

Dear Family:

Unit 11 in Foundations® introduces a new syllable type. So far this year, I have been working with closed syllables. It is now time to talk about the **vowel-consonant-e** syllable type or “**v-e**” **syllable**.


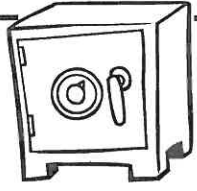


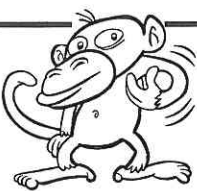

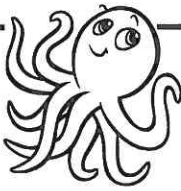


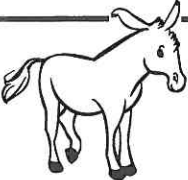

I demonstrate to the class how an ‘**e**’ at the end of a word changes the sound of the vowel in that word. For example, in the word **hop**, if you add an **e** the **o** will now say its name. The **o** will have the long vowel sound and the word will be **hope**.

I make sure the children 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. I will make a lot of examples such as **mat** to **mate**, **hop** to **hope**, and **cap** to **cape**. The key element here is to make sure your child is aware of the pattern of “v-e” (vowel-consonant-e).

Sincerely,



Fundations® Vowels

Vowel	Closed Syllable	Vowel-Consonant-e Syllable
a	 apple /ă/	 safe /ā/
e	 Ed /ĕ/	 Pete /ē/
i	 itch /ĭ/	 pine /ī/
o	 octopus /ŏ/	 home /ō/
u	 up /ŭ/	  mule /ū/      rule /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 <b>a</b> trip <b>to the</b> 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 <b>her</b> pink <b>and</b> 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> →	<b>What are the rules for this game?</b>		



*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

friend

other

another

none

nothing

WEEK 2

→ **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.

Writing **Ed** for Word and Sentence Homework

Review Words

Handwriting practice lines for 'Review Words'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a cartoon frog. The number '1' is written on the first line, and the number '2' is written on the second line. The number '3' is written on the third line.

Current Words

Handwriting practice lines for 'Current Words'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a cartoon frog. The number '1' is written on the first line, and the number '2' is written on the second line.

Trick Words

Handwriting practice lines for 'Trick Words'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a cartoon frog. The number '3' is written on the first line, the number '1' is written on the second line, the number '2' is written on the third line, and the number '3' is written on the fourth line.

Sentence

Handwriting practice lines for 'Sentence'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a cartoon frog. The number '1' is written on the first line.