

Dear Family

The end of the year is fast approaching. The last Unit of Foundations® reviews the word structure and concepts learned this year.

These last two weeks bring us to the end of a very exciting year. Thank you so very much for helping to make this program a success.

I encourage you to continue working with your child during the summer vacation. If possible, take time out each day to read with your child. I sincerely hope that you have an enjoyable summer.

Please let me know if you have any concerns.

Sincerely,





## Homework Guide

Review the closed syllable baseword with the suffix endings of **s**, **es**, **ed**, and **ing**.

### Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.  
Example: “**drilling**”
2. Have your child separate the baseword from the suffix and tap out the baseword. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. 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> →	squints	cobwebs	taxes
On Tuesday Dictate	<b>Current Words</b> →	invented	drilling	jumping
On Wednesday Dictate	<b>Trick Words</b> →	<b>water</b>	<b>called</b>	<b>another</b>
On Thursday Dictate	<b>Sentence</b> →	Yes, Mom <b>is</b> still thinking <b>of the</b> kids.		

### WEEK 2

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

On Monday Dictate	<b>Review Words</b> →	sunfishes	rocks	albums
On Tuesday Dictate	<b>Current Words</b> →	sandblasted	hunting	standing
On Wednesday Dictate	<b>Trick Words</b> →	<b>day</b>	<b>may</b>	<b>way</b>
On Thursday Dictate	<b>Sentence</b> →	Jill stands with hands on <b>her</b> hips.		



## Do the “Mark My Words” Activity

Read the words with your child. Have your child mark up the following concepts.

- Box the welded sounds
- Star the bonus letter
- Underline digraphs, blends, and digraph blends
- Underline baseword and circle suffix
- Mark v-e syllables

fan

brake

cross

scrunch

lungs

ropes

tall

taxes

blimp

inches

thinking

fireman



## Do the "Add the Suffix" Activity

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or 'scoop' the syllables in the base word and circle the suffix. For example: **publishing**

cave + s = \_\_\_\_\_

invent + ed = \_\_\_\_\_

disrupt + ed = \_\_\_\_\_

wish + es = \_\_\_\_\_

spell + ing = \_\_\_\_\_

crush + es = \_\_\_\_\_

camp + ing = \_\_\_\_\_

insist + ed = \_\_\_\_\_

explode + s = \_\_\_\_\_

WEEK 1

water

called

WEEK 2

day

may

way

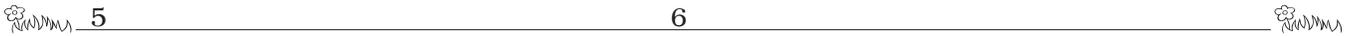
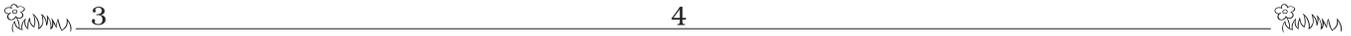
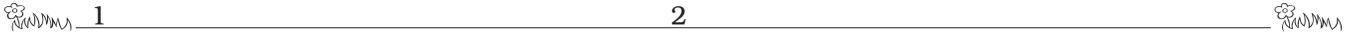
→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger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

Name: \_\_\_\_\_

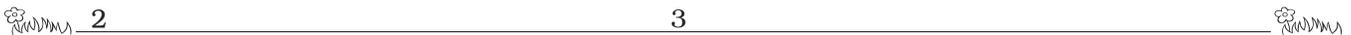
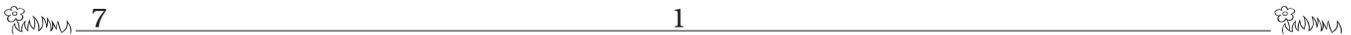
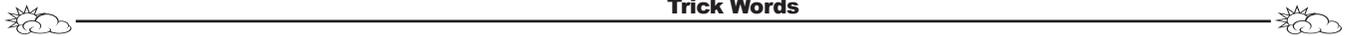
Date: \_\_\_\_\_

# Writing Grid for Word and Sentence Homework

## Review Words



## Trick Words



## Sentence

