Dear Family:

The first several units in Fundations® Level 3 will review concepts previously taught while adding new information. This is a key component of the program. We will build on the skills already in place so that we can progress further into the study of word structure by focusing on advanced spelling rules and morphology (patterns of word formation).

In Unit 1, we will review closed syllables. 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 before it, but it must have at least one consonant after it. Examples include cup, whip, last and at. A closed syllable makes the vowel short (as in â in apple, ê in Ed, i in itch, ē in octopus and ū in up). The vowel is marked by the breve sign ('). Closed syllable words are marked this way:

\[w h i p\]

The five closed syllable exceptions will also be revisited. Closed syllable exceptions have a similar pattern to closed syllables, but they have a long vowel sound instead of the expected short vowel sound. It is helpful to stress the meaning of the word exception to your child (something that does not follow the rules). The closed syllable exceptions are:

/əld/ as in child /ɪnd/ as in kind /æst/ as in post

/əld/ as in cold /ɔt/ as in cot

Closed syllable exception words are marked this way: \[\text{m ə s t}\]

In addition, to review, students will learn some new sounds. They will learn tch - catch - /tʃ/ and to choose tch rather than ch after a short vowel, and will mark the new sound by underlining it (catch). And last but not least, I will teach students that w and qu change the sound of the letter a (as in wash, squall).

Throughout Level 3, your child will study homophones, or words that sound alike but are not spelled the same and have different meanings. For example: no/know and write/night. You will see that several activities will provide practice with the meaning and spelling of these words.

Please work with your child to reinforce the above concepts by using the enclosed activity suggestions. If you have any questions, please write them down and I will 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,
**Do the “Fill In the Word” Activity**

Have your child read the sentence and select the correct word from the box to complete it. Write the word on the line and reread the completed sentence. Mark the word you selected as a **closed syllable**. Use each word in the box only once.

| trust | plant | slept | twist | swept |

1. Fran _______ in the tent, but Stan did not.

2. Can you help me _______ the lid off?

3. Mom _______ up the mess.

4. The kids did not _______ the big dog.

5. We can help Mom _______ the grass seeds.

**Do the “Guess CH or TCH” Activity**

Have your child add **ch** or **tch** to the blank spaces below. Read the words.

| 1 | swi____ | 5 | sti____ |
| 2 | bun____ | 6 | ____est |
| 3 | pa____ | 7 | ____op |
| 4 | pun____ | 8 | scra____ |
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

know  no  right  write

1 We had to __________________ a lot for the math test.

2 __________________, the dog did not scratch his leg.

3 I cannot ____________ this test with my _______________ hand.

4 What is the ________________ cost for this jug of milk?

5 Jan did not ________________ the old man.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1 _________________________________________________________

2 _________________________________________________________

3 _________________________________________________________

4 _________________________________________________________
**Do the “Fill In the Word” Activity**

Have your child read the sentence and select the correct word from the box to complete the sentence. Write the word on the line and reread the completed sentence. Mark the word you selected as a **closed syllable** or a **closed syllable exception**. Box any glued sounds. Use each word in the box only once.

| stamp | gold | drink | cramp | blind |

1. The dog helps the [blind] man cross the path.
2. Tom drank the cold [____] fast.
3. Dad will get a [____] to send this.
4. Bill has a bad [____] in his left leg.
5. Fred sold the [____] ring.

**Do the “Find the /o/ Sound” Activity**

Have your child circle all the words below where the a has an /o/ sound as in the words wash or squash.

- swap
- brand
- wasp
- plan
- fall
- rang
- watch
- strap
- mall
- pack
- crash
- scratch
- squash
- swamp
- patch
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

which  witch

1  _______________ drink do you want with lunch?

2  Will we find a _______________ by the damp swamp?

3  Do you know _______________ chimp is most wild?

4  The old _______________ had a pet rat.

5  _______________ dog ran past the champ?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1  __________________________

_____________________________

_____________________________

2  __________________________

_____________________________

_____________________________

3  __________________________

_____________________________

_____________________________

4  __________________________

_____________________________

_____________________________
Dear Family:

Fundations\textsuperscript{®} Unit 2 reviews the following suffixes: -s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ness, -ly, -ty, and -ment. Suffixes are a letter or group of letters added at the end of a word or word part to form another word, as in **stronger** or **tallest**. Students will categorize these suffixes as vowel suffixes or consonant suffixes. Vowel suffixes begin with a vowel (-es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y) while consonant suffixes begin with a consonant (-s, -ful, -less, -ness, -ly, -ty, and -ment).

I will also re-teach the procedure for identifying basewords when reading or spelling words with suffixes. It is important that students identify and isolate the baseword before reading the whole word with the suffix added. For example, for the word **tallest**, students will say and spell **tall** before adding the suffix **-est**; **tall - tallest**. When marking a word with a suffix, underline the baseword and circle the suffix, like this:

**tallest**

In weeks 2 and 3, I will teach students how to identify **1-1-1 words**. A 1-1-1 word has 1 closed syllable, 1 vowel, and 1 consonant after the vowel.

A related lesson will teach students an important new spelling rule: when to **double the final consonant** of a 1-1-1 baseword. The final consonant is doubled when adding a vowel suffix (**ship + ing = shipping**) but not when adding a consonant suffix (**ship + ment = shipment**). When the final consonant is doubled, the extra p is starred and the word is marked this way:

**shipping**

**shipment**

Once again thank you for your interest and help at home.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

lele
leh
hshb
kff
hlf
keb
heet
elk

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

lele lele

eh eh

hh hh

ll ll

ell ell

heel heel

elk elk

Backward Slant, most commonly used by left-handed students.
**Do the “Guess Which Suffix” Activity**

Have your child select a suffix from the top of each box to form a real word. Use each suffix listed at the top of the box only once. Write the suffix on the line and read the baseword, then the whole word: “**pitch – pitches**.”

<table>
<thead>
<tr>
<th>es</th>
<th>s</th>
<th>es</th>
</tr>
</thead>
<tbody>
<tr>
<td>clock___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bench___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mess___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ty</th>
<th>ly</th>
<th>ment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strong___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>six___</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ful</th>
<th>er</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thank___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grump___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ive</th>
<th>ment</th>
<th>able</th>
</tr>
</thead>
<tbody>
<tr>
<td>protect___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>depend___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>amuse___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ful</th>
<th>ness</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>spell___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kind___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bash___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>less</th>
<th>ish</th>
<th>en</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thank___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>self___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Do the "Guess Which ED Sound" Activity**

Have your child underline the baseword and circle the suffix in each word below. Read the baseword first, then the whole word and write the words in the correct column below.

<table>
<thead>
<tr>
<th>hunted</th>
<th>pressed</th>
<th>crunched</th>
</tr>
</thead>
<tbody>
<tr>
<td>hosted</td>
<td>banged</td>
<td>chilled</td>
</tr>
<tr>
<td>filmed</td>
<td>rented</td>
<td>winked</td>
</tr>
<tr>
<td>smelled</td>
<td>stamped</td>
<td>stranded</td>
</tr>
<tr>
<td>dressed</td>
<td>blended</td>
<td>stalled</td>
</tr>
</tbody>
</table>

- **-ed = /ɛd/**
  - 
  - 

- **-ed = /d/**
  - 
  - 

- **-ed = /t/**
  - 
  - 

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Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

son  sun  some  sum

1. His ________________ is the tallest in the class.

2. Do you want ________________ chilled milk?

3. The ________________ helps plants get taller and stronger.

4. What is the ________________ of that bill?

5. ________________ bells are ringing!

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________
Do the “Divide the 1:1:1 Words” Activity

Have your child divide each word into baseword and suffix. Do not write the extra consonant if a consonant was doubled. Circle the basewords that are 1:1:1 words.

baseword - suffix
snipped = ____________ ed
cupful = ____________
drummer = ____________ flatter = ____________
swishing = ____________ noded = ____________
rusty = ____________ chopping = ____________
grabbed = ____________ fistful = ____________

Do the “Find the Suffix” Activity

Have your child underline the baseword and circle any suffixes (ed, ing or s). Then, write the words with a suffix on the lines below and read the words.

smelling clocks splash

dumping strong rested

held pressed wishes
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

banned  band

1  The golfer was ____________ when he crashed the cart.

2  Why was she ____________ from the class?

3  Bill is bashful when he sings with the ____________.

4  The wild dog was ____________ from the park.

5  Which ____________ has the dullest song?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1

_________________________________________________________________

_________________________________________________________________

2

_________________________________________________________________

_________________________________________________________________
**Do the “Divide the 1:1:1 Words” Activity**

Have your child divide each word into baseword and suffix. Do not write the extra consonant if a consonant was doubled. Circle the basewords that are 1:1:1 words.

<table>
<thead>
<tr>
<th>baseword</th>
<th>suffix</th>
<th>baseword</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>dressed</td>
<td>dress</td>
<td>mopped</td>
<td>______</td>
</tr>
<tr>
<td>melting</td>
<td>______</td>
<td>taxing</td>
<td>______</td>
</tr>
<tr>
<td>foxy</td>
<td>______</td>
<td>windy</td>
<td>______</td>
</tr>
<tr>
<td>quitter</td>
<td>______</td>
<td>yummy</td>
<td>______</td>
</tr>
<tr>
<td>mixed</td>
<td>______</td>
<td>waxed</td>
<td>______</td>
</tr>
</tbody>
</table>

**Do the “Guess Which Suffix” Activity**

Have your child select a suffix from the top of each box to form a real word. Use each suffix listed at the top of the box only once. Write the suffix on the line and read the baseword, then the whole word: “pitch – pitches.”

<table>
<thead>
<tr>
<th>able</th>
<th>es</th>
<th>ive</th>
<th>s</th>
<th>ly</th>
<th>ment</th>
</tr>
</thead>
<tbody>
<tr>
<td>act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bad</td>
</tr>
<tr>
<td>send</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ship</td>
</tr>
<tr>
<td>floss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ful</th>
<th>er</th>
<th>y</th>
<th>ly</th>
<th>ness</th>
<th>ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>bash</td>
<td></td>
<td></td>
<td></td>
<td>glad</td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td></td>
<td></td>
<td></td>
<td>dunk</td>
<td></td>
</tr>
<tr>
<td>junk</td>
<td></td>
<td></td>
<td></td>
<td>flat</td>
<td></td>
</tr>
</tbody>
</table>
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| guest | guessed | missed | mist |

1. I did not know the math sum, but I ________________.

2. He was running, but he still ________________ the bus.

3. Will Ted be your ________________ at the club?

4. The ________________ is wet and thick, and I cannot tell if there is a ship at the dock.

5. Did the ________________ know that hunting was banned?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1.

2.

3.

4.
Dear Family:

Fundations® Unit 3 is a one-week quick review. We will first review the vowel-consonant-e syllable, also called the v-e syllable (the dash represents any consonant). It is made up of a vowel, then a consonant, then an e. The first vowel is long and it is marked with a macron ('). The e is silent. Here is an example of how to mark a v-e syllable word:

\[ \text{ping} \]
\[ \text{v-e} \]

I will then review the two u sounds in a v-e syllable: /u/ as in mule and /ü/ as in rule and remind students that s can say /z/ when it is between two vowels as in the words nose, rose, and wise.

Because the v-e syllable can be combined with other syllables to make multisyllabic words, I will re-teach syllable division principles. Multisyllabic words with a v-e syllable can be marked like this:

\[ \text{volu} \]
\[ \text{c} \]
\[ \text{ume} \]
\[ \text{v-e} \]

I will explain that although the v-e syllable is usually the final syllable of a word (as in include), it sometimes can be found in the first syllable of compound words (as in baseball). Lastly, we will reinforce the reading and spelling procedures for two-syllable words with both closed and vowel consonant-e syllables. All of these review concepts are important to prepare students for a new spelling rule which will be taught in Unit 4.

This packet contains plenty of activities to help emphasize the above concepts. Thank you for your help and be sure to have fun! Please write down any questions you might have for me and I will get back to you.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

pisi pisi
jiri
sitw
piju
wist
swipe
rupt
just

Forward Slant, most commonly used by right-handed students.
**Cursive Connectives Practice Review Worksheet**

**Practice These Connectives!** This worksheet provides practice with connecting cursive letters that have been taught in **previous Units**. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

```
pisi pisi
jiri
tatur
piju
wist
swipe
rupt
just
```

Backward Slant, most commonly used by left-handed students.
Do the "Marking" Activity

Have your child underline or "scoop" each syllable. Write a e under the syllable if it is closed and a v-e under the syllable if it is vowel-consonant-e and mark the vowels. Read the words.

\[
\begin{align*}
\text{smōke} & \quad \text{globe}\ast & \quad \text{bone} \\
\text{cōntāct} & \quad \text{snake} & \quad \text{whip} \\
\text{code}\ast & \quad \text{prize} & \quad \text{spot} \\
\text{chimp} & \quad \text{inspect}\ast & \quad \text{ill} \\
\text{complex}\ast & \quad \text{confuse} & \quad \text{athlete}
\end{align*}
\]

Sentence Creation

Select two of the starred words above. Write a sentence for each. Be sure the sentence clearly indicates the meaning of the starred word.

1


2


**Do the "Connect the Word" Activity**

Have your child read the closed and vowel-consonant-e syllables on each side of the box. Draw a line to connect syllables to form real words. Then, write the whole words on the lines below and read the words.

<table>
<thead>
<tr>
<th>sun</th>
<th>cake</th>
<th>sun</th>
<th>fuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>com</td>
<td>rise</td>
<td>ath</td>
<td>lete</td>
</tr>
<tr>
<td>cup</td>
<td>pare</td>
<td>con</td>
<td>shine</td>
</tr>
</tbody>
</table>

\[ \text{sunrise} \]

<table>
<thead>
<tr>
<th>vam</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>mis</td>
<td>pire</td>
</tr>
<tr>
<td>soft</td>
<td>take</td>
</tr>
</tbody>
</table>

---

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**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

<table>
<thead>
<tr>
<th>plain</th>
<th>plane</th>
</tr>
</thead>
</table>

1. She wants the _______________ cake.

2. The pants are _______________ white.

3. It is so wet that the _______________ cannot land.

4. The _______________ milk will expire tomorrow.

5. Will the _______________ be late if the fog does not lift?

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________________________

   ____________________________________________

2. ____________________________________________

   ____________________________________________
Dear Family:

In Unit 4, I will review the exception to the **vowel-consonant-e syllable**. This exception, -ive, can also be a suffix (as in active). It is pronounced with a short i sound. I will point out that the e in -ive is added because words in English never end with the letter v.

Students will also learn a new spelling rule for adding suffixes to **vowel-consonant-e syllables**. When adding a consonant suffix to a word that ends in a silent e, students will simply add the suffix:

- **safe + ly = safely**
- **reptile + s = reptiles**
- **hope + ful = hopeful**

A **v-e syllable** with a consonant suffix is marked like this:

```
  reptiles
   c   v-e
```

However, if the suffix begins with a vowel, students will drop the e before adding the suffix:

- **confuse + ing = confusing**
- **include + ed = included**
- **brave + est = bravest**

A **v-e syllable** with a vowel suffix is marked like this:

```
  included
   c   v-e
```

I hope you are finding working with your child rewarding and fun. Thank you again for your help.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- coco coco
- acac
- baco
- cob
- pack
- boat
- rook
- oats

Forward Slant, most commonly used by right-handed students.
**Cursive Connectives Practice Review Worksheet**

**Practice These Connectives!** This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

```
coco  coco
acac
bacano
cofb
pack
boat
rock
oats
```

Backward Slant, most commonly used by left-handed students.
Do the "Proofreading Sentences" Activity

Have your child look at the underlined words in each sentence. They are spelled incorrectly. Write the sentence correctly on the lines below. Be sure to add capital letters and punctuation and proofread carefully!

1. that wild child is quite activ

2. was brad disruptiv in math clas

3. steve gav jim a big handshac

4. the trombone in the shop was expensiv

5. the blak oliv fel off the plat
Do the "Combine the Word and Suffix" Activity

Have your child circle the suffixes below. Highlight or underline the letter that begins each suffix and if the suffix begins with a vowel, put a line through the silent e. Write the complete word on the line provided. Be sure to "drop" the e when adding a vowel suffix.

\[
\begin{align*}
time &- \text{less} = \underline{\text{timeless}} \quad \text{struggle} &- \text{ed} = \underline{} \\
\text{bake} &- \text{ing} = \underline{\text{baking}} \quad \text{dislike} &- \text{able} = \underline{} \\
\text{confuse} &- \text{ing} = \underline{} \quad \text{plate} &- \text{ful} = \underline{} \\
\text{brave} &- \text{est} = \underline{} \quad \text{hope} &- \text{ing} = \underline{} \\
\text{give} &- \text{ing} = \underline{} \quad \text{late} &- \text{ly} = \underline{} \\
\text{like} &- \text{ly} = \underline{} \quad \text{safe} &- \text{ty} = \underline{} 
\end{align*}
\]
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

mail
male

1. The ____________ truck is running late.

2. Her best friend is a ____________.

3. There are six ____________ snakes in the tank.

4. Mr. Jones will post the ____________ on his flash drive to give the class.

5. Was that a ____________ cat scratching at the gate?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1


2


Do the "Find the Suffix" Activity

Have your child circle the suffixes in the words below and then write the basewords on the lines. Be sure to add the silent e to complete the baseword when necessary.

<table>
<thead>
<tr>
<th>likable</th>
<th>plateful</th>
<th>inflatable</th>
</tr>
</thead>
<tbody>
<tr>
<td>smoky</td>
<td>mistaken</td>
<td>voter</td>
</tr>
<tr>
<td>bravest</td>
<td>completely</td>
<td>widely</td>
</tr>
<tr>
<td>hiding</td>
<td>ninety</td>
<td>shiny</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

List vowel suffixes

List consonant suffixes

______________
______________
______________
______________
______________
______________
Do the “Combine the Word and Suffix” Activity

Have your child circle the suffixes below and highlight or underline the letter that begins each suffix. If the suffix begins with a vowel, put a line through the silent e. Write the complete word on the line provided. Be sure to “drop” the e when adding a vowel suffix.

\[
time + \text{less} = \boxed{\text{timeless}} \quad \star \text{exclude} + \text{ing} = \\
\text{bake} + \text{ing} = \boxed{\text{baking}} \quad \text{complete} + \text{ly} = \\
\star \text{conclude} + \text{ed} = \boxed{} \quad \text{dispose} + \text{able} = \\
\star \text{like} + \text{able} = \boxed{} \quad \star \text{active} + \text{ly} = \\
\text{use} + \text{ful} = \boxed{} \quad \text{pave} + \text{ment} = \\
\text{compute} + \text{er} = \boxed{} \quad \text{brave} + \text{ly} =
\]

Sentence Creation

Select two of the starred words above. Write a sentence for each. Be sure the sentence clearly indicates the meaning of the starred word.

1

________________________________________________________________________

________________________________________________________________________

2

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

mined  mind  find  fined

1  She will use her ____________ to pass the math test.
2  If you drive fast you could be ____________ a lot of cash.
3  Did Stan ____________ his lost lunch?
4  The men blasted a hole in the hill and ____________ for gold.
5  Mr. Drake demonstrated his quick ____________ when he fixed the problem in a second.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1  

2  

3  

4  

5  

Dear Family:

Unit 5 introduces your child to the **schwa**. This is defined as a vowel with an unexpected sound. When a word contains a schwa, the vowel most often sounds like a short **u** or a short **i**, but not necessarily equal to it. An example is the word **salad**. The second **a** sounds similar to a short **i**, but not exactly like it. Schwa is marked as follows:

\[\text{s\_a\_l\_a\_d}\]

Often, the second syllable of a two-syllable word is **unaccented** (or not emphasized) and contains a vowel that is not easily heard correctly. In these cases the schwa sound is “swallowed up.” If this **unaccented second syllable** ends with the consonant **n**, the vowel sound may be “lost” (as in the word **mitten** = /mit\*n/). And when the letter **e** is followed by **t** in an unaccented second syllable, the **e** sounds like /ɪ/, as in **velvet**.

Schwa often does not pose a problem for students when reading. I will teach them to try the /ɪ/ sound if a word does not sound right. However, schwa may be troublesome when spelling. I will teach students to listen carefully for a **schwa** and let them know that spelling for this vowel sound can be treated like a sound option. They will learn to identify the **schwa** by indicating which vowel has the unexpected sound. Once we work with schwa, they will realize it is not so bad!

Lastly, I will be working on additional dictionary skills to help students look up words with spelling options.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

```
dgdg  dgdg

ququ

qudg

dog

quit

greed

quad

legs
```

Forward Slant, most commonly used by right-handed students.
Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- dgdg dgdg
- ququ
- qudg
- dog
- quit
- greed
- quad
- legs

Backward Slant, most commonly used by left-handed students.
Do the “Find the Schwa” Activity

Have your child read the words and underline or “scoop” the syllables. Does the second syllable have a schwa vowel sound? Mark each syllable as closed and be sure to mark the vowel in each syllable as short (\textkern{-1} ) or schwa (\textdagger).
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| weather | whether |

1. I think that the hot _____________ is amazing!
2. Do you want to come home to escape the wet _____________?
3. I do not know _____________ or not I want to munch that much cake.
4. Does Frank know _____________ he will quit the travel club or not?

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. _____________________________
   _____________________________
   _____________________________

2. _____________________________
   _____________________________
**Do the “Find the Schwa” Activity**

Have your child read the words and underline or “scoop” the syllables. Does the second syllable have a **schwa** vowel sound? Mark each syllable as closed and be sure to mark the vowel in each syllable as **short** (\(\text{\texttt{}}\)) or **schwa** (\(\text{\texttt{a}}\)).

- jacket
- panic
- edit
- submit
- helmet
- puppet
- velvet
- bucket
- ticket

**Do the “Dictionary Skills” Activity**

Have your child put the words from the box in alphabetical order on the lines below. Which word will come first in the dictionary? Second?

<table>
<thead>
<tr>
<th>pocket</th>
<th>random</th>
<th>salad</th>
</tr>
</thead>
<tbody>
<tr>
<td>confuse</td>
<td>planet</td>
<td>travel</td>
</tr>
<tr>
<td>lemon</td>
<td>packet</td>
<td>volume</td>
</tr>
<tr>
<td>contact</td>
<td>absent</td>
<td>method</td>
</tr>
</tbody>
</table>

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

father  farther

1. Which man ran ________________?
2. Jake and his ________________ are best friends.
3. The ________________ you travel the more you know.
4. The plane will have to travel ________________ than the ship.
5. Her ________________ has a bike and a helmet.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
Dear Family:

In Unit 6, I will review the open syllable with students and teach the open syllable exceptions. Open syllables have one vowel which is the last letter in the syllable (as in he). This vowel's sound is long and to indicate this, it is marked with a macron ('). Open syllables may be combined with other syllables to make multisyllabic words (as in remote). The open syllable is marked like this:

\[ \text{o} \]

We will also review that y often works as a vowel in open syllables and says /ai/ at the end of one syllable words (cry) and /e/ at the end of multisyllabic words (baby). The sound can be marked this way:

\[ \text{shy} \quad \text{empty} \]

Lastly, students will learn about open syllable exceptions in unstressed or unaccented syllables. This schwa (schwa is a vowel with an unexpected sound) occurs with a at the beginning or end of a word (ago, extra) and with i in the middle syllable (compliment). Please note that when i is in the middle syllable and is followed by a consonant, it has a schwa /u/ or /i/ sound (gravity). When i is in the middle syllable and is followed by a vowel, it sounds like an /e/ (radio). The exceptions are marked like this:

\[ \text{extra} \quad \text{gravity} \quad \text{radió} \]

Remember to have fun with the enclosed exercises. Please let me know if you have any questions or concerns about your child’s progress.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

meme meme

nana

vay

ying

van

move

vandal

yam

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- meme
- nana
- way
- ying
- van
- move
- vandal
- yam

Backward Slant, most commonly used by left-handed students.
Do the “Marking” Activity

Have your child read the words and underline and mark the open syllables (if there is more than one syllable, be sure to mark both). Be sure to mark long vowels with a macron (\(^\text{˘}\)) and to mark the vowel \(y\) with the appropriate sound (/i/ or /ɪ/).

pony

flu

penny

sky

be

so

Do the “Marking” Activity

Have your child read the words and underline and mark the syllables (c for closed, v-e for vowel-consonant-e, o for open). Be sure to mark the long vowels with a macron (\(^\text{˘}\)) and the short vowels with a breve (\(^\text{˘}\)).

hide

silly

basic

depend

melt

shelf

remind

by

tulip

sly

locate

swim

program

fill

navy
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| hi         | high       |

1. The granny said ___________ to the shy, small baby.
2. The smoke from the fire was ___________ in the sky.
3. The robot does not move. But he can say ___________!
4. We will put the tallest tulip in the ___________ vase.
5. That ivy is planted ___________ up on the wall!

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ___________________________________
2. ___________________________________
Do the "Open Syllable Exception" Activity

Have your child add a as the first syllable to each word below. Mark the a with a (ə) to indicate the sound. Write the word on the line and read the words.

ə rise = arise ə live =

side = muse =

go = long =

wake = lone =

Do the "Sounds of g and c" Activity

Have your child read each word below. Write words with g = /j/ or c = /s/ sounds on the lines below.

<table>
<thead>
<tr>
<th>gem</th>
<th>cinch</th>
<th>giant</th>
<th>spicy</th>
</tr>
</thead>
<tbody>
<tr>
<td>stage</td>
<td>stingy</td>
<td>place</td>
<td>huge</td>
</tr>
<tr>
<td>princess</td>
<td>candies</td>
<td>sliced</td>
<td>glide</td>
</tr>
</tbody>
</table>

\[ g = /j/ \quad c = /s/ \]
Do the "Fill in the Word" Activity

Have your child read the sentences and select the correct word from the box to complete the sentence. Write the word on the line and reread the completed sentence. Use each word in the box only once.

yoga       adapt       adopt
scuba       alone       awoke
medium      champion    radio

1. The ______________ class will help to relax you.
2. Nancy does not like to be ______________ on the stage.
3. His apartment is small, so he will need a ______________ or a small sized dog.
4. Jenny ______________ when her baby began to cry in the crib.
5. Mr. Toby plans to ______________ dive on his trip.
6. If Cindy wins this game, she will be the chess ______________.
7. The puppy did not take long to ______________ to its new home.
8. Bob and Jane want to ______________ a baby.
9. Last month the ______________ in the car broke and I still have not fixed it.
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| bye          | buy | by          |

1. Sandra told us _____________ as she quickly ran _____________ the store.

2. Use that empty basket which is _____________ the pantry.

3. Daddy will _____________ a puppy for the kids.

4. The boss said _____________ before he left the store for home.

5. Can you _____________ a kitten as a gift for my children?

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. 

2. 
**Do the "Open Syllable Exception" Activity**

Have your child read the words and then write the syllables on the lines. Mark the open syllable exceptions. Mark the i with a (ə) to indicate the sound.

minimum = \( \text{m} \text{i} \text{n} \quad \text{i} \quad \text{m} \text{u} \text{m} \)  apricot = ___ ___ ___

president = ___ ___ ___  indicate = ___ ___ ___

candidate = ___ ___ ___  cabinet = ___ ___ ___

difficult = ___ ___ ___  substitute = ___ ___ ___

**Do the "Find the Open Syllable Exceptions" Activity**

Have your child read the sentences and find and circle the words with an open syllable exception. Some will have a at the beginning, some will have a at the end, and others will have i in the middle of a word. Underline or "scoop" the syllables. Mark the syllables and the vowels.

1. Rosa is a \( \text{c} \text{a} \text{n} \text{i} \text{d} \text{a} \text{t} \text{e} \) for class \( \text{p} \text{r} \text{e} \text{s} \text{i} \text{d} \text{e} \text{n} \text{t} \).

2. Emma will discuss the trip to Kenya at the club.

3. That cabinet is a mess!

4. Edna plans to develop her ability in basketball.

5. The problem arose when we chose to abandon the plan.

6. Eva located the missing animals.

7. The dentist must drill my cavity.

8. Tammy likes to add alfalfa to her salad.
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| oh | owe |

1. ______________ no!

2. Jim will have to ______________ a lot of cash for that piano.

3. We do not ______________ our trust to the candidate.

4. ______________, what an amusing animal!

5. I will ______________ him a favor if he helps me with this problem.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________________________

2. __________________________________________
Sound Alikes Review Units 1-5

Word Box

- know
- sum
- missed
- mind
- father
- no
- banned
- plain
- fined
- weather
- which
- band
- plane
- find
- whether
- witch
- son
- guest
- mail
- sun
- guessed
- male
Sound Alikes Review Units 1-5 (continued)

Across

2. There are seven _________ fish in the tank.
4. _________ is not as thick as fog
6. Bret _________ the bus and had to ask Mom to drive him to class.
8. I yelled “_________!” at the dog but he did not stop.
10. That _________ has a trumpet that makes a lot of racket.
11. Did you _________ the lost bag?
12. When will the _________ land if it is bad weather?
17. My _________ has a talent for band class.
18. Dad _________ Jake from running in the home.
20. Mom will dress up like a _________ and scare the kids.
21. This wet _________ has lasted much too long.
23. I _________ the number of pens in the bucket, but I was not close.

Down

1. He was _________ when he drove too fast.
3. Brad will be my _________ at the dinner.
5. Jill has a quick _________ so she will solve the math problem.
6. They _________ for gold in the pond but had no luck.
7. I like _________ donuts best.
9. He drives a _________ truck.
13. Frank does not know _________ or not he will pitch at the game.
14. Do you _________ much about animals?
15. My _________ is quite old and does not like to travel.
16. _________ project is yours?
17. That hot _________ is making my back red.
19. The Jackson family home is _________ from the city than the Smith family home.
22. Please add the _________ of the bill and tell me if I owe you cash.
24. Will you help me with _________ math problems?
Dear Family:

Fundations Level 3 Bonus Unit introduces the following prefixes: **con-**, **dis-**, **un-**, **en-**, **em-**, **ex-**, **in-**, **il-**, **ir-**, **mis-**, **non-**, **sub-**, **trans-**, **de-**, **e-**, **pre-**, **pro-**, and **re-**. These prefixes make up 97% of prefixed words in English!

A prefix is a word part that is placed before a baseword or a root to provide meaning.

Example: **unkind**  
**un** = prefix added to **kind**

The prefix **un-** means not, therefore the word **unkind** means not kind.

Students will categorize these prefixes as closed syllable prefixes or open syllable prefixes.

<table>
<thead>
<tr>
<th>Closed Syllable Prefixes: these prefixes form a closed syllable, making the vowel sound short.</th>
<th>Open Syllable Prefixes: these prefixes form an open syllable, making the vowel sound long.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>con-</strong>, <strong>dis-</strong>, <strong>un-</strong>, <strong>en-</strong>, <strong>em-</strong>, <strong>ex-</strong>, <strong>in-</strong>, <strong>il-</strong>, <strong>ir-</strong>, <strong>mis-</strong>, <strong>non-</strong>, <strong>sub-</strong>, <strong>trans-</strong></td>
<td><strong>de-</strong>, <strong>e-</strong>, <strong>pre-</strong>, <strong>pro-</strong>, and <strong>re-</strong></td>
</tr>
</tbody>
</table>

I will also teach the students about common roots in words. A root is the basic element of a word, and it is the foundation on which the meaning of a word is built.

We will work with the following Common Roots in English: **dict**, **duct**, **fect**, **fract**, **ject**, **junct**, **lect**, **min**, **scrib**, **sist**, **spec**, **struct**, and **tract**.

Example: **predict**  
**dict** = root

The root **dict** means speak, therefore the word **predict** means to say or speak before.

In week 1, students will learn how to read and spell words that have prefixes. These words will have prefixes added to basewords (or words that can stand alone). Students will learn the meanings of common prefixes.

Example: **nonstop**  
(non + stop)

In week 2, students will learn how to read and spell words with prefixes and roots. Students will learn the meanings of common roots. This will help them identify the possible meanings of many other words.

Example: **construct**  
(con + struct)

Thank you for your support at home.

Sincerely,
Do the "Find the Prefix" Activity

Read the following sentences with your child. Have your child find all the words with prefixes listed in the box below and circle them.

| un- | mis- | re- | dis- | sub- | non- |

1 Kathy unlocked the door to her home.
2 I will not misbehave in class.
3 Let’s replay that funny video.
4 I dislike going to the mall on Saturdays.
5 My mother takes the subway to visit her friend.
6 Is there a nonstop flight to Alaska?
7 Sheldon had to repack his bag for the long trip.
8 Be careful when you unplug the lamp.
9 I hope I did not misunderstand the homework.
10 This subfloor is made of concrete.
Do the "Complete the Sentence" Activity

Prefix / Meaning

re = again  
in, im = not

dis = not, opposite of  
pre = before

un = not, opposite of  
mis = wrongly, bad

Select a prefix from the list above to add to each underlined word below. Read the sentences to check your work.

1. We should _______use that plastic bottle instead of throwing it away.

2. James forgot to _______plug the broken desk lamp.

3. Please _______zip your backpack so we can find your math homework.

4. Timothy will wipe and _______infect the counter after making our lunch.

5. Be careful not to _______spell any words on your paper.

6. My brother, Winston, is attending _______school this year.

7. This new metal cabinet is _______destructible.

8. I need to _______write this letter before I send it to my friend.

9. Janet tripped on the _______even rug in her bedroom.

10. I _______trust people who do not tell the truth.
Do the "Find the Root" Activity

Common Roots

dict = speak  
duct = lead, guide  
fect = make  
fract = break  
junct = join  
struct = build  
min = little  
spec = see, look

Circle any word below that contains one of the common roots listed above.

predict  bedtime  amazing  travel  
dictate  splashed  conduct  inspect  
twitch  pitches  wisest  junction  
construct  instruct  infects  reptiles  
sliding  minimal  fraction  scrubbed

Select three of your circled words from above and use each in a sentence. Use the lines below to write your sentences and don’t forget to proofread.

1

2

3
Match the roots with their meaning.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fract</td>
<td>throw</td>
</tr>
<tr>
<td>tract</td>
<td>break</td>
</tr>
<tr>
<td>ject</td>
<td>drag</td>
</tr>
<tr>
<td>duct</td>
<td>write</td>
</tr>
<tr>
<td>scrib</td>
<td>lead, guide</td>
</tr>
</tbody>
</table>

Match the roots with their meaning.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>junct</td>
<td>small</td>
</tr>
<tr>
<td>min</td>
<td>speak</td>
</tr>
<tr>
<td>struct</td>
<td>see, look</td>
</tr>
<tr>
<td>spec</td>
<td>build</td>
</tr>
<tr>
<td>dict</td>
<td>join</td>
</tr>
</tbody>
</table>
**Do the “Read, Mark, and Write a Sentence” Activity**

Write the whole word on the line provided. Read your word scooping the syllable and mark the word. Then, write a sentence that clearly demonstrates meaning of the word.

<table>
<thead>
<tr>
<th>Prefix / Meaning</th>
<th>Common Root / Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>con – with or together</td>
<td>dict – speak</td>
</tr>
<tr>
<td>dis – not, opposite of</td>
<td>duct – lead, guide</td>
</tr>
<tr>
<td>pre – before</td>
<td>struct – build</td>
</tr>
<tr>
<td>re – again</td>
<td></td>
</tr>
<tr>
<td>un – not, opposite of</td>
<td></td>
</tr>
</tbody>
</table>

1. re + take = ______retake____ - I did not get a good grade on the math quiz, so Mrs. Smith let me retake it.

2. pre + dict = __________________ - __________________

3. con + struct = ________________ - __________________

4. un + safe = ________________ - __________________

5. dis + like = ________________ - __________________

6. con + duct = ________________ - __________________
Dear Family:

To kick off Unit 7, I will introduce students to the **y and suffix spelling rule**, which states that if a **y** follows a consonant in an open syllable at the end of a word, it needs to be changed to an **i** when adding any suffix. The substituted **i** will sound like the original **y** (**empty + ness = emptiness**). In addition, I will teach students that when a suffix begins with **i**, the **y** does not change and the suffix is simply added (**baby + ish = babyish**). Here is an example of how to mark these types of words:

\[
\begin{array}{c}
\text{babyish} \\
\text{emptiness}
\end{array}
\]

As part of this lesson, students will also learn how to pluralize words ending in **y**. When a word ends in a **y** after a consonant in an open syllable, students will know to follow the **y and suffix spelling rule** by changing the **y** to an **i**. They will then add **-es** to make the word plural (**family + es = families**). I will teach students that the suffix **-es** says /z/ when added to such words. Students will also learn how to pluralize words ending in an open syllable. They will add the suffix **es** to these words (**potato + es = potatoes**).

I hope you enjoy working on this unit. Feel free to let me know how the activities are progressing at home.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

XOKO  XOKO

GENE

GUX

GENE

ZIP

XAVI

EXTRA

LAZY

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Backward Slant, most commonly used by left-handed students.
**Do the “Divide the Words” Activity**

Have your child divide each word into baseword and suffix. Do not forget to change the **i** in the baseword back to a **y** if needed! Write the basewords on the lines below and then scoop the baseword into syllables and mark the sound of **y** (/é/ or /i/).

<table>
<thead>
<tr>
<th>baseword - suffix</th>
<th>baseword - suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>emptied</td>
<td>empty + ed</td>
</tr>
<tr>
<td>dried</td>
<td>__________ + ___</td>
</tr>
<tr>
<td>babyish</td>
<td>__________ + ___</td>
</tr>
<tr>
<td>coziness</td>
<td>__________ + ___</td>
</tr>
<tr>
<td>crying</td>
<td>cry + ing</td>
</tr>
<tr>
<td>silliness</td>
<td>__________ + ___</td>
</tr>
<tr>
<td>fried</td>
<td>__________ + ___</td>
</tr>
<tr>
<td>plentiful</td>
<td>__________ + ___</td>
</tr>
</tbody>
</table>

**Sentence Creation**

Select two words and write a sentence below.

1. __________________________

2. __________________________
Do the “Combine the Word and Suffix” Activity

Have your child combine the basewords and suffixes into words and write them on the lines. Read the words.

copy + er = ________  plenty + ful = ________
smelly + er = ________  baby + ing = ________
lucky + er = ________  sloppy + ness = ________
copy + ing = ________  fry + ed = ________

Do the “Find the Correct Spelling” Activity

Have your child look at each pair of words and circle the correct spelling in each pair. Then, write the correct spelling on the lines below and read the word. Select one word and write a sentence.

frostiest  frostiest
married     married
studying    studying
sloppyness  sloppiness

________________________________________

________________________________________

Sentence: ___________________________________________
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| flour | flower |

1. We use _____________ when we bake.
2. He spilled _____________ for the cake all over himself.
3. The dried _____________ in the vase still has its reddish petals.
4. Be sure to buy the right kind of _____________ to make the very best cake!
5. Put that _____________ by the sunniest spot on the wall.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
2. _____________________________________________________________________
   _____________________________________________________________________
**Do the “Plurals” Activity**

Have your child look at each pair of words and circle the correct spelling in each pair. Then, write the correct spelling on the lines below and read the word.

<table>
<thead>
<tr>
<th>puppys</th>
<th>puppies</th>
</tr>
</thead>
<tbody>
<tr>
<td>fryς</td>
<td>fries</td>
</tr>
<tr>
<td>babies</td>
<td>babys</td>
</tr>
<tr>
<td>candies</td>
<td>candys</td>
</tr>
</tbody>
</table>

**Do the “Multiple Suffixes” Activity**

Have your child combine the basewords and suffixes into words and write them on the lines. Read the words.

chill + y + est =  ____________  sun + y + est =  ____________

luck + y + er =  ____________  stick + y + er =  ____________

fluff + y + er =  ____________  stick + y + est =  ____________

Select a word and write a sentence.

________________________________________________________________________

________________________________________________________________________
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

thrown  throne

1. It is the duty of the king to sit on the _________________.

2. She had ________________ the extra candies in her pocket.

3. The messiest dress was ________________ in the trash.

4. The grand hall was empty until the golden ________________ was put there.

5. James had ________________ the spelling test in his bag when he tidied up his desk.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________________________

2. __________________________________________
Dear Family:

Thus far, your child has learned many new things about words with the Fundations program. I am so thankful to have you assisting me in this endeavor.

In Unit 8, I will review the **consonant-le syllable**. This syllable is considered a "final stable" syllable. It is always the last syllable in a word and it has only three letters: a consonant, an l and an e. The e is the vowel and it is silent. The consonant and the l are sounded out like a blend. I will remind students that the **consonant-le syllable** is always the last syllable in a multisyllabic word. Take a look at the following examples and how we mark them:

- simple
  - c
  - e
  - le

- table
  - o
  - le

I will then introduce the **consonant-le exception**. This includes words that end with stle. Both the t and e are silent so stle is read as /sl/. Examples of the **consonant-le exception** include castle and whistle:

- castle
  - c
  - s

- whistle
  - c

I will teach students all the different ways to spell the /l/ sound in a final syllable (as in table, label or final) and how to mark the schwa in these words:

- label
  - /a/
  - o
  - e

Students will also learn how to add suffixes to **consonant-le syllables**. To add a suffix to a **consonant-le syllable**, students must follow the silent e spelling rule; they will drop the e to add a vowel suffix (settle - settling) and keep the e to add a consonant suffix (settle - settlement).

In week 3, students will learn about another final stable syllable. This one is also always the last syllable in a word. It always has four letters: either the glued sound tion or sion. Students will learn that tion says /shun/ as in vacation and sion says /shun/ as in mansion and /zhun/ as in television. The syllables are boxed as welded sounds:

- mansion

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

1. Coco Coco
2. Jaga
3. Elm Court
4. Austria
5. Gibraltar
6. Oana
7. Edward
8. California

Forward Slant, most commonly used by right-handed students.
Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Coco Coco

Gaga

Elm Court

Austria

Gibraltar

Oana

Edward

California

Backward Slant, most commonly used by left-handed students.
Do the “Syllable Division and Marking” Activity

Have your child read the words and write the syllables on the lines. “Scoop” and mark each syllable as closed, open or consonant-le (c for closed, o for open, -le for consonant-le). In closed syllables, be sure to mark the short vowels with a breve (˘), in open syllables mark the long vowels with a macron (´), and cross out the silent e in the consonant-le syllable.

bugle  = b˘u  gl˘e  
          o  -le  
candle  = ___  ___  

sample  = ___  ___  

able  = ___  ___  

puzzle  = ___  ___  

staple  = ___  ___  

cable  = ___  ___  

bottle  = ___  ___  

Do the “Fill in the Word” Activity

Have your child fill in the blanks with the words from above (you will not use all the words). Read the completed sentences.

1  The kids can handle that simple ________________.

2  Tom will play the ________________ in the band.

3  Are you ________________ to go to the game?

4  Do not disrupt the baby with the ________________.

5  Try a ________________ of my chicken salad!
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| principal | principle |

1. The ________________ grinned when the kids did well.

2. What is the strongest ________________ in your life?

3. She is the ________________ for all the grades in this school.

4. My life ________________ is to try to be a little happier every year.

5. I am confident that the ________________ has worked at her job for ten years.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________________________________________________________

2. ____________________________________________________________________________
Do the "Syllable Division and Marking" Activity

Have your child underline or "scoop" the syllables in each word and mark any consonant-le syllables. Be sure to cross out the silent e! Find and mark three consonant-le exceptions. Be sure that the silent e and the silent t are crossed out in consonant-le syllable exceptions.

bugle  gobble  fumble

castle  tickle  bundle

staple  tumble  maple

razzle  whistle  scramble

tattle  pickle  hustle

Sentence Creation

Create two sentences, using at least one word above in each sentence.

1

2
Do the "Connect the Word" Activity

Have your child read the closed, open and consonant-le syllables on each side of the box. Draw a line to connect syllables and form real words. Then, write the whole words on the lines below and read the words.

<table>
<thead>
<tr>
<th>ta</th>
<th>zle</th>
</tr>
</thead>
<tbody>
<tr>
<td>rid</td>
<td>ble</td>
</tr>
<tr>
<td>driz</td>
<td>dle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>han</th>
<th>le</th>
</tr>
</thead>
<tbody>
<tr>
<td>dim</td>
<td>ple</td>
</tr>
<tr>
<td>freck</td>
<td>dle</td>
</tr>
</tbody>
</table>

---

drib
raf
buck

---

table
---

---

---

---
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

<table>
<thead>
<tr>
<th>where</th>
<th>wear</th>
<th>weight</th>
<th>wait</th>
</tr>
</thead>
</table>

1. If you can ____________ for the bus, it will take you to the castle.
2. Why are you going to ______________ the ugliest dress?
3. Danny, ________________ is the most amazing bagel store?
4. The ________________ of the cat was not predictable. It was much bigger than I thought!
5. Beth will have to scramble to find pants to ________________ in the colder weather.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
Do the “Combine the Word and Suffix” Activity

Have your child circle the suffixes below and highlight or underline the letter that begins each suffix. If the suffix begins with a vowel, put a line through the silent e. Write the complete word on the line provided. Be sure to “drop” the e when adding a vowel suffix.

- settle -ment = settlement
- fumble -ing = fumbling
- giggle - s =
- sizzle - er =
- tickle - ing =
- wiggle - ed =
- sprinkle - er =
- freckle - s =
- little - est =
- crumble - ing =
- cuddle - ed =
- pebble - s =

Do the “Proofreading Sentences” Activity

Have your child look at the underlined words in each sentence. They are spelled incorrectly. Write the sentence correctly on the lines below. Check for correct use of capital letters and punctuation and proofread carefully!

1. Chad grumbles when He has to do his chores

2. the littest child is the last in the lunch line

3. i am sic of this drizzleing cold fog?
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| week | weak | meet | meat |

1. Do you have a lot of plans for next ________________?

2. The __________ man was crumbling from the weight of the boxes.

3. These ladies at table seven want salad because they do not like ________________.

4. We will ________________ at his home every ________________ to do the puzzles.

5. This small, ________________ runt puppy likes to snuggle.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
Dear Family,

Fundations Unit 9 reviews the **r-controlled syllable**. This syllable contains a single vowel that is directly followed by the letter r. The r changes the sound of the vowel. For example, in the word **bark**, the vowel a has neither the short nor the long vowel sound – instead the sound is “controlled” by the r. This type of syllable is marked as follows:

![bark](image)

The vowel is circled with the letter r to emphasize that the two letters form the sound together.

The **r-controlled syllable** can be combined with other syllables to make multisyllabic words. Therefore, we will not only review how to read and spell r-controlled syllables in isolation, but also combined with other syllable types and marked like this:

![expert](image)

In the second week, students will learn that at the end of a multisyllabic word /er/ can be spelled with **er**, **ar**, or **or** (as in **beggar**) and that **ar** and **or** are affected by a **w** or **qu** proceeding it (as in **worm**). These are marked like all other **r-controlled syllables**:

![doctor](image)  
![worm](image)

Students will also learn that there is an **exception** to the **r-controlled syllable**. If the r is followed by another r, the proceeding vowel is often short, as in the word **carry**. These exceptions are marked this way:

![carry](image)

Finally, students will learn that the **1-1-1 spelling rule applies to r-controlled words** (1-1-1 words have 1 syllable, 1 vowel and 1 consonant after the vowel). This means that when the baseword is a closed or r-controlled syllable with only one consonant following one vowel, you double the final consonant on the baseword if adding a vowel suffix. For example, the r is doubled in the 1-1-1 word **stir** when adding a vowel suffix and the word is marked this way:

![stir](image)  

**stir** + **ing** = **stir**

Thank you for encouraging your child to apply these rules in all of their work!

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Roro Roro

Portugal

Lisbon

Brad

Fatima

Tortuga

Romania

Port Laven

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- Roro Roro
- Portugal
- Lisbon
- Brad
- Fatima
- Tortuga
- Romania
- Port Laver

Backward Slant, most commonly used by left-handed students.
**Do the “Syllable Division and Marking” Activity**

Have your child underline or “scoop” the syllables in the words below and mark the syllable types (c for closed, o for open, v-e for vowel-consonant-e, -le for consonant-le and r for r-controlled) and vowels.

- lantern
- thirty
- cursive
- perhaps
- turnip
- enter
- purple
- birthmark
- sturdy
- concern
- surpass
- thirsty

**Do the “Sounds of /ər/” Activity**

Have your child find all the words with an r-controlled sound of /ər/ and write them in the correct columns below.

<table>
<thead>
<tr>
<th>er</th>
<th>ir</th>
<th>ur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do the "Find the RR Exception" Activity

Have your child find and circle all the words with the r-controlled RR exception. Scoop and mark the syllable types in those words.

- carry
- thirty
- return
- army
- cherry
- carrot
- sorry
- perfect
- tardy
- forbid*
- inform*
- dirty
- spark*
- terrible
- harsh*

Sentence Creation

Have your child select two of the starred words and write a sentence (one sentence for each). The sentence should use the word correctly and demonstrate its meaning.

1


2


**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| heard | herd |

1. Have you _________________ about the amazing shortstop and his slide at home plate?

2. In the church backyard there is a _________________ of barnyard animals.

3. You can find a _________________ of zebra in Africa.

4. I just _________________ a chirp from that parrot!

5. The girl _________________ the whistle as the ship docked.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________________________________________________________

2. ____________________________________________________________________________
Do the "Syllable Division and Marking" Activity

Have your child underline or "scoop" the syllables in the words below and mark the syllable types (c for closed, o for open, v-e for vowel-consonant-e, -le for consonant-le and r for r-controlled) and vowels.

- lantern (c r)
- number
- turtle
- survive
- return
- surprise
- burlap
- temper
- thunder
- circular
- sunburn
- ruler

Do the "/ar/ Spelling Option" Activity

Have your child complete each word by writing or, ar or er in the box. Don't forget to use a dictionary or spell checker to be sure you added the correct ending! Then, write the whole word on the line and if the word has a suffix, underline the baseword and circle the suffix.

- doll [ar] = dollar
- instruct [ ] =
- soft [er] = softer
- spid [ ] =
- janit [ ] =
- quick [ ] =
- calend [ ] =
- invent [ ] =
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

berry  bury

1. That bush has a very odd tasting ________________.
2. Did they ________________ that old lantern in the yard?
3. What is your favorite kind of ________________?
4. They do not know what ________________ is used in that pink drink.
5. My cat thinks he is a dog! He will ________________ his fish if you let him!

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ________________________________________________

2. ________________________________________________
Do the “Find the 1:1:1 Words” Activity

Have your child put a ✓ in each column that applies to the word on the left and an X if it does not apply. If there is a ✓ in all three columns, the word is a 1:1:1 word. Circle all the 1:1:1 words.

<table>
<thead>
<tr>
<th>word</th>
<th>1 syllable: closed or r-controlled</th>
<th>1 vowel</th>
<th>1 consonant after the vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>stir</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>star</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>warm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do the “Fill In the Word” Activity

Have your child use each of the 1:1:1 words above to complete the sentence below. Write the 1:1:1 word with its suffix on the line provided. Don’t forget to double the final consonant when adding a vowel suffix!

1. Mark is **stir** + [ing] the cake batter. **stirring**

2. The _____ + [y] dog barked when the cat came in his territory. _________

3. The film will be _____ + [ing] the most popular actor. _________

4. The city just _____ + [ed] that long drive. _________
Do the "W Effect" Activity

Have your child read the words below. Circle the w and the letter(s) it affects (it will affect r-controlled sounds). Then, write the words in the correct columns below and read the words.

<table>
<thead>
<tr>
<th>wabble</th>
<th>word</th>
<th>worth</th>
<th>waddle</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>wart</td>
<td>swat</td>
<td>watch</td>
<td>warmth</td>
<td>waffle</td>
</tr>
<tr>
<td>swap</td>
<td>worst</td>
<td>swarm</td>
<td>warp</td>
<td>worm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wa</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

<table>
<thead>
<tr>
<th>warn</th>
<th>worn</th>
</tr>
</thead>
</table>

1. Did you ____________ Ben about the quick temper of the boss?

2. You have ____________ that shirt with the collar before.

3. Walter did not ____________ Sammy about the sharp left turn.

4. I told my sister that her dress was a bit old and ____________.

5. I wanted to ____________ Barry that the film was terrible, but I did not have time.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________

2. __________________________
Dear Family:

Things are progressing nicely in class and the students are learning more about words every day. I am so glad you are sharing in this experience with us.

In Unit 10, we will review the **double vowel syllable** which we also call the "D" syllable. It contains two vowels next to one another such as **ai** in the word **bait**. In Fundations, these are called "vowel teams." We will not only be reviewing, but will be learning some new vowel teams as well. This "D" syllable is marked as follows:

\[
\text{bi\-at}
\]

Your child will learn the following new vowel teams:

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/e/</th>
<th>/a/</th>
</tr>
</thead>
<tbody>
<tr>
<td>eigh - eight - /æ/</td>
<td>et - ceiling - /e/</td>
<td>ea - bread - /a/</td>
</tr>
<tr>
<td>et - vein - /æ/</td>
<td>ie - piece - /e/</td>
<td></td>
</tr>
<tr>
<td>ea - steak - /a/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/a/</th>
<th>/u/</th>
</tr>
</thead>
</table>

We will be adding suffixes to words ending in vowel teams and mark them as follows:

\[
\text{play + ed = p|la|v|ed}
\]

Lastly, your child will learn that sometimes when two vowels are together, they do not make a combined sound. (When this happens, it is an exception to the double vowel syllable.) For example, the **ea** is not working as a vowel team in the word **create**.

This unit is full of new and review information. Spelling the "D" syllable can be challenging. It is a good idea to let your child use a spell checker and dictionary to determine correct spelling. You also may help your child determine the correct option.

Please let me know if your child has difficulty with this work.

Sincerely,
Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Aona Aona
Denmark
Holland
Kingston
Mama
Warsaw
Morocco
Nigel

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

- Mona
- Nona
- Denmark
- Holland
- Kingston
- Mama
- Warsaw
- Morocco
- Nigel

Backward Slant, most commonly used by left-handed students.
Do the "Double Vowel Teams" Activity

Have your child read the words and write them in the correct /â/ sound column below. If a word has two /â/ spellings, write it in more than one column.

- crayon
- daily
- flavor
- space
- vein
- explain
- great
- decade
- train
- maybe
- bear
- birthday
- rainfall
- subway
- sleigh
- mermaid
- weigh
- airplane
- tear
- neighbor

<table>
<thead>
<tr>
<th>a</th>
<th>a-e</th>
<th>ai</th>
<th>ay</th>
<th>eigh</th>
<th>ci</th>
<th>ea</th>
</tr>
</thead>
</table>
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

sale          sail

1. I hope that rainbow coat is on ________________!
2. My aunt wants to know if any berry cake is for ________________.
3. The ship uses a ________________ to move fast when in a strong wind.
4. Martha will get that toaster when there is a big ________________.
5. Can you fix that rip in the ship's white ________________?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________
2. ____________________________
Do the "Double Vowel Teams" Activity

Have your child read the words. Then, write the words in the correct /e/ sound column below.

increase  sheet  silly  relief
flea  ceiling  chimney  indeed
remind  baby  Pete  reason

<table>
<thead>
<tr>
<th>e</th>
<th>y</th>
<th>ee</th>
<th>ea</th>
<th>ey</th>
<th>ei</th>
<th>ie</th>
</tr>
</thead>
</table>

Do the "Divide the Double Vowel Team Words" Activity

Have your child read the words and divide them by writing the syllables on the lines. Mark the syllable types and vowels. Mark the sound of ea in the bars (/e/ or /æ/ or /â/).

unreal = un real / e/  steamer = ___ ___ / ___ /
feather = ___ ___ / __/  steak = ___ ___ / ___ /
peanut = ___ ___ / __/  meadow = ___ ___ / ___ /
break = ___ ___ / __/  leather = ___ ___ / ___ /
heaven = ___ ___ / __/  eagle = ___ ___ / ___ /
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| led   | lead | break | brake |

1. The tow truck came when my car did not ________________ and I drove into the wall.

2. I hear so much giggling in the school hall that a class must be taking a ________________.

3. Be careful or you will ________________ that vase!

4. My dad ________________ the last team to the championship.

5. The elevator is made of a metal stronger than ________________.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ________________

2. ________________

3. ________________

4. ________________

5. ________________
Do the “Double Vowel Sounds” Activity

Have your child select the correct spelling of the sound from the top of the box to complete the words correctly. Use a dictionary or spell checker as needed!

<table>
<thead>
<tr>
<th>ay</th>
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<td>del t</td>
<td>m ty</td>
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</tbody>
</table>

Do the “Adding Suffixes” Activity

Have your child underline the basewords and circle the suffixes in the words below. Write the baseword on the line provided.

enjoyed  enjoy       bashful       
destroying       jerseys       
cookies       playful       
payment       brownies       
enjoyable       stayed       

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Do the "D Syllable Exception" Activity

Have your child break up the following words into syllables and mark each syllable, as well as the double vowel syllable exception (c for closed, o for open, v-e for vowel-consonant-e, -le for consonant-le, r for r-controlled, and d for double vowel).

create = \underline{crē ātē}  
\underline{o \ v-e}  
quiet = \underline{\text{---}}  
ruin = \underline{\text{---}}  
violin = \underline{\text{---}}  
Iowa = \underline{\text{---}}  
video = \underline{\text{---}}  
museum = \underline{\text{---}}  
pocm = \underline{\text{---}}  
rdeo = \underline{\text{---}}
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| pail | pale |

1. Mr. Wilson will haul the shells to the hotel in a ____________.
2. After he saved the shot, the goalie looked quite ____________.
3. That heavy ____________ has many wet towels in it.
4. The ____________ green coat is such a lovely shade!
5. As soon as we started swimming, the sky turned from ____________ pink to dark gray.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
Dear Family:

This should be a fun unit for students. I will be teaching them to read and spell **contractions**. Contractions are the shortened forms of words. The omitted letters are replaced by an apostrophe.

First, we will learn how to reduce two words into a contraction:

**can** not = **can't**

Second, we will identify the words from which a contraction is made:

**can't** = **can** not

I will explain that we use contractions because sometimes, it sounds better to put two words together so that they are quicker and easier to say. To make the learning of contractions as easy as possible, I will guide students on the use of apostrophes and explain that apostrophes replace the letters that are taken away in a contraction. Please note that we do not mark up contractions.

Finally, I will teach students some special contractions:

**mustn't**  **won't**  **don't**  **can't**  **let's**  **I'm**

For you and your child's reference, I have included a Making Contractions reference page.

Once again, thank you for your help at home.

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Yoyo Yoyo

Zambia

Uruguay

Joey

Upton

Vietnam

Victor

Yemen

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Yoyo Yoyo

Jambia

Uruguay

Joey

Upton

Vietnam

Victor

Yemen

Backward Slant, most commonly used by left-handed students.
Making Contractions

This page can be used as reference when doing the contractions activities.

<table>
<thead>
<tr>
<th>When Contracting:</th>
<th>Take Away:</th>
<th>is not =</th>
</tr>
</thead>
<tbody>
<tr>
<td>not</td>
<td>o</td>
<td>isn't</td>
</tr>
</tbody>
</table>

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<th>have</th>
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<td>must</td>
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</tbody>
</table>

Special cases:  
will not = won't  
do not = don't  
let us = let's  
I am = I'm
# Making Contractions (continued)

This page can be used as reference when doing the contractions activities.

<table>
<thead>
<tr>
<th>is</th>
<th>are</th>
<th>will</th>
<th>would</th>
<th>have/has</th>
<th>had</th>
</tr>
</thead>
<tbody>
<tr>
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<td>a're</td>
<td>will</td>
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<td>have/has</td>
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<td>you'll</td>
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<td>you'd</td>
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</table>
Do the “Making Contractions” Activity

Have your child read the words below. Circle the word that can be contracted, determine which letters the apostrophe replaces and cross them out. Write the contractions on the lines.

is not = isn’t have not =

that is = do not =

were not = who is =

she is = we would =

you are = should not =

Do the “Making Words” Activity

Have your child read the contractions below. Circle the contracted word and determine the letters that the apostrophe replaces. Write the words on the lines.

isn’t = Is + not haven’t =

there’s = it’s =

weren’t = what’s =

couldn’t = he’s =

I’m = don’t =
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| it's | its |

1. The cute puppy wiggled out of ________________ collar.
2. The bird can't fly with ________________ broken wing.
3. Stand back from the stove. ________________ hot!
4. ________________ a long drive to the beach.
5. That panther is licking ________________ fur to clean it.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. _______________________________________________________
   _______________________________________________________

2. _______________________________________________________
   _______________________________________________________

Lang.
Do the “Fill in the Contraction” Activity

Have your child fill in the blank with the contraction that can be made from the words in parentheses. Read the completed sentences.

1. ________________ in the pot on the stove? (what is)

2. Jake ________________ go to the game if ________________ sick. (should not) (he is)

3. I ________________ do the hardest problem. (did not)

4. Mom ________________ go to the play with me. (cannot)

5. ________________ the strongest player on the team? (who is)

6. ________________ be happier when it stops raining. (I will)

7. ________________ winning the game right now. (They are)

8. ________________ had very bad luck today! (I have)

9. Maria ________________ want to go to that party. (does not)

10. They ________________ let us swim in the pool. (will not)
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

there          their          they’re

1 ______________ going to entertain us with ______________
   rock band.

2 ______________ instructor is the best in the school.

3 I think the worker put the thinnest metal rod ______________
   by the pile of bricks.

4 Did you know that ______________ my best friends?

5 The smallest group is studying way over ______________ at
   the back of the class.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1 

2 

3 

**Do the “Making Contractions” Activity**

Have your child read the words below. Circle the word that can be contracted, determine which letters the apostrophe replaces and cross them out. Write the contractions on the lines.

I(would) = \underline{I'd} \hspace{1cm} \text{they have} = \underline{} \underline{} \\
we are = \underline{} \underline{} \hspace{1cm} \text{let us} = \underline{} \underline{} \\
you would = \underline{} \underline{} \hspace{1cm} \text{should have} = \underline{} \underline{} \\
he will = \underline{} \underline{} \hspace{1cm} \text{I am} = \underline{} \underline{} \\
that is = \underline{} \underline{} \hspace{1cm} \text{I will} = \underline{} \underline{}

**Do the “Making Words” Activity**

Have your child read the contractions below. Circle the contracted word and determine the letters that the apostrophe replaces. Write the words on the lines.

I'd = \underline{I} + \underline{\text{would}} \hspace{1cm} \text{she'll} = \underline{} + \underline{} \\
we've = \underline{} + \underline{} \hspace{1cm} \text{let's} = \underline{} + \underline{} \\
I'm = \underline{} + \underline{} \hspace{1cm} \text{you're} = \underline{} + \underline{} \\
who'd = \underline{} + \underline{} \hspace{1cm} \text{we'd} = \underline{} + \underline{} \\
doesn't = \underline{} + \underline{} \hspace{1cm} \text{mustn't} = \underline{} + \underline{\text{t}}
Across

1. There is a rooster standing ________
   the barn.

4. The Wilson family goes to the beach for one
   ________ in June.

5. Those tickets will go on ________ next
   Saturday.

6. Will you ________ some brownie mix for
   me when you go to the shop?

7. Pete, you look a bit ________. Are you sick?

9. That small dog is too ________ to run
   any farther.

11. I waved and said ________ to my neighbor.

13. Grammy filled the ________ with shells
    when she went to the beach.

15. The team had to stop playing when the ball
    was ________ under the deck.

19. That red ________ is not safe to eat!

20. The ________ of the school is only strict if
    you break the rules.

21. ________ no! I forgot my lunch!

22. If you drop that glass it will ________!

23. The older boys ________ the little boys to
    the best spot to sled.

24. The ________ of the cat is so great she
    cannot move.

26. We had to ________ in line for a long
    time to get the tickets.

27. Do you know ________ I can find a good meal?

30. I think that this kind of metal is ________.

31. If you could ________ any athlete, who
    would you choose?

Down

1. Frank did yell ________ to his mom as she
   left on the train.

2. Do I ________ him some cash from the bill?

3. The boat has a tall white ________ so it
   can move in the wind.

4. That sweater is a bit ________ and old.

7. It is my ________ to treat animals with
   respect.

8. Did Dad ________ the kids not to play in
   the street?

10. I use white ________ when I bake a cake.

12. The king of Spain sits on a golden ________.

14. The boy will ________ the secret map in
    the woods for his friends.

16. Jenny is planning to ________ her best
    dress to the wedding.

17. I was up so ________ in the castle that I
    did not want to look down.

18. A rose is a popular ________ to send as a
    gift.

19. I hope the ________ is working well on
    this bumper car!

25. Beth ________ the bell ring and left the
    school.

28. There is a big ________ of cattle at the
    ranch.

29. Chicken is the only ________ I like to eat.
Sound Alikes Review Units 6-10

Word Box

hi oh thrown where weak heard worn lead pale
high owe throne wear week herd warn led pale
bye flour principal wait meat bury sail break
buy flower principle weight meet berry sale brake
by
Dear Family:

In Fundations Unit 12, I will be reviewing the soft sounds of c and g. They will review that the letter c says /s/ when it is followed by e, i, or y (as in cent, city, cycle) and the letter g says /j/ when followed by e, i, or y (as in gem, giant, apology). In this unit, we will work on spelling these sounds. They will also learn that sometimes nce and nge end closed syllables (fence, lunge). The e at the end is only present to change the sound of the g or j. I will also explain that English words do not end in the letter j. The sounds of the c or g should be marked, and in the case of a closed syllable with nce or nge the silent e will need to be crossed out:

```
/s/ cinch  /j/ gentle  /s/ fence  /j/ lunge
```

Next, dge, which makes the /j/ sound, will be introduced as a trigraph that is used after a short vowel. Some dge words include fudge and ledge. A word like fudge is marked as follows:

```
fudge
```

I will be telling students how words that have an e at the end to make a soft g or c sound also follow the silent e spelling rule when adding suffixes (convinced, judging). As a reminder, the silent e spelling rule states that, when adding a consonant suffix to a word that ends in silent e, we simply add the suffix. However, when the suffix begins with a vowel, we must drop the e and add the suffix. If an e is dropped, the words will be marked like this:

```
/s/ advanced
```

Remember to have fun while helping to build your child’s foundation for lifelong literacy!

Sincerely,
**Cursive Connectives Practice Review Worksheet**

**Practice These Connectives!** This worksheet provides practice with connecting cursive letters that have been taught in **previous Units**. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

1. Luqu Luqu
2. Xena
3. Queen Paola
4. Xai Xai
5. Zatar
6. Xander
7. Zaamaaq
8. Xi An

Forward Slant, most commonly used by right-handed students.
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Jugu Jugu

Kena

Queen Paola

Kai Kai

Latar

Kander

Zaanaaq

Ki Am

Backward Slant, most commonly used by left-handed students.
Do the “Soft Sound of C and G” Activity

Have your child divide the words and write the syllables on the lines. Mark the sound /k/ or /s/ above the c. Mark the sound /g/ or /j/ above the g.

<table>
<thead>
<tr>
<th>c</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>stencil = ___ sten ___ cil</td>
<td>flagpole = ________ ________</td>
</tr>
<tr>
<td>cancel = ________</td>
<td>gibble = ________</td>
</tr>
<tr>
<td>recite = ________</td>
<td>goblin = ________</td>
</tr>
<tr>
<td>locate = ________</td>
<td>giant = ________</td>
</tr>
</tbody>
</table>

Do the “Making Sentences” Activity

Have your child choose 3 of the 5 words below and write a sentence for each selected word. Use a dictionary or a spell checker if necessary. Please proofread your sentence for correct punctuation and spelling!

<table>
<thead>
<tr>
<th>cancel</th>
<th>recite</th>
<th>sincere</th>
<th>compare</th>
<th>stingy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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</tbody>
</table>
Do the "Spelling Options" Activity

Have your child write the option letters in the blanks provided. Use a dictionary or spell checker to determine the correct spelling and write the correct spelling on the line.

/s/ - c or s?
1 pri_c_e  price
   pri_s_e
2 embra__e
   embra__e
3 ___end
   ___end
4 in__ist
   in__ist

/j/ - g or j?
1 g_entle  gentle
   j_entle
2 sta__e
   sta__e
3 in__est
   in__est
4 ___inx
   ___inx

Have your child use a dictionary to confirm the correct spelling for each word set below:

pencil or pensil
fansy or fancy
sipping or cipping
persent or percent
replase or replace
spisy or spicy
cincere or sincere
settle or cettle
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| cell | sell | peace | piece |

1. You should try to _____________________ the extra copies of that novel.

2. I think you are missing a _____________________ of your puzzle.

3. The president wanted the country to be at ____________________.

4. A hive has a _____________________ for each drop of honey.

5. Can you hand her a _____________________ of ice for her drink?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________
**Do the “Soft Sound of C and G Marking” Activity**

Have your child mark the syllable types in the words below. Words like *prince* and *plunge* are closed syllables. The ‘e’ is just there for the soft c and g sounds. ‘E’ cannot jump over two sounds to make the first vowel long as it does in the vowel-consonant-e syllable.

```
prince

plunge

dance
```

```
fence

page

since
```

```
hinge

slice

lace
```

**Do the “Trigraph DGE” Activity**

Have your child read the words below and underline all trigraphs. Mark the syllable types. The letter ‘j’ will never end a word in English. In words with a short vowel followed by a /j/ sound, use the trigraph ‘dge’ as in the word *fudge*.

```
smudge

witch
```

```
dodge

ledge

edge
```

```
patch

judge

stitch
```
Do the "Silent E" Activity

Have your child circle any suffixes below, then write the word on the line provided. Apply the "drop the e" spelling rule as needed.

 glance + s = ___________  glance + ing = ___________

 fence + s = ___________  fence + ed = ___________

 judge + s = ___________  judge + ing = ___________

 advance + s = ___________  advance + ing = ___________

 nice + er = ___________  nice + est = ___________

 nice + ly = ___________  replace + ing = ___________

 dance + er = ___________  nice + est = ___________

 smudge + ing = ___________  price + ing = ___________

 place + ment = ___________  prance + ed = ___________

 huge + ly = ___________  balance + ed = ___________
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

| cent | sent | scent | scene | seen |

1. These days a single ________________ will hardly buy you a thing.
2. The first ________________ of the film was very dramatic.
3. I like the ________________ of all flowers, but I like roses most.
4. Have you ________________ my fancy warm jacket?
5. Steve will not cancel the race since the flyer was ________________ five days ago.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
Dear Family:

In Fundations Unit 13, your child will learn all about the sounds made by the \textbf{ch} (as in \textit{chorus}) and \textbf{ph} (as in \textit{phone}) digraphs. As with all digraphs, these two letters make one sound. These digraphs can be marked by underlining them:

\textbf{phase} \quad \textbf{chords}

I will also be teaching students about some letters that are silent when combined with certain letters. These are called \textbf{silent letter combinations} and they are as follows:

\textit{wr} - /r/ \quad (w is silent) \quad \textit{gh} - /n/ \quad (g is silent) \quad /n/
\textit{rk} - /r/ \quad (h is silent) \quad \textit{kn} - /n/ \quad (k is silent) \quad /n/

\textit{mr} - /m/ \quad (n is silent) \quad \textit{gh} - /g/ \quad (h is silent) \quad /g/
\textit{mb} - /m/ \quad (b is silent) \quad \textit{gh} - /g/ \quad (h is silent) \quad /g/

To mark these, students simply underline the \textbf{silent letter combination} and cross out the silent letter:

\textbf{k n e e l}

One good way to help your child remember the sounds of these silent letter combinations is by telling them that two of these letter combinations say /n/, two say /m/, two say /g/ and one says /g/.

Students will continue to develop their dictionary and vocabulary skills. They have learned much about words so keep up the great work at home!

Sincerely,
Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>sosa</strong></td>
<td><strong>sosa</strong></td>
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<tr>
<td><strong>Janet</strong></td>
<td></td>
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<tr>
<td><strong>Istanbul</strong></td>
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<tr>
<td><strong>South America</strong></td>
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<tr>
<td><strong>Japan</strong></td>
<td></td>
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<tr>
<td><strong>Italy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sarah</strong></td>
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</tr>
<tr>
<td><strong>Jordan</strong></td>
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</tbody>
</table>

Forward Slant, most commonly used by right-handed students.
Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Backward Slant, most commonly used by left-handed students.
Do the "New Sound" Activity

Have your child read the words and underline the ch in each one. Write /k/ above the ch to indicate the sound and then write the words on the lines below.

/k/
Chris  scheme*  stomach*
technical  orchid  school
chrome  chorus*  chemical
schedule*  echo*  ache*

Chris  

Select two of the starred words and construct a sentence that demonstrates its meaning.

1  

2  

Do the “New Sound” Activity

Have your child read the words and underline the ph for the /f/ sound. Then, write the words with the ph option for /f/ on the lines below.

phony

Ralph

atmosphere*

French

graph*

flagpole

photograph*

confuse

dolphins

telephone

define

geography*

alphabet*

profile

Select two of the starred words and construct a sentence that demonstrates its meaning.

1

2
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

knew  new  night  knight

1 Shawn ______________ the shirt was wrinkled, but he decided to wear it any way.

2 We just won the basketball game and now I have a __________ trophy.

3 It was so bright last ____________ because of the huge moon.

4 She ______________ dolphins were smart, but she didn’t know they could communicate with whistles.

5 The brave ______________ saved the princess in the castle.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1 ______________

2 ______________

3 ______________

4 ______________
**Do the “Silent Letters” Activity**

Have your child cross out the silent letter(s) in each word below and read the words.

- ghost  
- wrestle  
- wrench  
- wrist  
- ghost  
- knot  
- knight  
- crumb  
- knuckle  
- wrong  
- rhinestone  
- spaghetti  
- wrinkle  
- knives  
- column

**Do the “Silent Letter Category” Activity**

Have your child write the words from above in the correct boxes. Cross out the silent letters.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>rh</strong></td>
<td><strong>gh</strong></td>
<td><strong>wr</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>mb</strong></td>
<td><strong>kn</strong></td>
<td><strong>mn</strong></td>
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<td></td>
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</tr>
</tbody>
</table>
**Guess Which One**

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

<table>
<thead>
<tr>
<th>knows</th>
<th>nose</th>
</tr>
</thead>
</table>

1. Phillip ________________ many words in German.
2. My grandma ________________ how to make a great rhubarb pie.
3. Your ________________ is red! Is it very cold today?
4. Chris ________________ that Ralph likes magic, so they went to a show.
5. Rose has a stomach ache and a runny ________________.

**Sentence Creation**

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________________________________________

   __________________________________________________________

2. __________________________________________________________

   __________________________________________________________
Dear Family:

It is time for students to learn two new **glued sounds**.

*ture - capture - /chər/
*tu - spatula - /chü/

I will teach them to read and spell words containing *ture* and *tu* (as in furniture and actual).

Later in the unit, I will be introducing more letter combinations *ti* and *ci*:

*ti - patient - /sh/
*ci - glacier - /sh/

I will familiarize students with four advanced suffix endings: -ous, -al, -ent, -an. These actually can be part of a word. I will show them that when *ci* and *ti* attach to these suffixes, these letter combinations say /sh/. Examples include:

- special
- musician
- patient
- martial

Sincerely,
Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Sri Lanka Sri Lanka

New Zealand

South Africa

Bolivia

United Kingdom

East Timor

Puerto Rico

Christmas Island

Forward Slant, most commonly used by right-handed students.
Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in previous Units. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

Sri Lanka  Sri Lanka  
New Zealand
South Africa
Bolivia
United Kingdom
East Timor
Puerto Rico
Christmas Island

Backward Slant, most commonly used by left-handed students.
Do the "Guess Which Ending" Activity

Have your child select tu or ture from the top of each box to form real words.

- **tu**
  - punctuate
  - sculp___
  - spa___la

- **ture**
  - ac___al
  - mois___
  - taran___la

- **tu**
  - mix___
  - congra___late
  - na___

- **ture**
  - crea___
  - Por___gal
  - tempera___

Do the "TURE or TU" Activity

Have your child write the words in the correct columns below. Read the words.

- **ture**
- **tu**
  - punctuate
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

stationary  stationery

1. Jim hopes his new position in the company will allow him to travel less and be more ________________.

2. The letter you sent was on such bright ________________!

3. Can you pick up some ________________ when you go to the store to buy envelopes?

4. We will have to choose a ________________ location for the table; it is too big to move again.

5. The ________________ Sandra wanted for her party invitations was sold out.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. __________________________________________________________________________

2. __________________________________________________________________________
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

eight  ate

1 On my adventure to Portugal, I ______________ lots of new food.

2 There are only ______________ weeks left of school.

3 He ______________ the cake mixture before it could go into the oven.

4 My dog just had ______________ puppies, and they eat so much!

5 In the game show, the contestants have ______________ minutes to make a decision.

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1 __________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2 __________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
**Do the “Complete the Word” Activity**

Have your child choose the letters from the box above the lines to complete the real words on the lines below. Use each set of letters only once and read the words when you are finished.

<table>
<thead>
<tr>
<th>tious</th>
<th>tial</th>
<th>cious</th>
<th>cian</th>
</tr>
</thead>
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<td>tient</td>
<td>cial</td>
<td>cian</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>cau_ious</th>
<th>gla_ier</th>
<th>electri</th>
<th>so_</th>
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</thead>
<tbody>
<tr>
<td>nutri_____</td>
<td></td>
<td>musi_____</td>
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<tr>
<td>pa_______</td>
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<td>spa_______</td>
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<td>presiden__</td>
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<td></td>
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<tr>
<td>mar_______</td>
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</tbody>
</table>

**Do the “Marking CI and TT” Activity**

Have your child write the complete words on the lines below and mark the ci or ti with the sound /sh/. Circle the suffixes/word endings.

/sh/

caution
Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

straight  strait  side  sighed

1. Will the route be __________ or will it have many twists and turns?

2. I would rather sit on the long ______________ of the table.

3. Paula __________ sadly after finding out that her plane was canceled.

4. The ______________ of Gibraltar separates the countries of Spain and Morocco.

5. Which ______________ are you on in the debate?

Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly and demonstrate the meaning of the word.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________
Sound Alikes Review Units 11-14

Word Box

it's  cell  sent  knight  eight  there  peace  knew  knows
its  sell  cent  night  ate  their  piece  new  nose
straight  scene  stationery  sighed
strait  seen  stationary  side
Across

2. He __________ so much delicious pasta he felt like he could never eat again.
3. __________ so cold outside today!
7. Look at that huge mansion over __________!
9. In science class, I learned that the __________ is a basic unit in all living things.
11. Jill and Paula will come because __________ my best friends.
12. I can’t meet you for dinner tonight until __________ o’clock. Is that too late?
13. Will you __________ me your book for five dollars?
14. I can smell the __________ from that bakery from across the street.
15. Phil broke his __________ when he fell off the bike.
18. Many people like the smell of a __________ car.
20. Mom always sends me letters on such colorful __________.
21. The story was about a __________ in shining armor.
22. The family dog takes __________ bone everywhere.
23. Which __________ of the road do they drive on in Bermuda?
24. Did you see the moon last __________?

Down

1. He __________ the letter by mail yesterday.
4. My favorite __________ in the play was the one that began with an invasion.
5. I would like to look at __________ car before I buy it.
6. One __________ will not buy you very much these days.
8. The presidential speech asked for __________ and justice in the world.
10. I thought that the deer in the yard was fake because it was so __________.
13. I have not __________ Randy for two days! Is he sick?
14. The __________ was too narrow for large boats to pass.
16. Did you try a __________ of that incredible cake?
17. I __________ all the facts for the social studies test.
19. The students __________ when they saw the teacher take out the quiz.
20. Without a ruler, I cannot make a __________ line.
21. Mr. Wall __________ many drills to help us practice for the competition.