

Dear Family:

These past few weeks have been busy in Level 2 of Foundations®! We are now about to review the second syllable type. It is often referred to as the **v-e syllable**, which stands for **vowel-consonant-e** (any vowel or consonant). It is important for your child to recognize the pattern of this syllable, therefore I spend time going from a closed syllable such as **cap** to a v-e syllable such as **cape**. It is the vowel **e** at the end of the word that is silent but makes the first vowel say its name. We mark these words:

c ā p e
v-e

Your child will combine closed and v-e syllable words such as **reptile**.

I will also teach your child that when the consonant **s** is between two vowels as in the word **rose**, that **s** may have the /z/ sound. Another example is the word **wise**. However, in the word **base** the **s** has its regular sound of /s/. When you dictate a word that has an **s** between two vowels and your child is not sure if the letter should be an **s** or **z**, a dictionary may be used to check it.

Lastly, I will teach that words in English do not end with the letter **v**. Therefore, some words have an **e** at the end but the vowel is still short (**have, give**). The **e** is there for the **v**. The suffix **-ive** will be added to the suffixes that we add to words.

I have enclosed a page with the double vowel teams. Review these with your child and keep them handy for reference when your child is reading. Please let me know if you have any questions or concerns about your child's progress.

Sincerely,





Homework Guide

Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

| | | | | | | | | |
|----------------------|----------------------|---|-------------------------------|-------|-------|------|------|--|
| On Monday Dictate | Review Words | → | tub | step | rash | dish | | |
| On Tuesday Dictate | Current Words | → | code | prize | tape | Pete | tube | |
| On Wednesday Dictate | Trick Words | → | often | only | house | once | move | |
| On Thursday Dictate | Sentence | → | I hope that Jane is not late. | | | | | |

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

| | | | | | | | | |
|----------------------|----------------------|---|----------------------------------|------|--------|----------|----------|--|
| On Monday Dictate | Review Words | → | hopeful | mule | chase | broke | | |
| On Tuesday Dictate | Current Words | → | rose | pin | invite | flagpole | exhale | |
| On Wednesday Dictate | Trick Words | → | right | know | place | used | together | |
| On Thursday Dictate | Sentence | → | Jake will give Tim a cold drink. | | | | | |



Do the "Find the Syllable Type" Activity

Have your child circle the words containing a vowel-consonant-e syllable and cross out any word that is not a v-e syllable.

lime

chase

bike

wife

~~blend~~

wave

smile

trap

fire

punch

cake

flap

vote

quake

steps

Have your child write the vowel-consonant-e syllable words from above on the lines below and mark them up.

lime
v-e



Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

cone cōne
 v-e

cut cūt
 c

hope _____

time _____

globe _____

wife _____

grape _____

stone _____

late _____

vase _____

June _____

broke _____

shine _____

lake _____

whale _____

spine _____

tune _____

bite _____

tube _____

dime _____



Do the "Mark the Syllable" Activity

Have your child scoop the two syllables. Mark the syllables with a **c** to indicate a closed syllable and **v-e** for vowel-consonant-e syllables. Read words.

reptile
c v-e

umpire

unsafe

entire

exhale

baseball

grapevine

unlike

trombone

postpone

inflate

entire

bagpipe

caveman

volume

concrete

include

sunrise

costume

tadpole

athlete

WEEK 1

only

house

move

WEEK 2


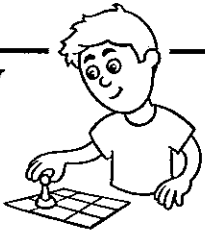
right

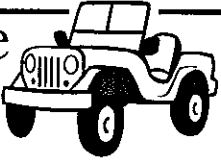


place



together

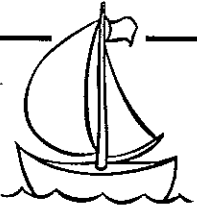

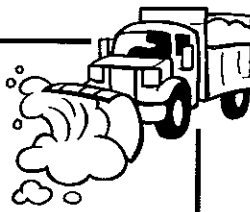
- **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these.
2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her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

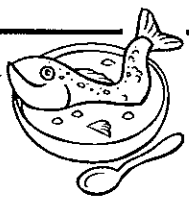
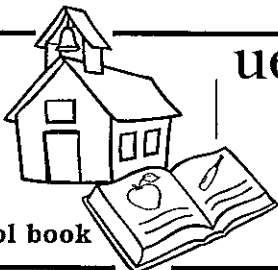


Vowel Teams


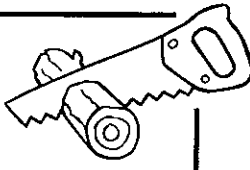
| | |
|---|---|
| ai  bait | ay  play |
|---|---|

| | | |
|---|--|---|
| ee  jeep | ea  eat | ey  key |
|---|--|---|

| | |
|---|--|
| oi  coin | oy  boy |
|---|--|

| | | |
|---|--|---|
| oa  boat | oe  toe | ow  snow plow |
|---|--|---|

| | | | |
|---|--|---|---|
| ou  trout soup | oo  school book | ue  blue rescue | ew  chew |
|---|--|---|---|

| | |
|---|--|
| au  August | aw  saw |
|---|--|

Name: _____

Date: _____



Writing Grid for Word and Sentence Homework

Review Words

1 _____ 2 _____

3 _____ 4 _____

Current Words

1 _____ 2 _____

3 _____ 4 _____

Trick Words

5 _____ 1 _____

2 _____ 3 _____

4 _____ 5 _____

Sentence

1 _____