Unit 6, Week 1

Name____________________

Grade 2 Phonics Cover Sheet

Make sure you have included the following in this packet:

☐ Dictation Paper
☐ 1 Worksheet from Edline or Wiki

Please indicate the trick word and concept word activities your child completed on each choice night:

**Choice Night 1:**

Trick Word Activity 1: ______________________________

Concept Word Activity 1: ______________________________

**Choice Night 2:**

Trick Word Activity 2: ______________________________

Concept Word Activity 2: ______________________________

By signing this form I, ________________________________, am indicating that my child ________________________________completed the activities listed above.

Date: ______________________________

**Please staple this to the front of the packet**
1 night complete the phonics dictation, 1 night complete one of the worksheets from the current unit found on edline or Wiki. 2 nights choose 1 activity from the trick word choice menu and 1 activity from the concept word choice menu to complete. Please staple any written component of the homework together and send to school on Friday. Included in this packet should be a sheet of paper listing the activities your child completed the two choice nights, the worksheet, and the dictation paper. If your child keeps choosing the same activities, encourage him/her to try some of the other activities.

All writing to prepare homework should be done by the student. Example: The student should make the cards to play memory or word hunt. The writing helps the student practice and learn the spelling of the words.

**Directions for each choice from the menus**

- **Spider** - Have the words that you choose and 10 extra words in front of you when you play.
- **ABC Order** - Choose 10 words - Write each word on a small piece of paper. Then put the words in ABC order.
- **Colorful Words** - Choose 5 color crayons and write the words one after the other using a different color for each word. You do not leave spaces between the words. The different color lets you know that a new word is beginning.
- **Spelling City** - computer website with activities for both trick words and concept words.
- **March and Cheer** – Cheer out each word then march out each word.
- **Memory** - Write each word on small pieces of paper to play memory with a family member.
- **Write** – Write each word 5 times each
- **Word Hunt** - Write each word on a small piece of paper. Then have a family member hide the words and you try to find them. When you find the word read it to your family member.
- **Shaving Cream** – Write each word 3 times each in the shaving cream.
- **Rainbow writing** – Choose 5 color crayons. Write the word once using the first color crayon. Then write it again – tracing over that same word with the next color crayon. Continue to trace the word until you used all 5 crayons. Then move on to the next word.
- **Chalk** – Write each word 3 times each using sidewalk chalk or on a chalkboard.

**Trick Word Choice Menu**

- **ABC Order** - Choose 8 words - 3 words must be this week’s words.
- **Colorful Words** - Use this week’s words.
- **Spelling City**
- **March and Cheer** - Choose 10 words - 3 must be this week’s words.
- **Memory** - Choose 6 words - 3 must be this week’s words.
- **Write** – Choose 6 words - 3 of the words must be this week’s words.
- **Spider** - Choose 10 words- 3 words must be this week’s words.
- **Word Hunt** – Choose 10 words – 3 words must be this week’s trick words.
- **Shaving Cream** - Choose 6 words - 3 must be this week’s trick words.
- **Rainbow writing** – choose 5 words – 3 words must be this week’s words.

**Concept Word Choice Menu**

- **Colorful Words** - Choose 5 words.
- **Spelling City**
- **Memory** - Choose 6 words
- **March and Cheer** - Choose 10 words
- **Word Hunt** - Choose 10 words.
- **Write** - Choose 6 words to write 5 times each.
- **Spider** - Choose 10 words.
- **ABC Order** - Choose 10 words
- **Wipe board** – Choose 6 words
- **Shaving Cream** - Choose 5 words to write 3 times each using shaving cream.
- **Chalk** - Choose 6 words

**Rainbow writing** – choose 6
Name___________________________________  Date___________________________________
For the Week of:

Unit 6, Week 1
11/15/2010

the Trick Words are:

move
often
house
Unit 6 Concept

Words (v-c-e)

cute
ride
time
Pete
mile
rode
cape
hope
tube
duke
fine
sake
Luke
kite
Jake
Jane
globe
pipe
pope
bite
cope
plane
shame
lime
tide
cube
whine
lane
wide
cake
line

pole
flame
nine
tube
spine
ddare
grade
vote
file
came
bone
cone
wife
smile
choke
dime
drive
mine
flute
tape
share
joke
wave
hide
name
pile
bit
hope
wine
slope
ride
plane
poke
rule

plate
scrape
throne
spoke
lake
rope
cave
dive
snake
shine
hole
can
quake
tune
slide
trade
fire
whale
prune
white
bake
like
ripe
glove
mule
kite
wipe
state
home
sale
bike
shake
stone
save
maze
shave

bride
take
strike
time
brave
shape
Dave
Steve
Mike
Kate
Jane
Duke
Luke
June
safe
broke
hate
late
vase
case
chase
close
apes
cakes
poles	ubes
statement
hopeful
trades
bikes
hides
homeless
lateness
careful
takes
dives
these
Dear Family:

These past few weeks have been busy in Level 2 of Fundations! We are now about to review the second syllable type. It is often referred to as the \textit{v-e syllable}, which stands for \textit{vowel-consonant-e} (any vowel or consonant). It is important for your child to recognize the pattern of this syllable, therefore I spend time going from a closed syllable such as \textit{cap} to a v-e syllable such as \textit{cape}. It is the vowel \textit{e} at the end of the word that is silent but makes the first vowel say its name. We mark these words:

\begin{align*}
\text{cap} & \quad \text{v-e} \\
\text{cape} & \\
\end{align*}

Your child will combine closed and v-e syllable words such as \textit{reptile}.

I will also teach your child that when the consonant \textit{s} is between two vowels as in the word \textit{rose}, that \textit{s} may have the /z/ sound. Another example is the word \textit{wise}. However, in the word \textit{base} the \textit{s} has its regular sound of /s/. When you dictate a word that has an \textit{s} between two vowels and your child is not sure if the letter should be an \textit{s} or \textit{z}, a dictionary may be used to check it.

Lastly, I will teach that words in English do not end with the letter \textit{v}. Therefore, some words have an \textit{e} at the end but the vowel is still short (\textit{have, give}). The \textit{e} is there for the \textit{v}. The suffix -\textit{ive} will be added to the suffixes that we add to words.

I have enclosed a page with the double vowel teams. Review these with your child and keep them handy for reference when your child is reading. Please let me know if you have any questions or concerns about your child’s progress.

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.

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**WEEK 1**

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Dictate Review Words</td>
<td>tub, step, rash, dish</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Dictate Current Words</td>
<td>code, prize, tape, Pete, tube</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Dictate Trick Words</td>
<td>often, your, house, also, move</td>
</tr>
<tr>
<td>Thursday</td>
<td>Dictate Sentence</td>
<td>I hope that Jane is not late.</td>
</tr>
</tbody>
</table>

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**WEEK 2**

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Dictate Review Words</td>
<td>hopeful, mule, chase, broke</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Dictate Current Words</td>
<td>rose, pines, invite, flagpole, exhale</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Dictate Trick Words</td>
<td>right, other, place, come, together</td>
</tr>
<tr>
<td>Thursday</td>
<td>Dictate Sentence</td>
<td>Jake will give Tim a cold drink.</td>
</tr>
</tbody>
</table>
**Do the "Find the Syllable Type" Activity**

Have your child circle the words containing a vowel-consonant-e syllable and cross out any word that is not a v-e syllable.

<table>
<thead>
<tr>
<th>lime</th>
<th>chase</th>
<th>bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>wife</td>
<td>blend</td>
<td>wave</td>
</tr>
<tr>
<td>smile</td>
<td>trap</td>
<td>fire</td>
</tr>
<tr>
<td>punch</td>
<td>cake</td>
<td>flap</td>
</tr>
<tr>
<td>vote</td>
<td>quake</td>
<td>steps</td>
</tr>
</tbody>
</table>

Have your child write the vowel-consonant-e syllable words from above on the lines below and mark them up.

<table>
<thead>
<tr>
<th>lime</th>
</tr>
</thead>
<tbody>
<tr>
<td>v-e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>chase</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>blend</th>
<th>wave</th>
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</table>

<table>
<thead>
<tr>
<th>trap</th>
<th>fire</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>cake</th>
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</thead>
<tbody>
<tr>
<td>flap</td>
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</table>

<table>
<thead>
<tr>
<th>quake</th>
</tr>
</thead>
<tbody>
<tr>
<td>steps</td>
</tr>
</tbody>
</table>
**Do the "Read, Write and Mark" Activity**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable</th>
<th>Word</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>cone</td>
<td>cone</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td>time</td>
<td></td>
</tr>
<tr>
<td>globe</td>
<td></td>
<td>wife</td>
<td></td>
</tr>
<tr>
<td>grape</td>
<td></td>
<td>stone</td>
<td></td>
</tr>
<tr>
<td>late</td>
<td></td>
<td>vase</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td>broke</td>
<td></td>
</tr>
<tr>
<td>shine</td>
<td></td>
<td>lake</td>
<td></td>
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<tr>
<td>whale</td>
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<td>spine</td>
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<td>tune</td>
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<td>bite</td>
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<tr>
<td>tube</td>
<td>tube</td>
<td>dime</td>
<td></td>
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</tbody>
</table>
Do the "Mark the Syllable" Activity

Have your child scoop the two syllables. Mark the syllables with a c to indicate a closed syllable and v-e for vowel-consonant-e syllables. Read words.

- reptile
  - c v-e
- umpire
- unsafe
- entire
- exhale
- baseball
- grapevine
- unlike
- trombone
- postpone
- inflate
- entire
- bagpipe
- caveman
- volume
- concrete
- include
- sunrise
- costume
- tadpole
- athlete
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.
Vowel Teams

ai | ay
- bait | play

ee | ea | ey
- jeep | eat | key

oi | oy
- coin | boy

oa | oe | ow
- boat | toe | snow plow

ou | oo | ue | ew
- trout soup | school | blue rescue | chew

au | aw
- August | saw
<table>
<thead>
<tr>
<th>Writing Grid for Word and Sentence Homework</th>
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<tbody>
<tr>
<td>1</td>
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## Writing Grid for Word and Sentence Homework

<table>
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<th>Unit 6</th>
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