

Dear Families,

Unit 11 in Fundations introduces a new syllable type. So far this year, we have been working with closed syllables. The children are now learning about words with the **vowel-consonant-e** syllable pattern. This syllable type is also sometimes shown as the “**v-e**” syllable, where the dash (-) stands for a consonant letter.

The letter ‘e’ at the end of a word changes the sound of the vowel in that word. For example, in the word **hop**, if you add an **e** to the end of the word, the **o** will now say its name and the **e** is silent. The **o** will have the long vowel sound and the word is now **hope**.

It is important to know that the letter **e** does not have a sound – it just sits at the end of the word helping the other vowel to say its name (the long vowel sound). When tapping out words with the **v-c-e** syllable pattern, the **e** does not get tapped. Some examples are **mat** to **mate**, **cub** to **cube**, and **cap** to **cape**. More **v-c-e** words include **tide**, **cake**, and **vote**. The key element is helping your child to recognize the pattern of **v-c-e** (vowel-consonant-e).

To mark a word with a **vowel-consonant-e** syllable, we scoop the syllable, mark the long vowel with a macron (¯) and cross out the ‘e’ to indicate it is silent.

lāte  
v-e

**In this unit:**


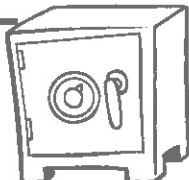





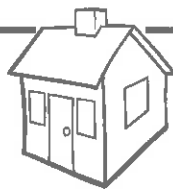
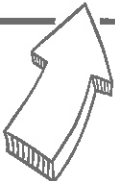
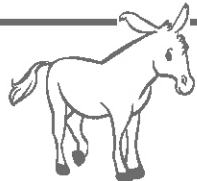

- we will review all long vowel sounds.
- I will introduce the 2 sounds long u makes: /ū/ as in **mule** or /ü/ as in **rule**.
- students will learn that the letter **s** might say /z/ between two vowels as in **wise** or **rise**.
- students will learn that the suffix **-s** can be added to these words, as in **caves**.

Review the vowel sound chart on the next page and encourage your child to neatly color the keyword pictures. The Homework Guide offers some valuable dictation practice. You may also help your child complete the three additional activities included for alternative ways to practice. As always, feel free to ask if you have any questions about our new phonics concept!

Sincerely,  
Mrs. Pelkey



Fundations® **Vowels**

Vowel	Closed Syllable	Vowel-Consonant-e Syllable
a	 <b>apple</b> /ă/	 <b>safe</b> /ā/
e	 <b>Ed</b> /ĕ/	 <b>Pete</b> /ē/
i	 <b>itch</b> /ĭ/	 <b>pine</b> /ī/
o	 <b>octopus</b> /ō/	 <b>home</b> /ō/
u	 <b>up</b> /ŭ/	  <b>mule</b> /ŭ/ <b>rule</b> /ü/

→ Add this page to your child's notebook of sounds.



## Homework Guide

Review the **vowel-consonant-e syllable** with your child during the next 3 weeks.

If your child gets stuck on a word, have your child look it up in his or her notebook of sounds.

### Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Write the letters.

### WEEK 1

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

On Monday Dictate	<b>Review Words</b>	→	singing	blended	fishing
On Tuesday Dictate	<b>Current Words</b>	→	stove	tape	bite
On Wednesday Dictate	<b>Trick Words</b>	→	<b>friend</b>	<b>another</b>	<b>other</b>
On Thursday Dictate	<b>Sentence</b>	→	Pete plans a trip to the Cape.		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	tune	dime	hope
On Tuesday Dictate	<b>Current Words</b>	→	flame	pride	grape
On Wednesday Dictate	<b>Trick Words</b>	→	<b>none</b>	<b>nothing</b>	<b>each</b>
On Thursday Dictate	<b>Sentence</b>	→	Jane likes her pink and white pants.		

### WEEK 3

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

On Monday Dictate	<b>Review Words</b>	→	maze	prize	skate
On Tuesday Dictate	<b>Current Words</b>	→	cones	shaves	jokes
On Wednesday Dictate	<b>Trick Words</b>	→	<b>none</b>	<b>another</b>	<b>friend</b>
On Thursday Dictate	<b>Sentence</b>	→	What are the rules for this game?		

**Do the "Syllable Change" Activity**

Read and copy the word, then add **e**, and read new the word with the long vowel sound.

mat + e = \_\_\_\_\_

cap + e = \_\_\_\_\_

fat + e = \_\_\_\_\_

quit + e = \_\_\_\_\_

bit + e = \_\_\_\_\_

slim + e = \_\_\_\_\_

mop + e = \_\_\_\_\_

cut + e = \_\_\_\_\_



## Read the Sentences and Mark Words Activity

Have your child read the sentences using the scoop marks to help with phrasing. Underline all the **vowel-consonant-e** words in each sentence and mark the word.

Example: Kate  
v-e

- 1 I like the cake.
- 2 I will rake the grass.
- 3 Steve fell in the hole.
- 4 Did Kate smile at that joke?
- 5 The whale came to life at last!



## Do the "Match the Rhyming" Words Activity

Have your child read the words. Draw a line to connect the words that rhyme.

bikes	flaps
straps	strikes
rakes	bakes

hides	moles
holes	winks
blinks	tides

flakes	trades
skunks	bakes
grades	trunks



shines	pin
flags	ships
clips	drags



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 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



WEEK 1

friend

other

another

WEEK 2

none

nothing

→ **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.