Activity

Underline the baseword and circle the suffix in each word below. Read the word. Write /t/, /d/, or /ed/ above the suffix to indicate the sound.

hosted

stamped

 spelled^{/d/}

scolded

bumped

thrilled

called

honked

mended

punted

dented

trashed

pressed

crunched

twisted

landed

winked

banged

Write the **ed** words in the correct column below.

ed = /ēd/

ed = /d/

ed = /t/

 hosted

 spelled

 pressed



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and underline the baseword and circle the suffix.

lungs

lungs

fixes

filling

taller

softest

folded

filmed

flossed

twins

tosses

waxing

kicker

dullest

punted

banged

sniffed

pills

mixes

singing

golfer



Do the "Fill in the Sentence" Activity

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word only once.

drenched spilled expected limped landed

- 1 Jack _____ up the steps with his sprained leg.
- 2 The tot _____ the milk on the den rug.
- 3 Mr. Bant _____ Jen to win the contest.
- 4 Pam was _____ after the kids tossed her in the pond.
- 5 Jim _____ on the grass when he fell.

Write the **ed** word from each sentence on the line. Then choose **ed** sound (/ēd/, /d/, or /t/).

1 limped _____ ed says / t /

2 _____ ed says / ____ /

3 _____ ed says / ____ /

4 _____ ed says / ____ /

5 _____ ed says / ____ /

WEEK 1

again

please

animal

WEEK 2

sure

used

use

→ **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

4

Current Words



1

2



3

4

Trick Words



5

1



2

3



4

5

Sentence



1



Dear Family:

Now that your child is comfortable with the closed syllable type and suffix endings, I am going to review how to combine syllables to form ***multisyllabic words***. Your child will put two closed syllables together, such as **bathtub**.

Your child will learn that when there are three consonants together, the blend usually goes with the second syllable to divide the word, as in the word **children (chil dren)**. When reading a multisyllabic word, an important strategy for him/her is to scoop with his/her finger under each syllable.

I will also be introducing the new suffix endings **-ful, -ment, -ish, -ness, -less, -able, and -en**. Remember to have your child underline the baseword and circle the suffix.

Lastly, I will introduce the following sounds:

au says /**ò**/ as in **August**

aw says /**ò**/ as in **saw**

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	string	stuffs	crunches	bang
On Tuesday Dictate	Current Words	→	punish	cabin	chipmunk	sonic sandblast
On Wednesday Dictate	Trick Words	→	against	knew	know	sure again
On Thursday Dictate	Sentence	→	We know the bell will disrupt the class.			

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	clinic	singing	public	submit
On Tuesday Dictate	Current Words	→	childish	handful	kindness	shipment limitless
On Wednesday Dictate	Trick Words	→	always	often	once	against know
On Thursday Dictate	Sentence	→	I was thankful for his kindness.			



Do the "Divide Into Syllables" Activity

Divide each word below into syllables. Read the word. Write the syllables on the lines.

slingshot = sling shot

goblin = _____

publish = _____

blindfold = _____

nutmeg = _____

himself = _____

invents = _____

dentist = _____



Do the "Mark the Syllable" Activity

Have your child scoop the two syllables. Mark the syllables with a **c** to indicate a closed syllable. Put a breve above the vowels. Read words.

nütshell
c c

muffin

cobweb

tennis

submit

catfish

picnic

mix-up

cannot

edit

unless

disrupt

satin

public

shellfish

nutmeg

Edwin

polish

insist

Boston

pilgrim




Do the "Sentence Correction" Activity (Week 2)


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


- 1 The class was respectfull to the flag _____
- 2 The wild kids had a punishmet _____
- 3 We will thank Tom for his kindnes _____
- 4 We sat on the clif at sunset _____
- 5 Was Jack childesh _____


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


1


 _____


 _____


 _____

 _____


 _____


 _____


 _____


 _____


2


 _____


 _____

 _____

 _____

 _____

 _____

 _____

WEEK 1

against

knew

know

WEEK 2

always

often

once

→ **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 4

Current Words

1 2

3 4

Trick Words

5 1

2 3

4 5

Sentence

1

Dear Family:

These past few weeks have been busy in Level 2 of Foundations®! We are now about to review the second syllable type. It is often referred to as the **v-e syllable**, which stands for **vowel-consonant-e** (any vowel or consonant). It is important for your child to recognize the pattern of this syllable, therefore I spend time going from a closed syllable such as **cap** to a v-e syllable such as **cape**. It is the vowel **e** at the end of the word that is silent but makes the first vowel say its name. We mark these words:

c a p e
v-e

Your child will combine closed and v-e syllable words such as **reptile**.

I will also teach your child that when the consonant **s** is between two vowels as in the word **rose**, that **s** may have the /z/ sound. Another example is the word **wise**. However, in the word **base** the **s** has its regular sound of /s/. When you dictate a word that has an **s** between two vowels and your child is not sure if the letter should be an **s** or **z**, a dictionary may be used to check it.

Lastly, I will teach that words in English do not end with the letter **v**. Therefore, some words have an **e** at the end but the vowel is still short (**have, give**). The **e** is there for the **v**. The suffix **-ive** will be added to the suffixes that we add to words.

I have enclosed a page with the double vowel teams. Review these with your child and keep them handy for reference when your child is reading. Please let me know if you have any questions or concerns about your child's progress.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	tub	step	rash	dish	
On Tuesday Dictate	Current Words	→	code	prize	tape	Pete	tube
On Wednesday Dictate	Trick Words	→	often	only	house	once	move
On Thursday Dictate	Sentence	→	I hope that Jane is not late.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	hopeful	mule	chase	broke	
On Tuesday Dictate	Current Words	→	rose	pin	invite	flagpole	exhale
On Wednesday Dictate	Trick Words	→	right	know	place	used	together
On Thursday Dictate	Sentence	→	Jake will give Tim a cold drink.				



Do the "Find the Syllable Type" Activity

Have your child circle the words containing a vowel-consonant-e syllable and cross out any word that is not a v-e syllable.

lime	chase	bike
wife	blend	wave
smile	trap	fire
punch	cake	flap
vote	quake	steps

Have your child write the vowel-consonant-e syllable words from above on the lines below and mark them up.

l i m e
 v-e

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

cone

cōne
v-e

cut

cŭt
c

hope

time

globe

wife

grape

stone

late

vase

June

broke

shine

lake

whale

spine

tune

bite

tube

dime



Do the "Mark the Syllable" Activity

Have your child scoop the two syllables. Mark the syllables with a **c** to indicate a closed syllable and **v-e** for vowel-consonant-e syllables. Read words.

reptile
c v-e

umpire

unsafe

entire

exhale

baseball

grapevine

unlike

trombone

postpone

inflate

entire

bagpipe

caveman

volume

concrete

include

sunrise

costume

tadpole

athlete

WEEK 1

only

house

move

WEEK 2


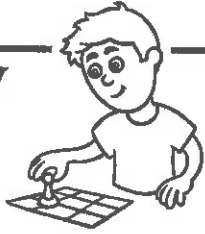
right

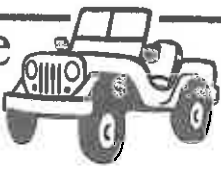

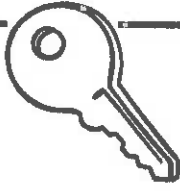
place



together

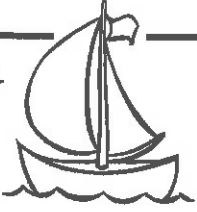

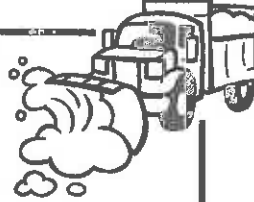
- **Cut words into flashcards. 1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.


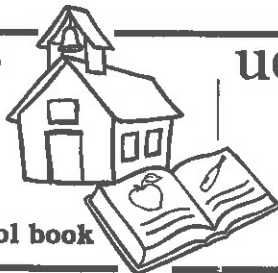


Vowel Teams


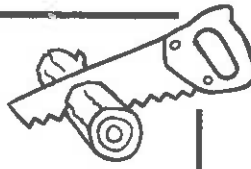
ai  bait	ay  play
---	---

ee  jeep	ea  eat	ey  key
---	--	---

oi  coin	oy  boy
---	--

oa  boat	oe  toe	ow  snow plow
---	--	---

ou  trout soup	oo  school book	ue  blue rescue	ew  chew
---	--	---	---

au  August	aw  saw
---	--

Name: _____

Date: _____



Writing Grid for Word and Sentence Homework

Review Words

1 2

3 4

Current Words

1 2

3 4

Trick Words

5 1

2 3

4 5

Sentence

1

Dear Family:

The third type of syllable in English is called an **open syllable**. Even though your child has read and spelled many words with open syllables, we will now directly teach this syllable type and how to mark it. The open syllable has only one vowel and it does not have a consonant after it. Some examples include:

go flu we I

These are marked:

gō
o

Open syllables can be combined with closed and v-e syllables to form longer words:

prētēnd **prōvide**
o c o v-e

When studying open syllables, it is time to introduce **y as a vowel**. Know that **y** is a consonant when it begins a word, otherwise, it is a vowel. **Y** has 2 vowel sounds in an open syllable. In a one-syllable word, **y** has the long **i** sound as in **cry** and in multisyllabic words it usually has the long **e** sound as in **baby**. In addition to **y** being a consonant and a vowel, it can also be a suffix ending as in the word **lump - lumpy** or part of a suffix ending as in **safely** or **safety**. When **y** is a suffix, it has the sound of long **e**.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	shame	poles	nutmeg	topic
On Tuesday Dictate	Current Words	→	no	basic	we	remote fry
On Wednesday Dictate	Trick Words	→	eight	right	large	more change
On Thursday Dictate	Sentence	→	We can relax when we get home.			

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	open	flu	silent	me
On Tuesday Dictate	Current Words	→	grumpy	crunchy	bunny	tiny ruby
On Wednesday Dictate	Trick Words	→	city	sure	every	often family
On Thursday Dictate	Sentence	→	Betty likes to strum her banjo.			

WEEK 3

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	motel	she	try	banjo
On Tuesday Dictate	Current Words	→	safety	bravely	grumpy	chilly ninety
On Wednesday Dictate	Trick Words	→	night	carry	something	eight together
On Thursday Dictate	Sentence	→	Tony likes crunchy snacks.			



Do the "Find the Syllable Type" Activity

Have your child circle the words containing an open syllable and cross out any word that is not an open syllable.

pry

kept

why

hi

~~huff~~

cry

she

so

I

spill

fly

fold

be

lamp

no

Have your child write the open syllable words from above on the lines below and mark them up.

pry

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Do the "Match the Syllable" Activity

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

mo

sic

ba

tel

de

tect

pro

fine

hu

bot

ro

side

be

cate

lo

man

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



Do the "Read, Write and Mark" Activity

Have your child read the following words, write them on the line and mark up the syllables.

cry

cry
o

robot _____

basic

basic
o c

she _____

relax _____

no _____

plenty _____

sixty _____

pretend _____

sly _____

dizzy _____

lucky _____

my _____

tulip _____

ugly _____

fluffy _____

retire _____

no _____

angry _____

solo _____

WEEK 1

eight

large

change

WEEK 2

city

every

family

WEEK 3

night

carry

something

→ **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 _____ 4 _____

Current Words

 1 _____ 2 _____

 3 _____ 4 _____

Trick Words

 5 _____ 1 _____

 2 _____ 3 _____

 4 _____ 5 _____

Sentence

 1 _____

Dear Family:

Your child has learned many new things about words with the Foundations program and I am thankful, once again, to have you assisting as the Coach.

In Unit 8 of Foundations®, I shall introduce a new syllable type to your child. So far, we have worked on closed, vowel-consonant-e, and open syllables. The fourth syllable type is called the ***r-controlled syllable***. When a vowel is directly followed by the letter **r**, the **r** changes the sound of the vowel. For example in the word **bark**, the vowel **a** has neither the short nor the long vowel sound.

New keywords will be added to the notebook to help your child remember the new sounds. They are:

ar - bark - /ar/ **or - horn - /or/**

This type of syllable is marked:

bark
r

The **vowel** and the letter **r** are circled together. Of course, we can combine these syllables with other syllable types already learned:

rēport
o r

garlic
r c

ācorn
o r

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	scold	reptile	filmed	tent	
On Tuesday Dictate	Current Words	→	pork	farm	corn	harp	sport
On Wednesday Dictate	Trick Words	→	world	different	answer	large	every
On Thursday Dictate	Sentence	→	The storm came quickly.				



Do the "Find the Syllable Type" Activity

Have your child circle the words containing an r-controlled syllable and cross out any word that does not have an r-controlled syllable.

sport

yard

next

~~crib~~

bark

farm

short

bolt

porch

cold

lark

art

pork

march

boxes

Have your child write the r-controlled syllable words from above on the lines below and mark them up.

s port
r

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

lark



garden



art

forest

fork

hornet

farm

carpet

horn

carton

sharp

armpit

mark

party

north

remark

shark

depart

worn

harvest

**Do the "Fill In the Word" Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

fort porch storm corn sport
hornet park tardy car thorns

- 1 Basketball is my best _____.
- 2 Sit on the _____ until sunset.
- 3 The kids made a _____ out of sheets.
- 4 The rose had picky _____ on its stem.
- 5 Dad will _____ the van and help mom.
- 6 Kenny will take the _____ to the shop.
- 7 Mark will have _____ for lunch.
- 8 If you are _____, you are late.
- 9 The _____ came in quickly.
- 10 Do not get stung by that _____!

WEEK 1

world

answer

different

→ **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 _____ 4 _____

Current Words

1 _____ 2 _____

3 _____ 4 _____

Trick Words

5 _____ 1 _____

2 _____ 3 _____

4 _____ 5 _____

Sentence

1 _____

Dear Family:

So far, I have only introduced /**ar**/ and /**or**/ in the r-controlled syllable type. The other three vowels **e**, **i**, **u**, are also affected by the letter **r**. All three (**er**, **ir**, and **ur**) have the same sound /**ər**/. The keywords are:

er - her - /**ər**/ **ir** - bird - /**ər**/ **ur** - burn - /**ər**/

These r-controlled combinations are not usually difficult for reading but they can be tricky for spelling. When you dictate a word that has an /**ər**/ sound, and your child is not sure if the letter should be an **er**, **ir** or **ur**, use a dictionary in order to check for the correct spelling.

Is it time for a trip to the library? You may want to select one of the following books. They might be a bit more difficult, but can be read by a second grader with your help.

DogKu by Andrew Clements (Atheneum Books for Young Readers, 2007)

Donovan's Word Jar by Monalisa DeGross (Harper Trophy, 1994)

Fox and his Friends by Edward Marshall (Puffin, 1982)

Sneakers the Seaside Cat by Margaret Wise Brown (HarperCollins, 2005)

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	invite	these	born	captive
On Tuesday Dictate	Current Words	→	twirl	surf	fern	hurt first
On Wednesday Dictate	Trick Words	→	picture	learn	know	again earth
On Thursday Dictate	Sentence	→	The milk spilled on my shirt.			

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	birch	turn	girl	curl
On Tuesday Dictate	Current Words	→	termite	sturdy	thirsty	lobster disturb
On Wednesday Dictate	Trick Words	→	father	brother	mother	carry always
On Thursday Dictate	Sentence	→	The birds sing in the morning			



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

closed: open: v-e: r-controlled:

c u p

h e

b a k e

p a r k

whirl w h i r l

lunch _____

birch _____

twirl _____

me _____

flu _____

time _____

cry _____

birth _____

math _____

skirt _____

plane _____

turn _____

home _____

tent _____

dirt _____

Answer Key

closed:

tent, lunch, math

open:

me, flu, cry

v-e:

plane, home, time

r-controlled:

all other words



Do the "Match the Syllable" Activity

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

for	ber
num	ker
hor	est
ba	net

ter	der
ru	sty
thir	mite
or	ler

Have your child write the words from above on the lines below and then scoop or underline the syllables.



Do the "Fill In the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

carpenter porcupine carton number horn
shortstop morning corn bakery order

- 1 My dog was struck by _____ quills.
- 2 In baseball, I like to be the _____.
- 3 The _____ of milk is on the shelf.
- 4 The bird sang in the _____.
- 5 Dad likes to honk the _____.
- 6 This cake is from the _____.
- 7 The _____ made that bench.
- 8 Did you _____ a hamburger?
- 9 Ten is an even _____.
- 10 I like to have _____ with hotdogs.

WEEK 1

picture

learn

earth

WEEK 2

mother

father

brother

→ **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 4

Current Words

1 2

3 4

Trick Words

5 1

2 3

4 5

Sentence

1

Dear Family:

I have a lot to share this week. The students are becoming good readers and quite good spellers, and thank you for your help.

Once again, in Unit 10 a new syllable type is introduced. This new syllable type is called the **“D” syllable** because it contains a double vowel combination, two vowels next to one another such as **ai** in the word **bait**. This syllable is marked:

bait
d

There are several of these vowel combinations in the “D” syllable, but in this Unit we will be working on the **ai** and **ay** combination.

ai - bait - /ā/ **ay - play - /ā/**

These sounds were introduced earlier in the year, but now we will focus on them in more detail for both reading and spelling.

Reading this new syllable type will not be as difficult as the spelling. Spelling will be a challenge for this syllable type just as it was in the r-controlled syllable. The long sound /ā/ is found in three types of syllables: the vowel-consonant-e, the open, and the “D” syllable. Therefore, your child will need to make decisions as to what option to select when spelling a word. Some parents have asked about electronic spell checkers. These can be used as well as a dictionary in order to determine the correct spelling whenever a word has options. With either, you may help your child determine the correct option.

Please let me know if your child is having difficulty with this work.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words →	cursive short flute exhale
On Tuesday Dictate	Current Words →	spray faint hay trail bay
On Wednesday Dictate	Trick Words →	always great away country family
On Thursday Dictate	Sentence →	Mark picked a daisy for Beth.

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words →	score polish maze smallest
On Tuesday Dictate	Current Words →	birthday explain runway airport crayon
On Wednesday Dictate	Trick Words →	American school answer picture thought
On Thursday Dictate	Sentence →	The rain did not delay the baseball game.



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

pray



brain

waist

stay

braid

day

train

bait

gray

clay

paint

maid

ray

pain

grain

tray

pay

hay

faint

raid



Do the "Find the Syllable Type" Activity

Have your child circle the words containing a double vowel syllable and cross out any word that does not have a double vowel syllable.

grain

day

give

braid

waited

prayer

~~orbit~~

maze

brain

staying

faint

clay

gold

tardy

plain

Have your child write the double vowel syllable words from above on the lines below and mark them up.

grain
d

**Do the “Sentence” Activity**

Have your child read the following sentences. Then find the “D” syllables **ai** and **ay** and mark them up.

- 1 Mike picked a daisy for Beth.
d
- 2 Jane had a bad back sprain which is painful.
- 3 Dad will help to repair the bike.
- 4 The children play ball until sunset.
- 5 The subway is fun to ride.
- 6 The birthday party will be held on Sunday.
- 7 Ed will remain at work until the children complain.
- 8 Steve cannot go to the airport to pick up Dad.
- 9 Mom will explain what makes a person faint.
- 10 The baby will remain in the playpen.

Answer Key

- | | | | |
|-------------------|---------------------|---------------------|------------|
| 1. daisy | 2. sprain, painful | 3. repair | 4. play |
| 5. subway | 6. birthday, Sunday | 7. remain, complain | 8. airport |
| 9. explain, faint | 10. remain, playpen | | |



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.

ai or ay <hr/> Sund____ f____nt subw____
--

ai or ay <hr/> d____sy rem____n spr____

ai or ay <hr/> tr____l runw____ p____nting
--

ai or ay <hr/> del____ pl____ afr____d
--

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

ai words

ay words

WEEK 1

great

country

away

WEEK 2

America

school

thought

→ **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

4



Current Words



1

2



3

4



Trick Words



5

1



2

3



4

5



Sentence



1



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 - /ē/

ea - eat - /ē/

ey - key - /ē/

The **ea** vowel combination also has the sounds /ĕ/ as in **bread**, and /ā/ 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:

A Seed is Sleepy by Dianna Hutts Aston (Chronicle Books, 2007)

An Egg is Quiet by Dianna Hutts Aston (Chronicle Books, 2006)

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,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	stir	lark	live	banged	
On Tuesday Dictate	Current Words	→	meat	sleep	key	speed	beard
On Wednesday Dictate	Trick Words	→	whose	again	won	country	son
On Thursday Dictate	Sentence	→	Jim ate all the meat on his plate.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	Thursday	boxcar	fuse	catfish	
On Tuesday Dictate	Current Words	→	kidney	thirteen	valley	beaver	turkey
On Wednesday Dictate	Trick Words	→	breakfast	picture	ready	head	answer
On Thursday Dictate	Sentence	→	They will clean the chimney next week.				



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.

trol	key
chim	sey
jer	ney
tur	ley

don	kers
val	teen
snea	key
thir	ley

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 **sheats** on the bed _____





2 I hope this **screne** 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 <hr/> troll ____ ind ____ d coff ____
--

ee or ey <hr/> sixt ____ n kidn ____ disagr ____
--

ee or ey <hr/> hock ____ chimn ____ sl ____ ve
--

ee or ey <hr/> donk ____ scr ____ ch jers ____
--

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

ee words

ey words

Fundations® Trick Words

WEEK 1

whose

won

son

WEEK 2

breakfast

head

ready

→ **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 _____ 4 _____

Current Words




 _____
 _____
 _____

1 _____ 2 _____




 _____
 _____
 _____

3 _____ 4 _____




Trick Words

 _____
 _____
 _____

5 _____ 1 _____

 _____
 _____
 _____

2 _____ 3 _____

 _____
 _____
 _____

4 _____ 5 _____

Sentence

 _____
 _____
 _____

1 _____

 _____
 _____
 _____

Dear Family:

It is very reassuring to know that you are helping your child at home. This week, I will continue working on **double vowel combinations**. So far, your child has been introduced to:

ay says /ā/ as in **play**

ai says /ā/ as in **bait**

ee says /ē/ as in **jeep**

ea says /ē/ as in **eat**

ey says /ē/ as in **key**

In this Unit, your child will practice two more sounds:

oi says /oi/ as in **coin**

oy says /oi/ as in **boy**

This is an easier sound for spelling. The **oi** is used in the middle of the word and the **oy** spelling is used at the end of a word. In Unit 12, we will also take time to review the six types of syllables. Remember to have fun while building your child's foundation for life-long literacy.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	sturdy	chase	mascot	chirp	
On Tuesday Dictate	Current Words	→	toy	broil	joyful	moist	destroy
On Wednesday Dictate	Trick Words	→	favorite	early	ocean	whose	ready
On Thursday Dictate	Sentence	→	Is the oil drip from that truck?				




Do the "Sentence Correction" Activity


Have your child add capitalization and punctuation. Also have him or her circle the /oi/ sound as in "boil" or "toy."


- 1 put this in tinfoil and toss it on the grill
- 2 can you point out the blends in that word
- 3 the water is starting to boil
- 4 the soil must be kept moist
- 5 was the party for kevin noisy


Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.


1


 _____


 _____


 _____

 _____


 _____


 _____


 _____


 _____


2


 _____


 _____


 _____

 _____

 _____

 _____

 _____

 _____



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

toy



sport

turkey

boy

spoil

brake

stain

points

soil

bleed

stone

enjoy

destroy

tomboy

noisy

tin foil

she

valley

joy

girl



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.

oi or oy <hr/> t____ sirl____n destr____
--

oi or oy <hr/> enj____ment l____al p____nt
--

oi or oy <hr/> t____let ch____ce cordur____

oi or oy <hr/> p____son br____ler paperb____
--

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

oi words

oy words

WEEK 1

favorite

early

ocean

- **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

4

Current Words



1

2



3

4

Trick Words



5

1



2

3



4

5

Sentence



1



Dear Family:

In Unit 13, work continues with the **“D” syllable type**.

Three more combinations are added to the list of vowel combinations:

oa says /ō/ as in **boat**

ow says /ō/ as in **snow***

oe says /ō/ as in **toe**

We will also spend some time reviewing basewords and suffixes. Be sure that your child spells the baseword first and then adds the suffix. Also, emphasize the difference between **vowel suffixes** (start with a vowel) and **consonant suffixes** (start with a consonant).

Sincerely,

*Note: The **ow** also says /ou/ as in **plow** or **cow**. We will work on this sound in Unit 14.





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	beef	hockey	faint	broil	
On Tuesday Dictate	Current Words	→	loaf	toe	glow	charcoal	thrown
On Wednesday Dictate	Trick Words	→	Monday	whose	Tuesday	ready	cousin
On Thursday Dictate	Sentence	→	Joan likes butter on her toast.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	shipment	fistful	limitless	freshen	
On Tuesday Dictate	Current Words	→	showing	roasted	lowest	coaster	foamy
On Wednesday Dictate	Trick Words	→	lose	tomorrow	world	city	beautiful
On Thursday Dictate	Sentence	→	Molly has grown six inches this year.				



Do the "Fill in the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

charcoal	rainbow	toad	toast	goat
boat	yellow	roast	coat	road

- 1 The pig _____ is a fun event!
- 2 Dad got _____ for the grill.
- 3 Come see the _____ in the sky!
- 4 Tim's yellow _____ is wet from the snow.
- 5 That is a _____ croaking in the grass.
- 6 Dad wants a _____ that he does not have to row.
- 7 The farmer likes the _____ better than the mule.
- 8 The potholes in the _____ make Mom drive slow.
- 9 Tim likes jam on his _____.
- 10 _____ is my favorite color.



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, adding punctuation and capitalization, and write the corrected word on the line.

1 Joan went fishing in the sail **bote** _____



2 Did the **coech** think it was a **gole** _____





3 I like to **flote** on a raft in the river _____

4 Get **charcole** to have a barbecue _____





5 Will Sue come visit on **tuesda** _____

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1  _____
 _____
 _____
 _____

 _____
 _____
 _____
 _____

2  _____
 _____
 _____
 _____

 _____
 _____
 _____
 _____



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.

oa or oe

cockr____ch
 charc____l
 t____ster

oa or oe

r____st
 thr____t
 t____s

oa or oe

tipt____
 b____rd
 d____

oa or oe

h____
 t____st
 appr____ch

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

oa words

oe words

WEEK 1

Monday

Tuesday

cousin

WEEK 2

lose

tomorrow

beautiful

→ **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

4



Current Words



1

2



3

4



Trick Words



5

1



2

3



4

5



Sentence



1



Dear Family:

In the last Unit, your child practiced the long **o** sound of **ow** as in **sn**ow****. This letter combination actually has another sound as in the word **pl**ow****. In Unit 14, we will work with this **/ou/** sound:

ow says **/ou/** as in **pl**ow*****

ou says **/ou/** as in **tr**ou**t****

Once again, the reading of the words in context will be easier than spelling the word in isolation. Practice, practice, practice is key.

Thank you for your help.

Sincerely,

*Note: The **ow** also says **/ō/** as in **sn**ow****. You may remember working on this sound in Unit 13.

Note: The **ou also says **/ü/** as in **so**u**p**. We will work on this sound in Unit 15.





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	doe	train	spray	show
On Tuesday Dictate	Current Words	→	flower	cloudy	wow	scout power
On Wednesday Dictate	Trick Words	→	Wednesday	sure	Thursday only	Saturday
On Thursday Dictate	Sentence	→	Do you like clam chowder?			

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	leak	stump	grove	massive
On Tuesday Dictate	Current Words	→	couch	shower	found	owl south
On Wednesday Dictate	Trick Words	→	bought	brought	beautiful	thought piece
On Thursday Dictate	Sentence	→	Now we must jog to the tower.			



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

flower flower
 d r

out _____

foul _____

loud _____

tower _____

south _____

now _____

found _____

frown _____

couch _____

clown _____

sound _____

count _____

lousy _____

scout _____

owl _____

ouch _____

shout _____

cloud _____

gown _____



Do the "Fill In the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

pronounce ground loud clown south
scoutmaster powder found tower chowder

- 1 The band was playing _____ music.
- 2 The _____ was very funny.
- 3 The baby fell on the wet _____.
- 4 The birds fly _____ in the winter.
- 5 The boys _____ several coins in the yard.
- 6 How do you _____ that word?
- 7 Now we must jog to the _____.
- 8 Sometimes _____ makes me sneeze.
- 9 Do you like clam _____?
- 10 My Dad is a _____.




Do the "Sentence Correction" Activity


Have your child proofread the sentence and add capitalization and punctuation. Also, have him or her circle the /ou/ sound.


- 1 mom picked up some baby powder at the store
- 2 do you like the sound of birds chirping
- 3 dad likes to take a nap on the couch
- 4 the king lost his crown
- 5 are they expecting rain showers on sunday


Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.


1


 _____


 _____


 _____

 _____


 _____


 _____


 _____


 _____


2


 _____


 _____


 _____

 _____

 _____

 _____

 _____

 _____



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.

ou or ow
s____nd
cr____n
p____der

ou or ow
tr____sers
fr____n
am____nt

ou or ow
p____nce
all____
cr____ch

ou or ow
cr____d
ch____der
disc____nt

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

ou words

ow words

WEEK 1

Wednesday

Thursday

Saturday

WEEK 2

bought

brought

piece

→ **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 _____ 4 _____

Current Words

1 _____ 2 _____

3 _____ 4 _____

Trick Words

5 _____ 1 _____

2 _____ 3 _____

4 _____ 5 _____

Sentence

1 _____

Dear Family:

The end of the year is fast approaching. Your child has been working very hard to master all the language concepts and your help is appreciated. As mentioned in my previous letter, practice is very important. The “D” syllable has several combinations, many of which have more than one sound such as the **ow** in **snow** and in **plow**. In this Unit, we will work with several sounds with reading and spelling options.

oo says /ü/ as in **school** and /ü/ as in **book**

ou says /ü/ as in **soup***

ue says /ü/ as in **blue** and /ü/ as in **rescue**

ew says /ü/ as in **chew**

All combinations have the /ü/ sound and once again your child may not have difficulty when reading the word in context, but spelling could be a problem. Once your child makes a choice for spelling the word, use a dictionary or spell checker to check. If neither is available, you may indicate whether or not the choice is correct.

Sincerely,

*Note: The **ou** also says /ou/ as in **trout**. You may remember working on this sound in Unit 14.





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	panther duke messes drank
On Tuesday Dictate	Current Words	→	pouch soup rooster argue stew
On Wednesday Dictate	Trick Words	→	January cousin February only July
On Thursday Dictate	Sentence	→	The bird flew into the nest.

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	join graze queen splendid
On Tuesday Dictate	Current Words	→	true blooming outline drew round
On Wednesday Dictate	Trick Words	→	enough brought special December thought
On Thursday Dictate	Sentence	→	I will have soup for lunch.

**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllable.

drew draw _____ blue _____
 d

cue _____ hoop _____

soup _____ trout _____

round _____ group _____

argue _____ true _____

chew _____ due _____

hoop _____ pouch _____

drool _____ stew _____

shoot _____ snout _____

igloo _____ new _____



Do the "Match the Syllable" Activity

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

roo	loo
sham	ster
ig	plain
com	poo

val	grew
out	ter
mil	ue
win	dew

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



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, adding punctuation, and write the corrected word on the line.

1 The flowers should be in **blume** soon _____


2 What time did the **ruster** begin to crow _____





3 David quickly **outgrue** his snow boots _____

4 Is it not wise to **argew** with the umpire _____





5 The boys will swim in the **pule** _____

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

1  _____
 _____
 _____
 _____

 _____
 _____
 _____
 _____

2  _____
 _____
 _____
 _____

 _____
 _____
 _____
 _____

WEEK 1

January

February

July

WEEK 2

enough

special

December

→ **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

4



Current Words



1

2



3

4



Trick Words



5

1



2

3



4

5



Sentence



1



Dear Family:

This Unit is the last one to focus on the “D” syllable type. I shall be working on two new sounds, introduced earlier in the year:

au says /**o**/ as in **August**

aw says /**o**/ as in **saw**

Once again, practice is the key and once again I thank you for helping me to work on these combinations.

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	boost rainbow plastic lungs
On Tuesday Dictate	Current Words	→	auto draw haunted seesaw fault
On Wednesday Dictate	Trick Words	→	August America December laugh daughter
On Thursday Dictate	Sentence	→	They plan to launch the ship in July.



Do the "Read, Write and Mark" Activity

Have your child read the following words, write them on the line and mark up the syllable.

seesaw se esaw
 d d

Paul _____

law _____

jigsaw _____

fault _____

auto _____

claw _____

haunt _____

launch _____

draw _____

yawn _____

shawl _____

hawk _____

squaw _____

raw _____

brawl _____

straw _____

crawl _____

saw _____

laundry _____



Do the "Fill In the Word" Activity

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

yawning August strawberry lawn haunted
crawled hawk launched straw drawn

- 1 Mom will make _____ shortcake for my birthday party.
- 2 It is hot in _____ so we will be able to swim in the lake.
- 3 The children think the house is _____.
- 4 You keep _____ so take a nap.
- 5 The rocket will be _____ on Friday.
- 6 Most kids like to drink with a _____.
- 7 Dad was upset when his _____ mower broke.
- 8 The artist has _____ many pictures.
- 9 The _____ has a big wing span.
- 10 The baby _____ to his mother.



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.

au or aw <hr/> f__cet d__n cr__fish

au or aw <hr/> h__nt squ__k s__ce

au or aw <hr/> astron__t r__hide l__ndry
--

au or aw <hr/> dr__ f__lt __ful

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

au words

aw words

WEEK 1

August

laugh

daughter

→ **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 _____ 4 _____
 _____

Current Words

 _____
 _____
 1 _____ 2 _____
 _____

 _____
 _____
 3 _____ 4 _____
 _____





Trick Words





 _____
 _____
 5 _____ 1 _____
 _____

 _____
 _____
 2 _____ 3 _____
 _____

 _____
 _____
 4 _____ 5 _____
 _____

Sentence

 _____
 _____
 1 _____
 _____

 _____
 _____
 _____
 _____

Dear Family:

Unit 17 is the last one in Foundations® Level 2. The final syllable type is introduced in this Unit. The syllable is called the **consonant-le syllable**. This syllable is always at the end of a multisyllabic word such as **bubble** or **bicycle**. It always has only three letters: a **consonant**, then the letter **l**, and lastly a silent **e**.

We mark this syllable:

b ū g l e
o -le

The consonant will be different, but there is always an **l** and an **e**. It may be helpful to have your child identify the **consonant-le** in a word, then read the word. In the word **bugle**, isolate **gle** which will help identify the long **u** sound in **bu** because it is an open syllable. In the word **struggle**, isolate **gle** to identify the short **u** sound in **strug** because it is a closed syllable.

Knowing the six syllable types in English words will greatly help your child read and spell many words. Thank you for being your child's Coach throughout this year. Your help is truly appreciated and has made a big difference. Of course I encourage you to read together all summer long. Make an effort to find books from different genres: fiction, fantasy, historical fiction, mystery, etc. Here are a few books to get you started:

James and the Giant Peach by Roald Dahl (Knopf, 1961)

Ramona Quimby, Age 8 by Beverly Cleary (Morrow, 1981)

The Watsons Go to Birmingham: 1963 by Christopher Paul Curtis
(Delacorte, 1995)

Sincerely,





Homework Guide

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

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	lantern	edited	cheap	chucked
On Tuesday Dictate	Current Words	→	tickle	sparkle	freckle	pickle snorkel
On Wednesday Dictate	Trick Words	→	trouble	school	couple	lose young
On Thursday Dictate	Sentence	→	The other players tackle well.			



Do the "Find the Syllable Type" Activity

Have your child circle the words containing a consonant-le syllable and cross out any word that does not have a consonant-le syllable.

turtle

beagle

bold

~~rescue~~

fumble

nibble

thirsty

staple

purple

needle

base

handle

fizzle

scribble

moist

Have your child write the consonant-le syllable words from above on the lines below.

turtle

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

purple pu rr ple _____ apple _____
 r -le

turtle _____ bugle _____

beagle _____ juggle _____

needle _____ fizzle _____

cradle _____ nibble _____

staple _____ muzzle _____

gobble _____ jumble _____

candle _____ wiggle _____

table _____ simple _____

riddle _____ puzzle _____



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.

bu	ple
dim	gle
jum	ble

trem	gle
hud	ble
jug	die

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



Do the “Find the Consonant-le Syllable” Activity

Read the sentences with your child. Have your child find the words with the consonant-le syllable. Have your child circle them and divide the words by underlining each syllable.

- 1 The club must have a raffle and, hopefully, make some cash.
- 2 Did the kids struggle with the puzzle?
- 3 Could you staple these tests and pass them to the kids in the class?
- 4 Jake attempted to juggle with eggs!
- 5 We must try to get the opponent to fumble the ball.
- 6 Henry will get the bundle in the van and put it in the pantry.
- 7 I will sit in the pony’s saddle.
- 8 Do not disrupt the baby in the cradle.
- 9 This is a simple spelling quiz.
- 10 The bottle is empty, but the baby is still expecting more.

WEEK 1

trouble

couple

young

→ **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 4

Current Words

1 2

3 4

Trick Words

5 1

2 3

4 5

Sentence

1