

Dear Family:

I am now working in Unit 4 of the Foundations® program. I am pleased with the progress and I hope you are as well.

In this section, I teach one of the first spelling rules. It is called the **Bonus Letter Rule**. To read the word **puff**, one would only need the letters **puf**. For the word **hill** only the letters **hil** are needed. For the word **kiss**, you only need **kis**.

However, in our language when a one syllable word ends in an **f**, **l**, or **s**, a second **f**, **l**, or **s** is added when spelling the word. We call this a bonus letter.

Your child will also learn the sound of **all** as in **ball**, **tall** and **wall**. (This sound is written like this: /**ól**/). When there is a bonus letter after the letter **a**, the sound of **a** changes.

Homework for the next two weeks will include these new concepts. Remember, write any questions you may have and I shall get back to you.

Sincerely,

First Grade Team





## Homework Guide

Review the **bonus letters** (f, l, and s) and the sound of **all** - /ól/ with your child during the next 2 weeks.

Practice will be to tap and spell (tap and write) the words. Only **sounds** are tapped, therefore the bonus letters **f, l,** and **s** are not tapped. Example: the word **miss** will only have three taps.

If your child forgets the bonus letter, you may cue him or her by asking, **“What does a small word ending in f, l, or s need?”**

### Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. 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> →	rich	quit	pack
On Tuesday Dictate	<b>Current Words</b> →	cuff	miss	pill
On Wednesday Dictate	<b>Trick Words</b> →	<b>you</b>	<b>they</b>	<b>I</b>
On Thursday Dictate	<b>Sentence</b> →	Chet will huff <b>and</b> puff up <b>the</b> hill.		

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b> →	will	off	chess
On Tuesday Dictate	<b>Current Words</b> →	tall	call	mall
On Wednesday Dictate	<b>Trick Words</b> →	<b>was</b>	<b>one</b>	<b>said</b>
On Thursday Dictate	<b>Sentence</b> →	Get all <b>the</b> fish in that shop at <b>the</b> mall.		



## Do the “Find Your Letters” Activity

Use the cut up letters from the “Alphabet Sequence” activity in Unit 1.

Have your child match the letters to the uncut page. Then tell your child a word to spell from the list below.

1. Dictate the word and have your child echo the word.
2. Have your child find the letters to spell the word.
3. Have your child point to each letter and spell the word.

### WEEK 1

1	Spell	<b>puff</b>	Change it to	→	<b>cuff</b>
2	Spell	<b>bill</b>	Change it to	→	<b>fill</b>
3	Spell	<b>well</b>	Change it to	→	<b>shell</b>
4	Spell	<b>kiss</b>	Change it to	→	<b>miss</b>
5	Spell	<b>hall</b>	Change it to	→	<b>ball</b>

### WEEK 2

1	Spell	<b>pick</b>	Change it to	→	<b>pill</b>
2	Spell	<b>met</b>	Change it to	→	<b>mess</b>
3	Spell	<b>top</b>	Change it to	→	<b>toss</b>
4	Spell	<b>ten</b>	Change it to	→	<b>tell</b>
5	Spell	<b>fish</b>	Change it to	→	<b>fill</b>



*Do the “Add Bonus Letters” Activity*

Have your child sound out these real words. Add bonus letters to words that need them.

mil

mes

cuf

led

shel

rub

shut

mos

log

fus

fil

pit

mis

sad

wil

moth

kis

wel

bath

puf

dig

huf

lid

wish

bil

hil

dog

rip

yap

pil



WEEK 1

you

your

I

they

WEEK 2

was



one



said



→ **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



## Review Words



 \_\_\_\_\_ 



 \_\_\_\_\_ 



 1 \_\_\_\_\_ 2 \_\_\_\_\_ 

 \_\_\_\_\_ 



 \_\_\_\_\_ 



 \_\_\_\_\_ 



 3 \_\_\_\_\_ 



 \_\_\_\_\_ 

## Current Words



 \_\_\_\_\_ 



 \_\_\_\_\_ 



 1 \_\_\_\_\_ 2 \_\_\_\_\_ 



 \_\_\_\_\_ 



## Trick Words



 \_\_\_\_\_ 



 \_\_\_\_\_ 



 3 \_\_\_\_\_ 1 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 2 \_\_\_\_\_ 3 \_\_\_\_\_ 

 \_\_\_\_\_ 



## Sentence


 \_\_\_\_\_ 


 \_\_\_\_\_ 

 1 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 

 \_\_\_\_\_ 