

Dear Family:

In Unit 7, Foundations® introduces your child to additional **glued sounds**. Previously, the glued sounds of **all**, **am** and **an** were taught. A **glued sound** is one in which letters have their own sounds but they are difficult to separate. The glued sounds that will be introduced are:

*Week 1*

**ang - fang - /ang/**                      **ing - ring - /ing/**

**ong - song - /ong/**                      **ung - lung - /ung/**

*Week 2*

**ank - bank - /ank/**                      **ink - pink - /ink/**

**onk - honk - /onk/**                      **unk - junk - /unk/**

A word such as **'sink'** with the glued sound of **/ink/** will be tapped **/s/** (one tap) **/ink/** (one tap with three fingers glued together).

I shall be working with the **/ng/** sounds first. You might want to have your child practice them with the keywords. Marching while saying **"ang - fang - /ang/"** in rhythm is fun!

Thank you, as always, for your help.

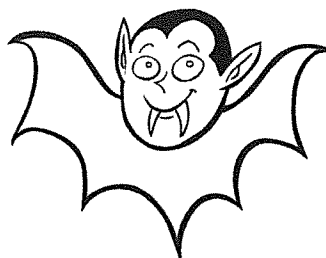
Sincerely,



ng

---

ang



fang

/ang/

---

ing



ring

/ing/

---

ong

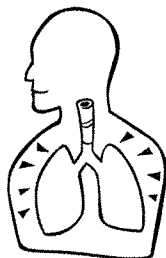


song

/ong/

---

ung



lung

/ung/

---

→ Add this page to your child's notebook of sounds. Do this page during **Week 1**.

nk

---

ank



bank

/ank/

---

ink

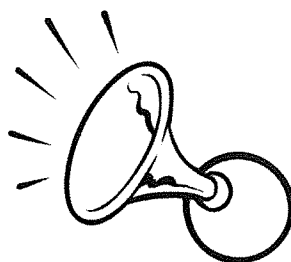


pink

/ink/

---

onk

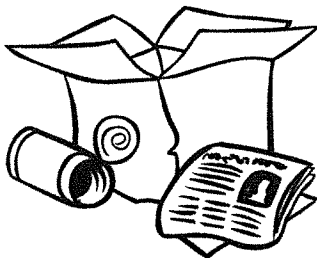


honk

/onk/

---

unk



junk

/unk/

→ Add this page to your child's notebook of sounds. Do this page during **Week 2**.



## Homework Guide

Review the **glued sounds** ending in **ng** and **nk**.

### Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. When doing the “glued” sounds it may be easier to tap on the table rather than to the thumb.
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.
5. Remember, do not tap trick words (in bold).

#### WEEK 1

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

On Monday Dictate	<b>Review Words</b>	→	call	ham	shells
On Tuesday Dictate	<b>Current Words</b>	→	bang	ring	lung
On Wednesday Dictate	<b>Trick Words</b>	→	<b>why</b>	<b>my</b>	<b>try</b>
On Thursday Dictate	<b>Sentence</b>	→	Josh sang <b>a</b> song.		

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	chop	fan	puffs
On Tuesday Dictate	<b>Current Words</b>	→	pink	thank	honk
On Wednesday Dictate	<b>Trick Words</b>	→	<b>two</b>	<b>put</b>	<b>by</b>
On Thursday Dictate	<b>Sentence</b>	→	<b>The</b> cat got <b>a</b> chunk <b>of</b> fish.		

#### WEEK 3

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

On Monday Dictate	<b>Review Words</b>	→	hill	wham	lips
On Tuesday Dictate	<b>Current Words</b>	→	sinks	wings	honks
On Wednesday Dictate	<b>Trick Words</b>	→	<b>two</b>	<b>very</b>	<b>also</b>
On Thursday Dictate	<b>Sentence</b>	→	Kim will sing six songs.		



## Do the "Glued Sound" Activity

Select the letter combination from each box to make real words. If both combinations make a word, just select one.

**ang or ank**

**h** \_\_\_\_\_

**th** \_\_\_\_\_

**b** \_\_\_\_\_

**ing or ink**

**w** \_\_\_\_\_

**r** \_\_\_\_\_

**s** \_\_\_\_\_

**ong or onk**

**h** \_\_\_\_\_

**s** \_\_\_\_\_

**l** \_\_\_\_\_

**ung or unk**

**b** \_\_\_\_\_

**j** \_\_\_\_\_

**l** \_\_\_\_\_

**ing or ink**

**th** \_\_\_\_\_

**k** \_\_\_\_\_

**w** \_\_\_\_\_

**ung or unk**

**ch** \_\_\_\_\_

**h** \_\_\_\_\_

**s** \_\_\_\_\_

WEEK 1

why

by

my

WEEK 2

try

two

put

WEEK 3

very

too

also

→ **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.

WEEK 3

some

come

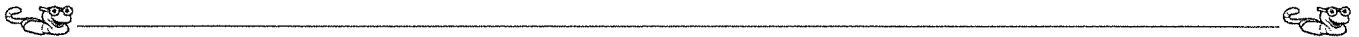
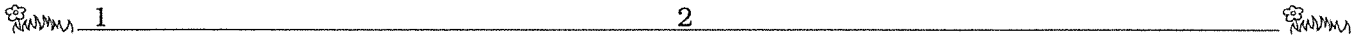
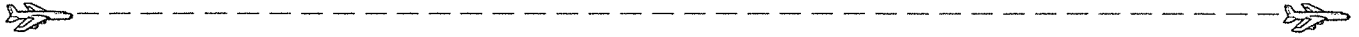
→ **Cut words into flashcards. 1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his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

Name: \_\_\_\_\_

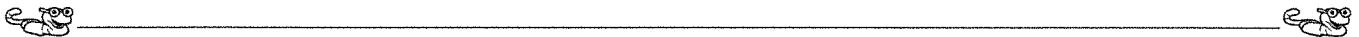
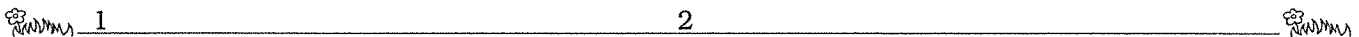
Date: \_\_\_\_\_

# Writing Grid for Word and Sentence Homework

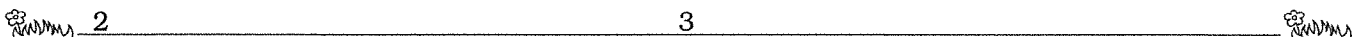
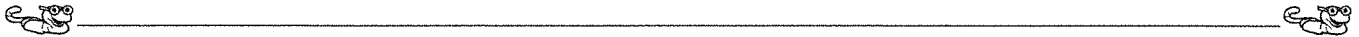
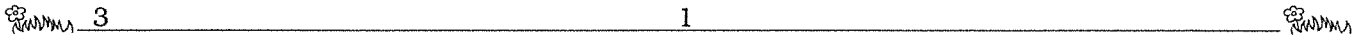
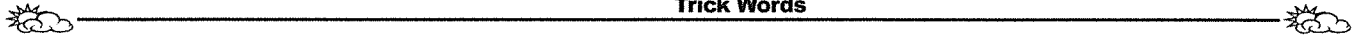
## Review Words



## Current Words



## Trick Words



## Sentence

