

Fundations Unit 10: Closed Syllables with 5 Sounds

Dear Families,

We are in Unit 10 of Fundations already! Unit 10 does not introduce any new sounds. Your child will now be working with **closed syllables** that have **five sounds**. I will teach students how to blend and segment words with up to five sounds in a closed syllable. 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 “**sl u m p**” is an example. The **sl** is a blend and the **mp** is a blend. Some words containing five sounds have a blend with a glued sound, as in the word “**s k u n k**” with the **sk** blend and the glued sound **unk**.

Examples: **blast, stand, spend, slept, blink, shrimp, stunt, trunk**

We will be adding the suffixes **s, ed, and ing** to these five sound words as well. Remember that your child should tap and spell the baseword first, then add the suffix ending. Do not tap the suffix. Only tap out the sounds in the baseword.

More Examples: **plants, crafts, printed, trusted, stinging, drinking**

Five sounds can be quite difficult to sound out, to read, and to spell. This new skill will require lots of practice! 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 second grade. In the meantime, we will practice them daily!

Attached, you will find the Homework Guide and some fun activities that your child may complete for additional practice at home. Be sure to spread out these practice activities over time as I slowly introduce the new concepts. Please let me know if you have any questions!

Sincerely,
Mrs. Pelkey





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	Review Words →	ring	next	flags
On Tuesday Dictate	Current Words →	plump	crisp	drink
On Wednesday Dictate	Trick Words →	many	any	says
On Thursday Dictate	Sentence →	Tom slept in the tent.		

WEEK 2

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

On Monday Dictate	Review Words →	chill	thank	swim
On Tuesday Dictate	Current Words →	shrimp	plants	scrub
On Wednesday Dictate	Trick Words →	how	now	down
On Thursday Dictate	Sentence →	I will print on the pad.		

WEEK 3

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

On Monday Dictate	Review Words →	much	wall	banks
On Tuesday Dictate	Current Words →	blended	spending	granted
On Wednesday Dictate	Trick Words →	out	about	our
On Thursday Dictate	Sentence →	The skunk drank from the pan.		



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



Do the “Find the Three Letter Blends” Activity

Have your child read the sentence. Remember to help read with phrasing and fluency. Find all the three letter blends and underline them with three separate lines. Mark any word with suffix by underlining the baseword and circling the suffix **s**.

1. My gram will mend the strap on this dress.
2. I think that I can split the logs.
3. Cath and Fran still had to scrub the pots.
4. When Jill fell into the pond, the splash was big!
5. We will get shrimp and scrod fish.



Do the "Circle and Write the Suffixes" Activity

Have your child read the words. Underline or "scoop" the syllables and circle any suffixes (**ed**, **ing** or **s**).

smelling rested clocks splashing

drums squints rented dumping

trusted blinking twisted scrubs

Write the words with **ing** or **ed** suffixes.

ing

ed

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.



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 _____ 

 _____ 

 _____ 

 _____ 

 _____ 

 _____ 