

# 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.

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.

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.

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.

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.

# 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.

## Orientation~ One Week Unit

**Sound Alike Words:** right, write

**Skill:** Review sounds, consonant blends, digraphs, digraph blends

**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: bend (nd) is the blend, Strap (str) is the blend, Twig (tw) is the blend

**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

**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 1~ Two Week Unit

**Sound Alike Words:** know, no, which, witch

**Trick Words:** should, have, when, friend, put, want, was

**Skill:** Closed syllable words, closed syllable exceptions, glued sounds, trigraphs

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**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 is 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

## Unit 1 Continued

by putting a box around the welded sound.

EX: drank (ank) is the welded sound, song (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, jolt, find, wild

**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.

**Trigraph-** A trigraph is three letters that come together to make one sound (tch). We mark it with a solid line under the three letters.

EX: watch

## Unit 2~ Three Week Unit

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

**Trick Words:** again, from, your, does, even, nothing, said, what

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

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**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, -ness

EX: hunted, pressing, brushes, smallest, blender

**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: shipping, shipment, hitting, hotter, 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-** both, Mr., 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.

We will review the /k/ spelling- k is used after a long vowel.

EX: hope, ride, cute, rope, like

**Multisyllabic Words-** These are words that combine more than one syllable (have more than one vowel). For now we will 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. Vowel-consonant-e syllables are usually found in the final syllable, but are also found in the first syllable of compound words.

EX: mascot- mas cot, children- chil dren, jacket- jack et, habit- hab it, invite- in vite,

fireman- fire man

## Unit 4~ Two Week Unit

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

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

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

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### 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

**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, carry, mother, 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

### Unit 6~ Three Week Unit

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

**Trick Words-** many, animal, country, also, any, away, 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: go, flu, we, shy

## Unit 6 Continued

**Multisyllabic Words-** More than one syllable type put together

EX: remote, program, pony

**Open 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

**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

**Soft c and g-** Students will learn to read words with the soft c and g.

c followed by e,i, or y says /s/.

g followed by e,i, or y says /j/.

## Unit 7~ Two Week Unit

**Sound Alike Words-** flour, flower, thrown, throne

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

**Skill-** Y and the suffix spelling rule, pluralizing words ending in y and o.

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**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

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

EX: Babyish, trying, drying

**Plurals for words ending in y and o**

- To pluralize words ending in y - follow the same y and suffix spelling rule

EX: families

- To pluralize words ending in o in an open syllable- add es

EX: potatoes

## Unit 8~ Three Week Unit

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

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

**Skill-** Consonant -le Syllable and exceptions, glued sounds tion and sion

### **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

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

EX: Castle, whistle

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

EX: settling, settlement

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

**Glued Sounds-** Students will learn the new glued sounds that will make the sound /shun/ and /zhun/.

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

Spelling- /shun/ is spelled tion or sion, /zhun/ is spelled sion

EX: vacation, mansion, television

## Unit 9~ Three Week Unit

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

**Trick Words-** water, Mrs., being, head, other, ready, together

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

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### **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

### Unit 9 Continued

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-** answer, about, earth, cousin, Monday, piece, Tuesday, world, young

**Skill-** Double vowel syllable and suffixes for this syllable

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**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



### Unit 10 Continued

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/

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

ea- bread- /e/      ei- ceiling- /e/      ie-piece- /e/

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

igh- light- /i/      oo- book- /u/      ui- suit- /u/

### Unit 11~ Two Week Unit

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

Trick Words- together, month, work, August, bought, dance, daughter, February, thought

Skill- Contractions

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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- learn, ocean, change, house, neighbor, picture, says, special, Thursday

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

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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

### Unit 12 Continued

**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, knows, nose

**Trick Words-** always, laugh, enough, often, January, library, paste, people

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

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**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

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

EX: chorus, phone

### Unit 14~ Three Week Unit

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

**Trick Words-** strange, favorite, sugar, another, been, before, build, words

**Skill-** new glued sounds

**Glued Sounds-** Students will learn the new glued sounds ture and tu.

ture- will say /ch r/

tu will say /chu/

EX: actual, furniture, Portugal, culture

**Letter combination sounds-** ti and ci

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

EX: patient, glacier, special, martial

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