



## ***You are likely wondering, “What is Foundations®?”***

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child’s development.

### **Fundations is systematic**

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

### **Fundations is explicit**

because this program does not leave room for guessing. It teaches all concepts directly. The children will learn sounds using keywords to help them remember. They will blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

***You are also probably wondering, “How can I become a successful ‘Coach’ in this reading program?”***

### **As a “Coach” you can:**

- 1.** Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
- 2.** Set aside time to do the home activities with your child.
- 3.** Monitor your child’s progress and share successes as well as concerns with me.

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!



## Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

### 1. Encourage your child to answer “wonder” statements.

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

### 2. Help your child expand his / her vocabulary by rephrasing.

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

### 3. Ask open-ended questions.

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

### 4. Limit the amount of TV

However, if your child watches a children’s program, talk about it (see #'s 1, 2, 3).

### 5. Provide household props that encourage pretend play.

Use spoons/ pans in the bathtub; cups/ teapots /dolls; small rakes/ shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.

# Fundations® Six Types of Syllables in English

This year, I will review closed and v-e syllables and teach the six types of syllables in English.

## Closed Syllable

- 1 This syllable can only have **one vowel**.
- 2 The vowel is followed by **one** or **more consonants** (closed in).
- 3 The vowel sound is **short**, marked with a breve (  $\breve$  ).
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

up hat ship last

*Mark-up Sample*

lăst  
c

## Vowel-Consonant-e Syllable

- 1 This syllable has a **vowel**, then a **consonant**, then an **e**.
- 2 The first vowel has a **long** sound, marked with a macron (  $\bar{\quad}$  ).
- 3 The **e** is silent.
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

bike ape stove

*Mark-up Sample*

stōv~~e~~  
v-e

## Open Syllable

- 1 This syllable has only **one vowel** which is the last letter in the syllable.
- 2 The vowel sound is **long**, marked with a macron (  $\bar{\quad}$  ).
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

I be shy hi

*Mark-up Sample*

hī  
o

## R-Controlled Syllable

- 1 This syllable contains a single vowel followed by an **r** (**ar**, **er**, **ir**, **or**, **ur**).
- 2 The vowel is neither **long** nor **short**; it is controlled by the **r**.
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

start fir hurt art

*Mark-up Sample*

ar  
r

## Double Vowel - "D" Syllable

- 1 This syllable contains a **vowel digraph** or a **diphthong**. These are vowel teams.
- 2 This syllable can be combined with other syllables to make **multisyllabic** words.

*Examples*

beat feel eight new

*Mark-up Sample*

new  
d

## Consonant-le Syllable

- 1 This syllable has only three letters: a **consonant**, an **l**, and an **e**.
- 2 The **e** is silent. It is the vowel. Every syllable needs at least one vowel. The consonant and the l are sounded like a blend.
- 3 This syllable must be the last syllable in a **multisyllabic** word.

*Examples*

cradle little bubble

*Mark-up Sample*

bub bl~~e~~  
-le