

Fundations Unit 2: CVC Words

Dear Families,

This year we will use a program called **Fundations** to teach some important basics of reading and spelling. I kindly ask for your help! When a child has a coach, in addition to a classroom teacher, the child makes significant progress. We will work together as a team this year. I will do my best to provide you with the necessary tools to take on that role. As each new unit is introduced, I will send home an informational packet and post it to my classroom website. I shall keep you informed of what is happening in the classroom and provide suggestions as to what can be happening at home. The homework activities included in the Fundations packets that will be sent home throughout the school year are optional and do not need to be passed in. You may choose to do the activities that you think will best support your child. I look forward to a successful year as we work together with your child to build a strong foundation for literacy!

In **Unit 1**, we reviewed:

- the sequence of the alphabet
- lowercase letter formation from a to z
- the letter name and keyword for each consonant
- the letter name and keyword for the short vowels: a, e, i, o, u

We are now ready to begin **Unit 2** in Fundations. Your child will:

- blend, read, and spell 3 letter words with short vowel sounds (**CVC words**)
- learn capitalization, punctuation, and word spacing for sentence dictation
- learn or review the spelling of 12 **Trick Words**:
 - week 1: the, a, and, is
 - week 2: his, of, as, has
 - week 3: to, into, we, he

CVC words are 3 letter words that have a consonant-vowel-consonant spelling pattern. CVC words always have short vowel sounds. Some examples include: **sat, map, had, red, net, ten, fig, lip, dig, mop, not, job, rug, nut, gum.**

I suggest using index cards to make flashcards for the **Trick Words**. These words are called Trick Words because they may not follow the spelling rule or are tricky to spell. These words cannot be sounded out. Instead, your child needs to learn these by memorizing them. Have your child read these words quickly each night. Throughout the year, your child will be learning more Trick Words. You can hole punch the flashcards and add them to a ring. Once your child has mastered reading and spelling a word, it can be removed from the ring! I have extra rings at school and would be happy to send one home with your child if you wish.

As always, your help is appreciated to keep your child on track. It is important for your child to be able to hear and “move around” the beginning, ending, and middle sounds of a word. To help your child focus on sounds, you can play word games such as “I’m Thinking of an Object” and “Change that Word.” The directions are on the following pages. I have also included a copy of the keywords for the consonants and vowels. Remember to make learning **FUN!** Please contact me with any questions about our new phonics concept.

Sincerely,
Mrs. Pelkey





This is Your Reference for Letter-Keyword-Sound

In addition to writing letters and knowing the letter name, your child is learning (or reviewing) the consonants and short vowel sounds using keywords.

Throughout the year I will send home more sounds for your child to learn.

In school, we do a daily drill practicing these sounds. Right now, we are doing the sounds listed on this sheet.

Your child keeps a notebook at school with these keyword pictures. During the year, whenever your child cannot think of the sound that a letter makes, ask him or her to look at the keyword picture.

That is a hint for the sound. The sound is represented by a letter between //.

For the letter **a**, we use the keyword **apple**. This word helps your child know the sound /ă/. Whenever we practice these sounds, we say the letter name, the keyword, then the sound:

a - apple - /ă/


Do not hesitate to use the vocabulary words, short vowels and consonants.

Your child is aware of their meaning as I use these terms in class.

A a	apple	/ă/
B b	bat	/b/
C c	cat	/k/
D d	dog	/d/
E e	Ed	/ë/
F f	fan	/f/
G g	game	/g/
H h	hat	/h/
I i	itch	/i/
J j	jug	/j/
K k	kite	/k/
L l	lamp	/l/
M m	man	/m/
N n	nut	/n/
O o	octopus	/ö/
P p	pan	/p/
Qu qu	queen	/kw/
R r	rat	/r/
S s	snake	/s/
T t	top	/t/
U u	up	/ü/
V v	van	/v/
W w	wind	/w/
X x	fog	/ks/
Y y	yellow	/y/
Z z	zebra	/z/


Fundations® Consonants

b



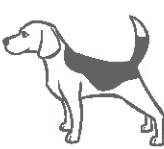
bat /b/

c




cat /k/

d



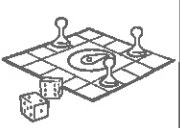
dog /d/

f




fun /f/

g




game /g/

h



hat /h/

j




jug /j/

k



kite /k/

l




lamp /l/

m




man /m/

n



nut /n/

p



pan /p/

qu



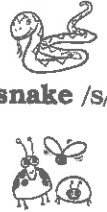
queen /kw/

r




rat /r/

s




snake /s/
bugs /z/

t



top /t/

v



van /v/

w




wind /w/

x



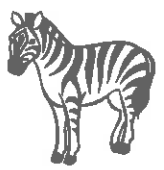
fox /ks/

y



yellow /y/

z



zebra /z/

Fundations® Short Vowels

a



apple

/ă/

e



Ed

/ĕ/

i



itch

/ĭ/

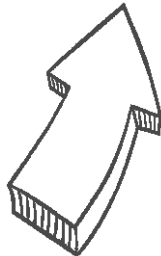
o



octopus

/ŏ/

u



up

/ŭ/



Do the "I'm Thinking Of An Object" Activity

Find and cut out pictures of various objects from a magazine.

Make sure that you choose items that will **not** confuse your child.

For example if you chose an elephant, your child might identify an **I** sound (which we write like this, /I/). If you chose an artichoke, your child might identify an **r** sound (which we write like this, /r/).

Examples of items that you might cut out:

dog	bed	cat
tomato	door	egg
man	ball	girl
hand	lady	cow
sun	doll	baby
bug	teeth	book

Beginning Sounds

Spread the pictures out on a surface and say "**I am thinking of something that starts with /d/.**" Be sure to give the **sound** of the letter and not the letter name. Your child finds a picture that starts with the sound.

Variation 1:

Have your child identify each item and place them in categories.

For example, have your child find all the items that begin with the sound of /b/.

Your child would find **bed, ball, baby, bug,** and **book.**

Variation 2:

Put the pictures in a bag. Have your child pick a picture out of the bag. Then she or he says the name of the picture and tells you its beginning sound.

When you say a consonant sound, try not to add an extra sound to it. For example, when you say the sound /m/, don't say /mu/.

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



Do the "Change The Word" Activity

Use the cut up letters from the Alphabet Sequence Activity from Unit 1.

Have your child match the letters to the uncut page. Then find the letters to make the word **fit**. Read the word and have your child repeat it after you.

Ask your child to change one sound for another. It is important to say the sound of the letter and **not** the letter name.

When you say the sound, try to "clip" it. In other words, say /f/ not /fu/.

For example, you want your child to change the beginning sound. You say the word "**fit**" and your child repeats the word, "**fit**."

Now you ask, "**Can you change the /f/ to /s/?**" Your child should exchange the letters to make the word, "**sit**." Have your child read the new word (or read it for him or her).

BEGINNING SOUNDS (WEEK 1)

You Make And Read	You Say	Child Makes And Reads
fit	change /f/ to /s/	sit
map	change /m/ to /l/	lap
rag	change /r/ to /s/	sag
sat	change /s/ to /m/	mat

ENDING SOUNDS (WEEK 2)

You Make And Read	You Say	Child Makes And Reads
kit	change /t/ to /d/	kid
rag	change /g/ to /t/	rat
lap	change /p/ to /g/	lag
cap	change /p/ to /b/	cab

Name: _____

Date: _____

Fundations® Wilson Writing Grid



Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.

Name: _____

Date: _____

Fundations® Wilson Writing Grid



Please continue to practice the writing of the alphabet while you work on the new activities. You can make copies of this Writing Grid to use throughout the year, or you can laminate this sheet so that your child can use a thin dry-erase marker.