

Dear Family:

The first several units in Foundations® Level 2 will review concepts taught in Level 1 and also add new information. This is important as a key component of the program: we review and build upon the skills in place, strengthening previous concepts and giving students a base upon which to add new information. In Units 1-5, there will be a lot of emphasis placed on the **closed syllable** which makes the vowel short (**ă** in **apple**, **ĕ** in **Ed**, **ĭ** in **itch**, **ō** in **octopus**, **ŭ** in **up**).

A **closed syllable** is a word or part of a word that has one vowel closed in or followed by one or more consonants. The vowel does not need to have a consonant in front of it, but it needs to have at least one consonant after it. Examples of closed syllables include **at**, **mat**, **math**, **mast** and **clash**. The short sound of the vowel is marked by the breve sign ( ˘ ).

In Unit 1, I shall reinforce the following concepts taught in Foundations Level 1 within the closed syllable concept:

The **digraph**, two letters that make one sound as in **ship (sh)**.

The 2- and 3-letter **consonant blend**, as in **trip (tr)** and **strip (str)**.

The **digraph blend**, as in the word **lunch (nch)**.

**Blending and segmenting** up to 6 sounds in one word, such as **script**.

I will continue to encourage students to use their sound-tapping strategy to help segment and blend sounds in words for both reading and spelling.

I will also teach students when to use **k**, **c** or **ck** when spelling words. Students will learn to use **c** most often at the beginning of words unless it is followed by **e**, **i** or **y**. They will learn to use **ck** at the end after a short vowel and **k** after a consonant.

Please work with your child to reinforce the above concepts by using the attached activity suggestions. If you have any questions, please write them down and I shall get back to you. I truly appreciate your partnership. You will find that working with your child is very rewarding and your child will treasure your involvement. **We are off!**

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 Tuesday Dictate	<b>Current Words</b>	→	rush	quiz	blend	that	
On Wednesday Dictate	<b>Current Words</b>	→	brunch	shrimp	stump	strap	branch
On Thursday Dictate	<b>Sentence</b>	→	Frank will stand to sing the song.				

#### WEEK 2

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

On Tuesday Dictate	<b>Current Words</b>	→	quick	chuck	milk	tick	
On Wednesday Dictate	<b>Current Words</b>	→	chimp	quack	dock	kit	brick
On Thursday Dictate	<b>Sentence</b>	→	Jack ran fast with his pet dog.				

**Do the "Read, Write and Mark" Activity**

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

went went \_\_\_\_\_ whiz \_\_\_\_\_

shrub shrub \_\_\_\_\_ nag \_\_\_\_\_

gust \_\_\_\_\_ lip \_\_\_\_\_

vest \_\_\_\_\_ blush \_\_\_\_\_

loft \_\_\_\_\_ raft \_\_\_\_\_

flap \_\_\_\_\_ pinch \_\_\_\_\_

drum \_\_\_\_\_ click \_\_\_\_\_

pest \_\_\_\_\_ glad \_\_\_\_\_

quilt \_\_\_\_\_ crop \_\_\_\_\_

box \_\_\_\_\_ frog \_\_\_\_\_

**Do the "Fill In the Word" Activity**

Have your child read the sentence and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

nap	milk	gift	get	whiz
duck	leg	blond	pond	fix

- 1 Beth got a \_\_\_\_\_ from Al.
- 2 They had fun at the \_\_\_\_\_.
- 3 Dad will \_\_\_\_\_ the deck.
- 4 Tim has a cut on his \_\_\_\_\_.
- 5 Deb had a \_\_\_\_\_ on the cot.
- 6 Did the \_\_\_\_\_ quack?
- 7 Peg got a \_\_\_\_\_ wig at the shop.
- 8 Mom said to \_\_\_\_\_ to bed.
- 9 Jack is a \_\_\_\_\_ at math.
- 10 Ted had \_\_\_\_\_ with his snack.

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

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



### Do the "Find the Syllable Type" Activity

Have your child circle the words containing a closed syllable and cross out any word that is not a closed syllable.

rash	best	trot
loft	swim	cave
stone	<del>bait</del>	pump
blond	she	wax
beak	mint	flash

Have your child write the closed syllable words from above on the lines below.

rash

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

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



# Writing Grid for Word and Sentence Homework

**Current Words**

1 2

**Current Words**

3 4

**Current Words**

1 2

**Current Words**

3 4

**Current Words**

5

**Sentence**

1

**Sentence**

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

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

UNIT

1

WEEK 1



## Tapping Flashcards

Cut out these flashcards to practice tapping and reading words. Show the card to the student. Have the student tap and read the word. For an extension, have the student use the word in a sentence that shows meaning. See answer sheet for tapping key.

Unit 1

swish

Unit 1

gulp

Unit 1

chest

Unit 1

blend

Unit 1

whip

Unit 1

shrub

Unit 1

bunch

Unit 1

strap

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

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

UNIT

1

WEEK 1



## Tapping Flashcards Answer Sheet

A digraph is two letters that makes one sound (**ch, ck, sh, th, wh**), so it gets only one tap. After the student taps and reads the word, ask the student to isolate the vowel sound. Ask: "What is the vowel sound in that word?" (i.e. in "**swish**", it is /ī/.)

Unit 1

swish



Unit 1

gulp



Unit 1

chest



Unit 1

blend



Unit 1

whip



Unit 1

shrub



Unit 1

bunch



Unit 1

strap





# Lesson 6

## Ask and Answer Questions About Stories

### Learning Target

When you ask questions about what you read, answering those questions will help you understand the key details in a story.

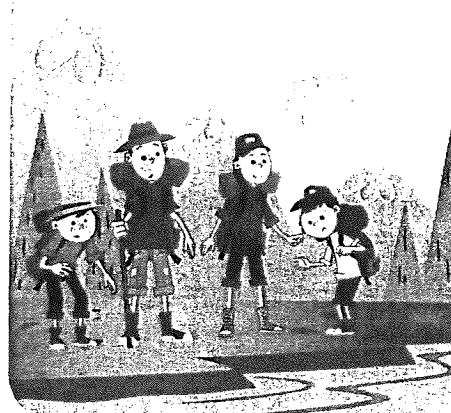
- **Read** Asking questions as you read will help you find and understand key details. **Key details** are important pieces of information, like who and what the story is about. Answering questions can also help you show what you know about the story.

**Look carefully at this cartoon. What questions could you ask about it?**

Maria and Pete went for a hike with Mom and Dad.



They came to a wide river.



► **Think** What are some questions you could ask and answer about the story in the cartoon? In the chart, write three more questions about the story and your answers. Good questions often begin with the words *who*, *what*, *where*, *when*, *why*, or *how*.

Ask Questions	Answer Questions
<i>Who is in the story?</i>	<i>Maria, Pete, Mom, and Dad</i>
<i>What do they do?</i>	

► **Talk** Think about what has happened so far. Ask your partner a question about something else that might happen in the story. Discuss your answers.



**Academic Talk**

Use this phrase to talk about the text.

- **key details**

# SAVING the TRAIN

by Annika Pedersen



1 Owen and Amy walked along the Green River. They had never seen the water so high. A storm the day before had brought heavy rain. As they walked around a bend in the river, they could hardly believe their eyes. The railroad bridge over the river had fallen into the rushing water!

2 “The noon train will be here soon!” Owen said to his sister. “It’ll crash right into the river. We’ve got to go tell someone!”

3 “There’s no time to get anyone,” Amy said. “We’ll have to stop it ourselves. I have an idea!” she shouted, as she turned and sped home.

4 When she got there, Amy took a big white tablecloth from the table. She grabbed a can of red paint and a brush. Then she painted the words “STOP! BRIDGE OUT!” on the cloth.

5 Amy dashed as fast as she could back to Owen. They could hear the train coming! They held the painted cloth between them and waved. But the train flew by. Had no one seen their warning?

6 A second later the train’s brakes screeched, and its whistle blew loudly. It came to a full stop. Amy and Owen had saved the train!

## Close Reader Habits

**Underline** key details about important parts of the story. These are details that answer *who, what, when, where, and why* questions.

**Explore**

What questions can you ask and answer about the key details of the story?



I will ask questions to help me as I read. I can ask who, what, where, why, or how.

**Think**

- 1 Write questions in the chart. Reread the story to find the answers. Write the answers in the chart.

Ask Questions	Answer Questions

**Talk**

- 2 Think of another question about a key detail in the story. Find and underline the answer in the story. Ask your partner the question and discuss the answer.

**Write**

- 3 **Short Response** Why does Amy make the warning sign? What happens in the first part of the story that helps you answer this question? Write your answer in the space on page 98.

**HINT** Reread the first part of the story before you write your answer.

# The CLIMB

by Wendell Riley

1 “Grandpa, look!” I cried. “It’s a ship!” I could hardly believe my eyes. There was a huge ship with tall sails, far out at sea. We waved our arms and shouted, “Help! Help!”

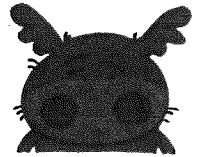
2 We had been stranded on the island for weeks. I was out fishing with Grandpa one day when the weather suddenly changed. A storm blew our fishing boat off course and onto a rocky island. Grandpa steered the best he could, landing us on the shore. But our boat was ruined. We had no way back to the little seaside town we called home.

3 The huge ship was the first we’d seen—and it was sailing right past us! “It’s no use, Sara,” Grandpa said. “They can’t see us.”

4 “But they could if I was up there,” I said. I pointed to the top of a high, rocky hill. Grandpa looked worried, but he knew there was no other way. I had to climb the rocks quickly but carefully—and not look down! When I got to the top, I shouted, and flashed a small mirror. I was about to give up, when a light flashed back. We were saved!

## Close Reader Habits

What questions can you ask about the story? **Underline** the details that help you answer your questions.

 **Think**


I'm going to reread the story carefully and look for details that tell who, where, what, and why.

**1** Where does the story take place?

- A on a huge ship at sea
- B on Grandpa's fishing boat
- C on a small rocky island
- D in a little seaside town

**2** What causes Sara and Grandpa's fishing boat to crash? Choose the sentence from the story that answers this question.

- A "We had been stranded on the island for weeks."
- B "A storm blew our fishing boat off course and onto a rocky island."
- C "We had no way back to the little seaside town we called home."
- D "When I got to the top, I shouted, and flashed a small mirror."

 **Talk**

**3** Think of a *how* or *why* question about the story. Ask your partner the question. Together, find the answer in the story and discuss why it is important.

  **Write**

**4 Short Response** Read this sentence from the story.

**I was about to give up, when a light flashed back.**

Write a question that the sentence could answer. Then choose another sentence and write a question for that sentence. Write your answer in the space on page 99.

**HINT** Review the sentence in the story to use to write the question.

 **Write** Use the space below to write your answer to the question on page 97.

# The CLIMB

**4 Short Response** Read this sentence from the story.

**I was about to give up, when a light flashed back.**

**HINT** Review the sentence in the story to use to write the question.

Write a question that the sentence could answer. Then choose another sentence and write a question for that sentence.

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## Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?





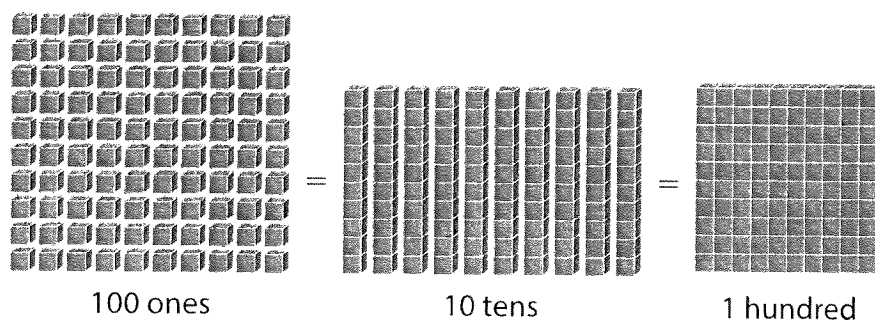
# Understand Three-Digit Numbers



Dear Family,

This week your child is exploring three-digit numbers.

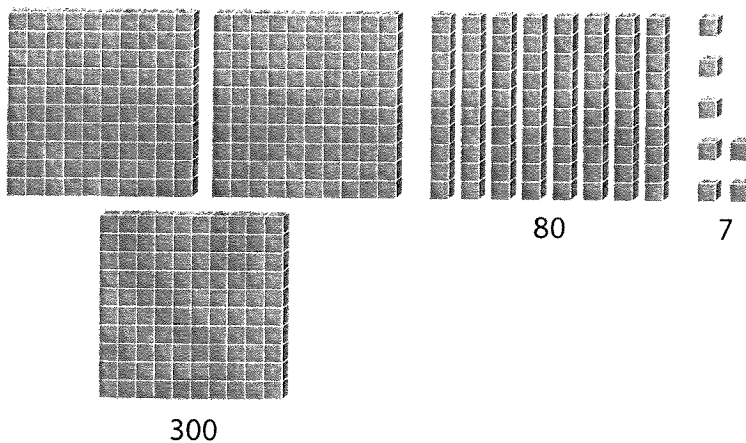
The first three-digit number is 100. It is the same as 100 ones, 10 tens, or 1 hundred.



Three-digit numbers have a **hundreds** place, a **tens** place, and a **ones** place. A chart can show the **place value** of the digits.

	Hundreds	Tens	Ones
387	3	8	7

The hundreds place tells how many hundreds are in the number, the tens place tells how many tens, and the ones place tells how many ones.



Invite your child to explain what he or she knows about three-digit numbers by doing the following activity together.

## ACTIVITY HUNDREDS

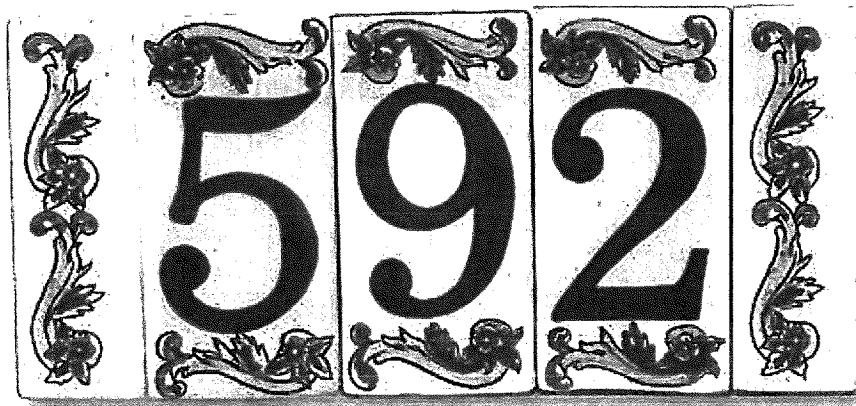
Do this activity with your child to understand three-digit numbers.

Play the Guess My Number game.

- Think of a three-digit number. (For example, 592)
- Give your child a clue and then have your child guess the number. The first clue should be which digit is in the hundreds place. (For example: *5 is in the hundreds place.*)
- If your child guesses your number, he or she wins the game. If the guess is incorrect, give your child another clue, the digit in the tens place. (For example: *9 is in the tens place.*)
- Have your child guess the number again. If the guess is incorrect, give the final clue, the digit in the ones place. (For example: *2 is in the ones place.*)
- Encourage your child to use a place-value chart to keep track of the clues and write the number.

Hundreds	Tens	Ones
5	9	2

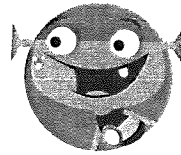
- Play the game again and have your child pick the number and give the clues.



# Explore Three-Digit Numbers



What is one hundred?



## Learning Targets

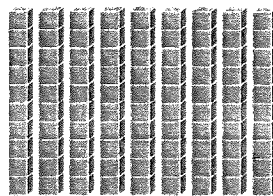
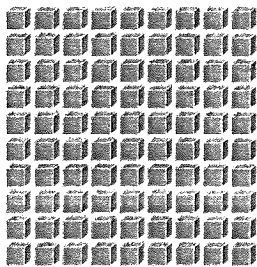
- 100 can be thought of as a bundle of ten tens – called a “hundred.”
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

SMP 1, 2, 3, 4, 5, 6, 7

## MODEL IT

Fill in the blanks below.

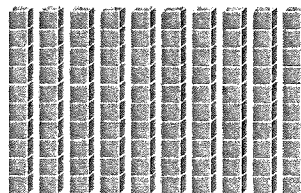
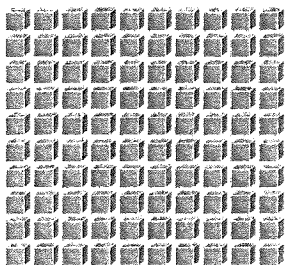
1 Show 90 in different ways.



90 is ..... ones.

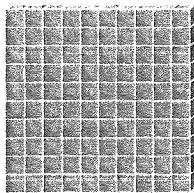
90 is ..... tens.

2 Show 100 in different ways.



100 is ..... ones.

100 is ..... tens.



100 is ..... hundred.



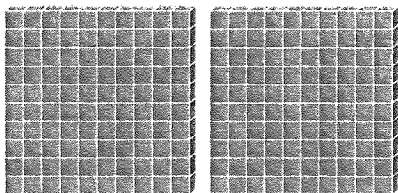
## DISCUSS IT

- How are the ways of showing 100 different? How are they the same? Do you and your partner agree?
- I think counting to 100 by tens is easier than counting by ones because ...

# MODEL IT

Fill in the blanks below.

3 Look at the blocks below.



The blocks show ..... **hundreds.**

4 Think about ways to show 200 using **place value.**

0 hundreds + 0 tens + ..... ones

0 hundreds + ..... tens + 0 ones

..... hundreds + 0 tens + 0 ones

5 REFLECT

Explain how you know that 19 tens is less than 200.

.....

.....

.....

.....



## DISCUSS IT

- How did you and your partner decide how many ones, tens, and hundreds would complete the statements?
- I think 20 tens and 2 hundreds are different because ...
- I think 20 tens and 2 hundreds are similar because ...

# Prepare for Exploring Three-Digit Numbers

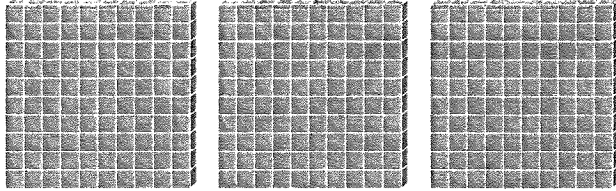
- 1 Think about what you know about three-digit numbers.  
Fill in each box. Use words, numbers, and pictures.  
Show as many ideas as you can.

What Is It?	What I Know About It	
<b>hundred</b>		
Examples	Examples	Examples

- 2 What do the zeros represent in 100?

**Solve.**

3 Fill in the blank below.



The blocks show ..... hundreds.

4 Think about ways to show 300.

0 hundreds + 0 tens + ..... ones

0 hundreds + ..... tens + 0 ones

..... hundreds + 0 tens + 0 ones

5 What do the zeros represent in 300?

.....

.....

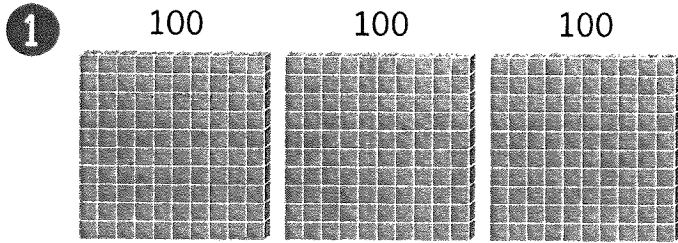
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# Develop Understanding of Three-Digit Numbers

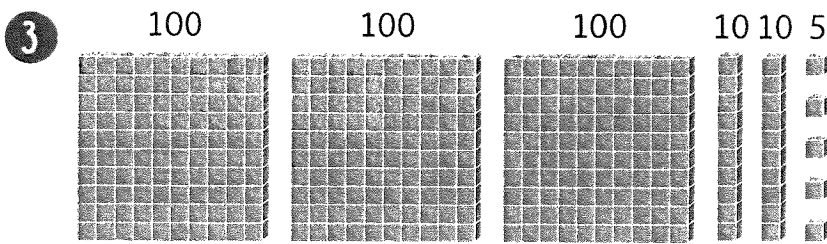
## MODEL IT: BASE-TEN BLOCKS

Try these four problems.

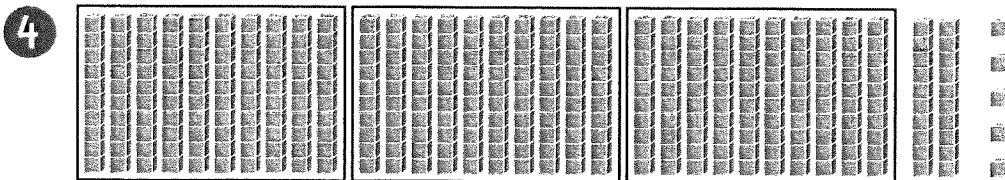


Count: 1 hundred, 2 hundreds, ..... hundreds

2 ..... hundreds = 300



..... hundreds + ..... tens + ..... ones =  
 $300 + 20 + 5 = 325$



$325 =$  ..... tens and ..... ones



### DISCUSS IT

- How do the models in problems 3 and 4 help you think about the number 325?
- I think there are boxes around some of the tens in problem 4 because ...

**MODEL IT: PLACE-VALUE CHART**

Write hundreds, tens, and ones in a place-value chart.

- 5 3 hundreds + 0 tens + 0 ones

Hundreds	Tens	Ones

- 6 3 hundreds + 2 tens + 5 ones

Hundreds	Tens	Ones

**DISCUSS IT**

- How did you know how many ones to show in the chart for problem 6?
- I think zeros are sometimes used in a place-value chart because ...

**CONNECT IT**

Complete the problems below.

- 7 What is the same about the base-ten blocks and the place-value chart for 325?

- 8 Choose any model you like to show 606.



# Practice Thinking About Three-Digit Numbers

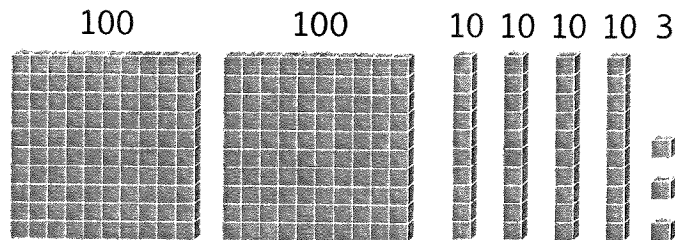
Study how the Example shows counting hundreds, tens, and ones. Then solve problems 1–6.

## EXAMPLE

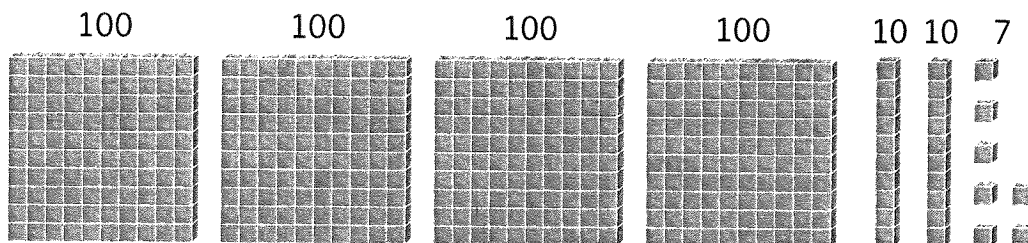
How many hundreds, tens, and ones are there?

Count:

$$2 \text{ hundreds} + 4 \text{ tens} + 3 \text{ ones} = 200 + 40 + 3 = 243$$



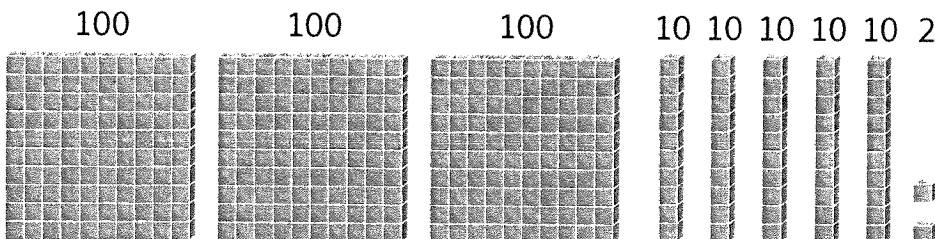
1 How many hundreds, tens, and ones are there?



$$\dots\dots\dots \text{ hundreds} + \dots\dots\dots \text{ tens} + \dots\dots\dots \text{ ones} =$$

$$400 + 20 + 7 = 427$$

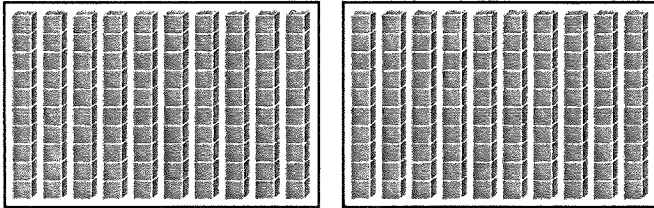
2 How many hundreds, tens, and ones are there?



$$\dots\dots\dots \text{ hundreds} + \dots\dots\dots \text{ tens} + \dots\dots\dots \text{ ones} =$$

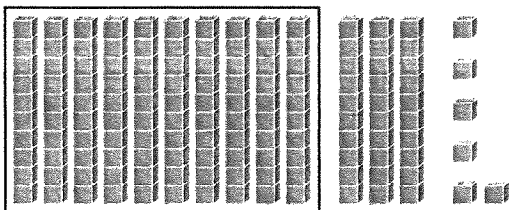
$$300 + 50 + 2 = 352$$

- 3 This model shows 200 in tens. How many tens are in 200?



200 = ..... tens

- 4 This model shows 136 in tens. How many tens are in 136? How many ones are left over?



136 = ..... tens and ..... ones

- 5 Complete the chart to show 7 hundreds + 5 ones.

Hundreds	Tens	Ones
	0	5

- 6 Complete the chart to show 9 hundreds + 4 tens + 8 ones.

Hundreds	Tens	Ones

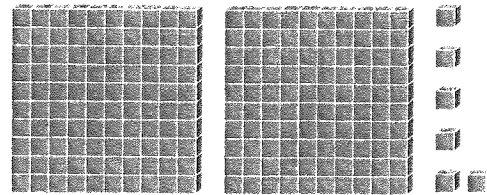
# Refine Ideas about Three-Digit Numbers

## APPLY IT

Complete these problems on your own.

### 1 EVALUATE

Lana does this homework problem.  
What does she do wrong?



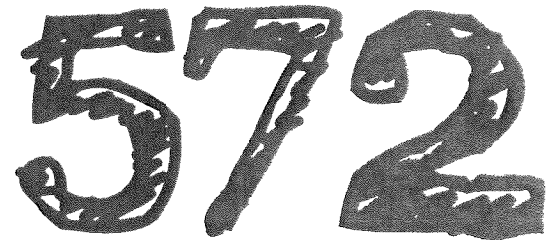
$$2 \text{ hundreds} + 6 \text{ ones} = 26$$

### 2 ANALYZE

Sam and Lev write 572.  
Explain what each person does.

Sam:  $572 = 57 \text{ tens} + 2 \text{ ones}$

Lev:  $572 = 5 \text{ hundreds} + 7 \text{ tens} + 2 \text{ ones}$



### 3 IDENTIFY

Fill in the blanks to show 900 in different ways.

900 = ..... tens

900 = ..... ones

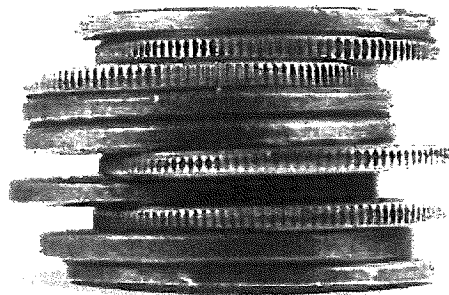
#### PAIR/SHARE

Discuss your solutions for these three problems with a partner.

Use what you have learned to complete problem 4.

- 4 Nate puts his coins in stacks of ten. He has 12 stacks of coins with 4 coins left over.

**Part A** Draw a picture to show Nate's coins.



**Part B** How many coins does Nate have? Write the answer in two different ways.

5 MATH JOURNAL

Sasha uses base-ten blocks to show the number 700. If she uses only hundreds flats, how many will she use? Explain how you know.