

Dear Family:

The end of the year is fast approaching. The last Unit 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**.


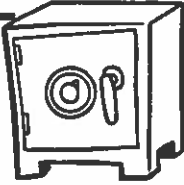


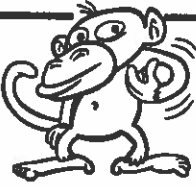



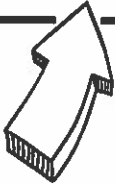
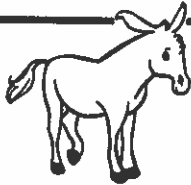

I make sure the children know that the letter e does not have a sound - it just sits at the end of the word helping the other vowel to say its name. I will make a lot of examples such as **mat** to **mate**, **hop** to **hope**, and **cap** to **cape**. The key element here is to make sure your child is aware of the pattern of "v-e" (vowel-consonant-e).

We will spend the last few weeks on this concept, bringing us to the end of a very exciting year. Thank you so very much for helping me to make this program a success.

Sincerely,



Fundations® Vowels

Vowel	Closed Syllable	Vowel-Consonant-e Syllable	
a	 apple /ă/	 safe /ā/	
e	 Ed /ĕ/	 Pete /ē/	
i	 itch /ī/	 pine /ī/	
o	 octopus /ō/	 home /ō/	
u	 up /ū/	 mule /ū/	 rule /ü/

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



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 = _____



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.
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	Review Words →	nutshell	hatboxes	fishing
On Tuesday Dictate	Current Words →	stove	tape	bite
On Wednesday Dictate	Trick Words →	friend	around	circle
On Thursday Dictate	Sentence →	Mom plans a trip to the Cape.		

WEEK 2

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

On Monday Dictate	Review Words →	quilts	upset	bathmats
On Tuesday Dictate	Current Words →	flame	mate	hope
On Wednesday Dictate	Trick Words →	does	nothing	write
On Thursday Dictate	Sentence →	Save the shellfish for the cat.		

WEEK 3

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

On Monday Dictate	Review Words →	drilling	cobwebs	wishes
On Tuesday Dictate	Current Words →	cones	shaves	jokes
On Wednesday Dictate	Trick Words →	none	color	month
On Thursday Dictate	Sentence →	What are the rules for this game?		

WEEK 1

friend

around

circle

WEEK 2

does

nothing

write

WEEK 3

none

color

month

- **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 Grid for Word and Sentence Homework

Writing grid consisting of 18 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The rows are decorated with cartoon characters: a bird at the top left, a bird at the top right, a worm at the bottom left, and a worm at the bottom right.