

## Fundations Unit 5: Glued Sounds

Dear Families,

The concept in Unit 5 of Fundations is one that your child may grasp quickly. The sounds of the letters **m** and **n** come through the nose and because of this, the short vowel sound of **a** is somewhat distorted. Therefore, I teach the children that **/am/** as in **ham** and **/an/** as in **fan** are **glued** together because it is difficult to separate the **a** from the **m** or **n**.

The word **ham** will be tapped this way: **/h/** touching the index finger to the thumb; then **/am/** touching the middle finger and ring finger (glued together) to the thumb.

Please make sure your child knows the letters, keyword, and sound for **am** and **an**.

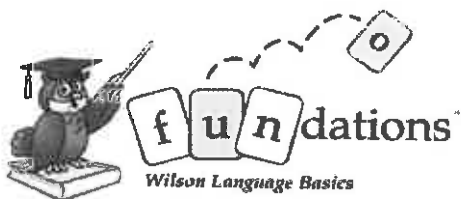
Say the letters **a – m**, then the keyword **ham**, then the sound **/am/**.

Say the letters **a – n**, then the keyword **fan**, then the sound **/an/**.

The sound **all** from Unit 4 is also a **glued sound**. In this packet you will find the Keyword Pictures of the three glued sounds we have learned so far this year. Be sure to keep the glued sound pictures with the other Keyword Pictures that have been sent home earlier this school year.

This packet also includes the Homework Guide for this unit and new Trick Word flashcards. As always, these activities are optional tools to use if you wish to provide additional support at home. Please let me know if there is any way that I may help!

Sincerely,  
Mrs. Pelkey



all

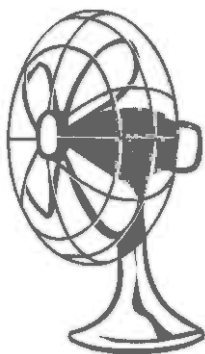


/əl/

ball

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an

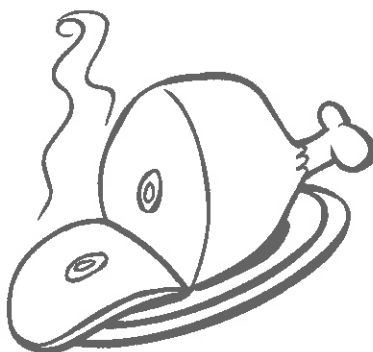


/ən/

fan

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am



/əm/

ham

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



## Homework Guide

Review the **glued sounds**, /am/ (as in **ham**) and /an/ (as in **fan**), with your child during the next week.

### Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, /am/ and /an/ are “glued” sounds so they get one tap by

touching middle finger and ring finger to the thumb. 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	<b>Review Words</b> →	ball	fox	quill
On Tuesday Dictate	<b>Current Words</b> →	ham	jam	can
On Wednesday Dictate	<b>Trick Words</b> →	<b>from</b>	<b>does</b>	<b>have</b>
On Thursday Dictate	<b>Sentence</b> →	Mom will shop for ham and jam.		

### Note

Your child might be able to read the following book with your help:

**Green Eggs and Ham**, by Dr. Seuss; Random House, 1960.



## Do the Seek and Find Activity

1. Have your child **read** the sentences, scooping them into phrases.
2. Have your child **underline** the consonant digraphs.
3. Have your child draw a **box** around the glued sounds.

Jill can get the fan for Sam.

The man with a tan will shop for a pan.

### Answer Key

2. Underline **sh** in **shop**, **th** in **the**, and **th** in **with**.
3. Put a box around **an** in **can**, **an** in **fan**, **an** in **and**, **am** in **Sam**, **an** in **man**, **an** in **tan**, and **an** in **pan**.

WEEK 1

from

do

have

does

















→ **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 \_\_\_\_\_   
 \_\_\_\_\_   
 \_\_\_\_\_   
 \_\_\_\_\_   
 \_\_\_\_\_   
 \_\_\_\_\_ 