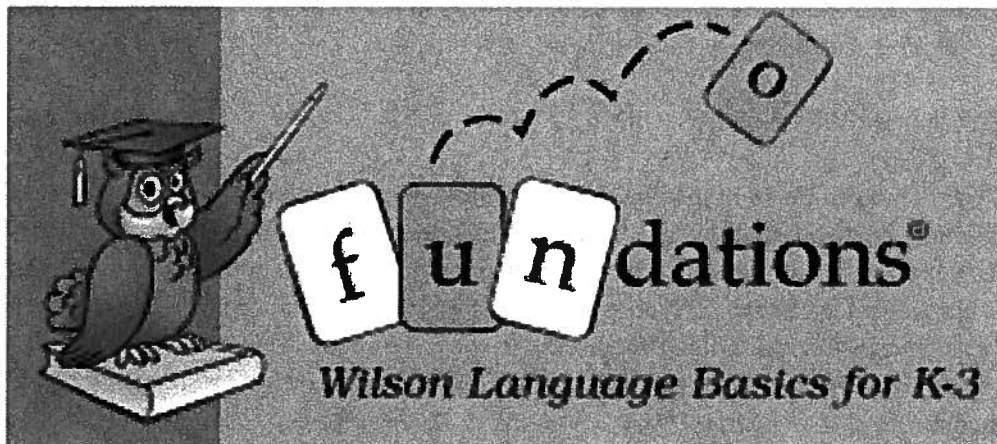


Foundations
Level 3
Parent
Handbook



Fundations Frequently Asked Questions

1. Why are we using Fundations?

Fundations is an intensive phonics and spelling program. Children are taught the "rules" for how to spell words correctly. Children are taught to "mark up" their words to help them sound out the words when they are reading and to help them spell them correctly.

2. What does a typical lesson look like?

Each lesson takes about 30 minutes to complete and it should be taught five days a week. During that time, the students will complete about three to four different activities. Every lesson begins with "Drill Sounds". Students will practice the new sounds they are learning or have learned and also a "keyword" that is associated with the sound. After drilling the sounds, students are engaged in several different hands on activities. Students use magnetic tiles to build words and sounds. They also use dry erase boards to practice writing and marking words and sentences.

3. Will there be homework with this program?

Yes there will be homework. Your child should be able to complete most of this independently. We will go over the skills for the unit several times and then the homework will be given. The homework that is given the week of the test will have all the sound alike words, trick words, and skills to review for the test.

4. What are trick words?

Trick words are words that do not follow the normal spelling rules. These words need to be memorized and many of these words are a review from last year. Each week, students will have about 8 trick words to learn each week. We will be doing several activities with these words in class, such as sky writing. Parents should review these words daily with their child. Once we have gone over them, students are expected to spell these words correctly. They also may be tested during any unit test.

5. What are sound alike words?

Sound alike words are words that sound the same, but have different meanings. An example would be "know" and "no". Students will have to learn how to spell these words and their definition. Make sure to review this before the test.

6. How can I help my child be successful?

The best thing to do to help your child is to have your child teach you what they are learning. Let them be the teacher. Use this packet as your guide to help you. Have your child practice the marking of their words on a dry erase board or have them build words using their letter tiles that were sent home. If you are not sure of how to mark something, write a little note on your child's homework and I will make sure to go over that again in class. Finally, encourage your child to really pay attention and participate in class. By doing this, they will be able to be the teacher at home.

Keep to Help!

ORIENTATION

Fundations® Six Types of Syllables in English

This year, I will review closed and v-e syllables and teach the six types of syllables in English.

Closed Syllable

- 1 This syllable can only have **one vowel**.
- 2 The vowel is followed by **one or more consonants** (closed in).
- 3 The vowel sound is **short**, marked with a breve (˘).
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

up hat ship last

Mark-up Sample

lăst
c

Vowel-Consonant-e Syllable

- 1 This syllable has a **vowel**, then a **consonant**, then an **e**.
- 2 The first vowel has a **long** sound, marked with a macron (ˉ).
- 3 The **e** is silent.
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

bike ape stove

Mark-up Sample

stōve
v-e

Open Syllable

- 1 This syllable has only **one vowel** which is the last letter in the syllable.
- 2 The vowel sound is **long**, marked with a macron (ˉ).
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

I be shy hi

Mark-up Sample

hī
o

R-Controlled Syllable

- 1 This syllable contains a single vowel followed by an **r** (ar, er, ir, or, ur).
- 2 The vowel is neither **long** nor **short**; it is controlled by the r.
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

start fir hurt art

Mark-up Sample

art
r

Double Vowel - "D" Syllable

- 1 This syllable contains a **vowel digraph** or a **diphthong**. These are vowel teams.
- 2 This syllable can be combined with other syllables to make **multisyllabic** words.

Vowel Digraph: Two vowels together that represent one sound (ee).

Diphthong: A sound that begins with one vowel sound and glides into another (oi).

Examples

beat feel eight new

Mark-up Sample

new
d

Consonant-le Syllable

- 1 This syllable has only three letters: a **consonant**, an **l**, and an **e**.
- 2 The **e** is silent. It is the vowel. Every syllable needs at least one vowel. The consonant and the l are sounded like a blend.
- 3 This syllable must be the last syllable in a **multisyllabic** word.

Examples

cradle little bubble

Mark-up Sample

bub ble
-le

Unit Topics and Additional Information

****Trick words:** The first two words listed below will be on the unit assessment, but all words should be reviewed.

****Sound alike words:** Review all sound alike words for unit assessment

****Unit length** is about how long it should take. Refer to the weekly newsletter for test dates.

Unit 1~ Two Week Unit

Sound Alike Words: know, no, which, witch

Trick Words: again, when, friend, from, month, put, want, was

Skill: Closed syllable words, closed syllable exceptions, glued sounds (digraphs and blends will be reviewed)

Closed Syllable- To be a closed syllable you must follow the following rules.

- Have only 1 vowel
- The vowel is followed by one or more consonants
- The vowel must be short and marked with a breve
- This syllable type can be combined to make multisyllabic words

We mark it by drawing a line under the word, putting a "C" and making the breve above the vowel.

EX: up, sit, last, crab

Welded or Glued Sounds- these are sounds that when they are together they do not say their normal sounds, but rather create a slightly different sound. The welded sounds are the following:

all, am, an, ang, ing, ong, ung, ank, ink, onk, unk

"ill" is not a welded sound because you still hear the "short i" sound and the "l". We mark these by putting a box around the welded sound.

EX: drank(ank) is the welded sound, spong(ong) is the welded sound

Change of sound for short a- When a "w" or "qu" comes right in front of a short "a" sound, the "a" makes the short "o" sound. We mark it as follows:

EX: wash, squash, swat, swap

Closed Syllable exception- Follows all the closed syllable rules, except the vowel is not short. These are the common exceptions, ild, ost, old, ind, olt. We mark these by putting a line under the word, crossing off the "C" and making a long symbol over the vowel.

EX: bold, olt, find, wild

Unit 1 Continued

C, K, CK- We will learn the "C" comes at the beginning of most words unless it is followed by a "E, I, or Y". We will use "CK" at the end of words after a short vowel. "K" comes at the beginning or end of words after a consonant.

Digraph- A digraph is when two letters come together to make a whole new sound. (ch, sh, th, wh, ck) We mark it with a solid line under the two letters.

EX: chomp (ch) is the digraph, slush (sl) is a blend, (sh) is a digraph

Consonant Blend- two or three letters that blend together but each letter still says its original sound. We mark blends by putting a separate line under each letter that is blended.

EX: bnd (nd) is the blend, strap (str) is the blend, twig (tw) is the blend

Digraph Blend- A digraph blend is when you have a digraph (sh, ch, th, wh, ck) and then blend it with another letter. We mark it by having a solid line under the digraph and a single line under the other letter.

EX: munch (nch) is the digraph blend, shrub (shr) is the digraph blend

Unit 2~ Three Week Unit

Sound Alike Words: son, sun, some, sum, banned, band, guest, guessed, missed, mist

Trick Words: could, your, does, even, nothing, said, what, years

Skill: basewords, suffixes, 1-1-1 word rule

Basewords- are words that do not have a suffix added. We add suffixes to basewords.

Suffixes- are ending that are added to a word to show different tenses of words or to change their meanings. Suffixes are circled and basewords are underlined.

The following are the suffixes we will go over this year.

-s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ly, -ty, -ment

EX: hunted, press^{*}ing, brush^{*}es, small^{*}est, blend^{*}er

1-1-1 words- These are words that that have 1 closed syllable, 1 vowel, 1 consonant after the vowel. If you add a vowel suffix to these words, you need to double the final consonant (or give it a bonus letter). If you add a consonant suffix, only the suffix is added. Suffixes are circled, bonus letters get a star, and basewords are marked

EX: shipp^{*}ing, ship^{*}ment, hitt^{*}ing, hott^{*}er, jumping

Unit 2 Continued

Suffix ED- The suffix "ed" can make three different sounds. /id/, /d/, or /t/.

EX: /id/- ended /d/- banged /t/- camped

Suffix ES- The suffix "es" is used instead of "s" when a word ends in ch, sh, x, s, or v.

EX: boxes, churches, glasses, crashes

Unit 3~ One Week Unit

Sound Alike Words- plain, plane

Trick Words- Mrs., should, are, come, here, lose, more, use

Skill- vowel-consonant-e syllable, making multisyllabic words with closed and v-e words

Vowel-Consonant-E Syllable-

- This syllable has a vowel, consonant and a silent "E"
- This vowel is long and is marked with a macron (-)
- The "E" is silent
- This syllable can be combined with other syllables to make multisyllabic words.
- We will also review the two "u" sounds in v-e syllables. /u/ as in mule and /u/ as in rule. We also will learn that "s" will say /z/ when it is between two vowels as in nose, or wise.

EX: hōpe, rīde, cūte, rōpe
v-e v-e v-e v-e

Multisyllabic Words- These are words that combine more than one syllable (have more than one vowel). We try to keep the first syllable closed for most words. When three consonants are together, the first letter of the blend goes with the first syllable and the other two letters of the blend normally goes with the second syllable. Digraphs always stay together when dividing words into syllables.

EX: mascot- mascot, children- children, jacket, jacket, habit- habit
c c c c c c c c

Unit 4~ Two Week Unit

Sound Alike Words- mail, male, mind, mined, find, fined

Trick Words- school, move, animal, because, breakfast, none, something, used

Skill- exception to the vowel-consonant-e syllable, add suffixes to these words

Unit 4 Continued

Exception to Vowel-Consonant-E- When the "V" sound is at the end of the word it will end with an "e" after it. When this happens, the vowel could be short instead of the long vowel sound. (ive, ave)

EX: give, have, live, olive, captive
~~ve~~ ~~ve~~ ~~ve~~ ~~ve~~ ~~c~~ ~~ve~~

Suffixes- when adding a consonant suffix to a word that ends in a silent "e", simply add the suffix. If the suffix begins with a vowel, drop the "e" before adding the suffix

EX: safely, hopeful, confusing, included, giving

Unit 5~Two Week Unit

Sound Alike Words- weather, whether, father, farther

Trick Words- brother, mother, carry, city, December, family, place, Saturday

Skill- Schwa sound

Schwa Sound- This is when a vowel has an unexpected sound. When the vowel sound is in an unaccented syllable, it does not sound like it should. Sometimes it sounds like the short "u" or short "i".

• Note that multisyllabic words that end in "et", the "e" will sound like a short "i".

EX: pocket, wagon, salad, jacket, travel, cricket
c c c c c c c c c c c c

Unit 6~ Three Week Unit

Sound Alike Words- hi, high, by, buy, bye, oh, owe

Trick Words- answer, country, also, any, away, many, Mr., who

Skill- Open syllable, Open syllable exceptions in stressed and unaccented syllables

Open Syllable-

- This syllable has only one vowel which is the last letter in the syllable
- The vowel sound is long and is marked with a macron (-)
- We will introduce that "Y" is sometimes a vowel. It could make the "long i" sound or "long e" when in an open syllable word
- This syllable type could be combined with other syllables to make multisyllabic words.

EX: gō, flū, wē, shy
o o o o

Multisyllabic Words- More than one syllable type put together

EX: rēmōtē, prōgrām, pōny
o v-e o c o o

Unit 6 Continued

Closed Syllable Exceptions (in unstressed or unaccented words)-

• **schwa sound in an open syllable with an "a"**- This happens whenever "a" ends a multisyllabic word in an open syllable. It also often happens when "a" begins a word in an open syllable or when "a" is unstressed in an open syllable. It usually makes the short u sound.

EX: Alaska, scuba, awake, awhile
c c v-c v-e

• **Schwa in an open syllable with an "i"**- When "i" is in an unstressed, open syllable, it does not make the long sound. It says the short "i" or short "u" sound instead. This usually does not happen in the middle of a word.

EX: compliment, apricot, champion
c c c

Unit 7~ Two Week Unit

Sound Alike Words- flour, flower, thrown, throne

Trick Words- every, only, color, eye, July, they, very, why

Skill- Y and the suffix spelling rule

Y and suffix spelling rule- states that if "y" follows a consonant in an open syllable, change the "y" to "i" when adding any suffix. The "i" retains the original sound of "y"

EX: emptiness, emptied, cries, babies
e e e e

Exception- When the suffix begins with "i" do not change the "y" to an "i", just add the suffix.

EX: babyish, trying, drying
o o o

Unit 8~ Three Week Unit

Sound Alike Words- principal, principle, wear, where, weight, wait, week, weak, meet, meat

Trick Words- beautiful, example, great, our, too, trouble, Wednesday, were

Skill- Consonant -le Syllable and exceptions

Consonant-le Syllable-

- This syllable has only three letters: a consonant, "l" and an "e"
- The "e" is silent. It is the vowel. Every syllable needs at least one vowel.
The consonant and "L" are sounded like a blend.
- This syllable must be the last syllable in a multisyllabic word.

EX: gobble, bugle, maple, fable, tackle, handle
c -le o -le o -le o -le c -le c -le

Unit 8 Continued

Consonant -le Syllable Exception- In words ending in "stle", both the "t" and "e" are silent.

EX: Castle, whistle
c -t c -t

Suffixes for -le Syllable- We will follow the silent "e" spelling rule

EX: settling, settlement
c -le c -le

**We will also talk about words like label compared to table.

Unit 9~ Three Week Unit

Sound Alike Words- heard, herd, berry, bury, warn, worn

Trick Words- America, learn, being, head, other, ready, together, water

Skill- r-controlled syllable and exceptions, adding suffixes to these words

R-Controlled Syllable-

- Contains a single vowel followed by an "R" (ar, er, ir, or, ur ore)
- The vowel is neither long or short
- This syllable can be combined to make multisyllabic words

EX: car, barn, horn, chore, party

R-Controlled Syllable Exception- If the "r" is followed by another "r", the preceding vowel is often short.

EX: carry, berry
* o * o

- We will also learn about additional sounds for "ar" and "or".
In warm, the "ar" makes the "or" sound. In doctor, the "or" makes the "er" sound.

Suffixes- The 1-1-1 rule does apply to r-controlled words. When the baseword is r-controlled with only one consonant following the vowel, you double the final consonant.

EX: stirring, furry, blurry

Unit 10~ Three Week Unit

Sound Alike Words: lead, led, break, brake, sail, sale, pail, pale

Trick Words- earth, ocean, cousin, Monday, piece, Tuesday, world, young

Skill- Double vowel syllable and suffixes for this syllable

Double Vowel Syllable- Contains a double vowel combination (two vowels next to each other) We call these vowel teams.

Vowel Digraph- Two vowels together that represent one sound (ee, ai, ay)

Diphthong- A sound that begins with one vowel sound and glides into another (oi)

- ee, ea, ey will be introduced. Students will learn that "ey" is only used at the end of words and that "ee & ea" are normally used in the middle of words.

EX: steam, sheep, hockey, indeed

- oy and oi will be introduced. We will learn that "oy" usually will come at the end of a word or syllable

EX: toy, moist, paperboy, enjoyable, join

- oa, oe, ow (all these sounds make the "long o" sound, we will discuss that "ow" also makes the /ou/ sound too.

EX: boat, toe, snow, foam, below, grown, float

- Students will spell words with the "ou" and "ow" sounds that make the /ou/ sound. "OU" can only be used at the beginning or in the middle of a word or syllable. "OW" can be used in the middle or at the end of a syllable.

EX: trout, snow, plow, frown, cloud, ouch, outstanding

- We will spell words with the /u/ sound using these vowel teams, oo, ue, ou, ew. We will also learn the "long u" sound "ue".

EX: school, soup, blue, chew, rescue, smooth, group, blew

- We will make words with the double vowel combinations of "au" and "aw". These sometimes make the short o sound.

Ex: straw, lawn, launch, draw

**We will also be learning some new letter combinations.

Make the Long "A" sound

eigh- eight- /a/

ei- vein- /a/

ea- steak- /a/

Unit 10 Continued

Make the short "e" and Long "e" sound

ea- bread- /e/
d

ei- ceiling- /e/
d

ie- piece- /e/
d

Make the Long "i", different "u" sounds

igh- light- /i/
d

oo- book- /u/
d

ui- suit- /u/
d

Unit 11~ Two Week Unit

Sound Alike Words- it's, its, there, their, they're

Trick Words- early, work, August, bought, dance, daughter, February, thought

Skill- Contractions

Contractions- We will practice reducing two words to make it into a contraction

EX: can + not = can't

will + not = won't

Unit 12~ Two Week Unit

Sound Alike Words- cell, sell, peace, piece, cent, scent, sent, scene, seen

Trick Words- change, house, laugh, neighbor, picture, says, special, Thursday

Skill- Soft sound of "c" and "g", -dge sound, adding suffixes

Soft Sound of "c" and "g"- The letter "c" says /s/ when followed by e, i or y. The letter "g" says /j/ when followed by e, i or y.

EX: cent, gem, giant, cycle

-nce and -nge words- "nce" and "nge" sometimes end closed syllable words. The "e" is there to change the sound of the "c" or "g".

EX: fence, lunge

Sound "dge"- We will learn that this is a trigraph. This will make the /j/ sound as in the word fudge. It is also considered to be a closed syllable.

EX: fudge, smudge, ledge

Suffixes- These words follow all of the other suffix rules we have learned.

Unit 13~ Two Week Unit

Sound Alike Words- knew, new, knight, night, right, write, knows, nose

Trick Words- enough, often, favorite, have, January, library, paste, people

Skill- silent letters, new sound for "ch" and "ph"

Silent Letters- Students will learn that when some letters combine, they make no sound at all.

wr-/r/ (w is silent)

rh-/h/ (h is silent)

gn-/n/ (g is silent)

gh- /g/ (h is silent)

kn-/n/ (k is silent)

mn- /m/ (n is silent)

mb- /m/ (b is silent)

EX: knuckles bombs kneel crumbs ghost
c -le c d c &

"ch" and "ph" Digraphs- We will also learn new sounds for ch and ph.

EX: chorus phone
k/ r c h/ v e

Unit 14~ Three Week Unit

Sound Alike Words- stationary, stationery, eight, ate, straight, strait, side, sighed

Trick Words- different, sugar, another, been strange, before, build, words

Skill- new glued sounds

Glued Sounds- Students will learn the new glued sounds that will make the sound /shun/ and /zhun/. They will also learn the sounds for "ture" and "tu"

- tion- will say /shun/
- sion- can say /shun/ or /zhun/

EX: vacation, mansion, television

- ture- will say /chər/
- tu will say /chū/

EX: actual, furniture, Portugal, culture

- "ti" and "ci" can make the /sh/ sound

EX: patient, glacier, special, martial

Suffixes- Students will learn the new suffixes, -ous, -al, -ent, -an