

Dear Family:

The first several units in Foundations® 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 *ă* in apple, *ĕ* in Ed, *ĭ* in itch, *ŏ* in octopus and *ŭ* in up). The vowel is marked by the breve sign (˘). **Closed syllable** words are marked this way:

w h ĭ p  
c

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:

/īd/ as in **child**      /īnd/ as in **kind**      /ōst/ as in **post**  
/ōld/ as in **cold**      /ōlt/ as in **colt**

Closed syllable exception words are marked this way: m ō s t

In addition, to review, students will learn some new sounds. They will learn **tch** - **catch** - /ch/ 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**, **squash**).

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/right**. 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 slept 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 /ò/ Sound" Activity

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

swap

rang

crash

brand

watch

scratch

wasp

strap

squash

plan

mall

swamp

fall

pack

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:

Foundations® 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:

shipp\*ing

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 lele

eh eh

hb hb

kf kf

he hf

ke b

he el

el k

Forward Slant, most commonly used by right-handed students.



## Cursive Connectives Practice Review Worksheet

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le le le le

eh eh

hshh

kfkf

heff

keb

heel

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.**”

**es      s      es**

clock\_\_\_\_\_

bench\_\_\_\_\_

mess\_\_\_\_\_

**ty      ly      ment**

ship\_\_\_\_\_

strong\_\_\_\_\_

six\_\_\_\_\_

**ful      er      y**

fast\_\_\_\_\_

thank\_\_\_\_\_

grump\_\_\_\_\_

**ive      ment      able**

protect\_\_\_\_\_

depend\_\_\_\_\_

amuse\_\_\_\_\_

**ful      ness      ing**

spell\_\_\_\_\_

kind\_\_\_\_\_

bash\_\_\_\_\_

**less      ish      en**

quick\_\_\_\_\_

thank\_\_\_\_\_

self\_\_\_\_\_



## 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.

hunted

pressed

crunched

hosted

banged

chilled

filmed

rented

winked

smelled

stamped

stranded

dressed

blended

stalled

**-ed = /ěd/**

**-ed = /d/**

**-ed = /t/**



## 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		baseword - suffix
snipped	= <u>snip</u> <u>ed</u>	cupful	= _____
drummer	= _____	flatter	= _____
swishing	= _____	nodded	= _____
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.

	baseword - suffix		baseword - suffix
dressed	= <u>dress</u> - <u>ed</u>	mopped	= _____ - _____
melting	= _____ - _____	taxing	= _____ - _____
foxy	= _____ - _____	windy	= _____ - _____
quitter	= _____ - _____	yummy	= _____ - _____
mixed	= _____ - _____	waxed	= _____ - _____



## 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.**"

able    es    ive
act _____
send _____
floss _____

s    ly    ment
bad _____
ship _____
bell _____

ful    er    y
bash _____
tall _____
junk _____

ly    ness    ing
glad _____
dunk _____
flat _____



## 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 can not 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 (ˉ). The **e** is silent. Here is an example of how to mark a v-e syllable word:

ping  
v-e

I will then review the two **u** sounds in a **v-e syllable**: /ū/ 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:

völümē  
c 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




UNIT  
3



**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*  
 \_\_\_\_\_




 \_\_\_\_\_  
 *tutu*  
 \_\_\_\_\_

 \_\_\_\_\_  
 *pju*  
 \_\_\_\_\_

 \_\_\_\_\_  
 *wist*  
 \_\_\_\_\_

 \_\_\_\_\_  
 *swipe*  
 \_\_\_\_\_

 \_\_\_\_\_  
 *rupt*  
 \_\_\_\_\_

 \_\_\_\_\_  
 *just*  
 \_\_\_\_\_

Forward Slant, most commonly used by right-handed students.



## Cursive Connectives Practice Review Worksheet

UNIT  
3

**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.

Handwriting practice lines for cursive connectives. Each line set includes a top line, a dashed midline, and a bottom line. The examples shown are:

- pi si pi si
- ji ri
- tu tu
- pi ju
- ur ist
- ur ipe
- ru pt
- ju st

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



## Do the “Marking” Activity

Have your child underline or “scoop” each syllable. Write a **c** 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.

smōke  
v-e

globe\*

bone

cōntăct  
c c

snake

whip

code\*

prize

spot

chimp

inspect\*

ill

complex\*

confuse

athlete



## 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.

sun	cake
com	rise
cup	pare

sun	fuse
ath	lete
con	shine

**sunrise**

---



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---



---



---



---

vam	ball
mis	pire
soft	take

---



---



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## Guess Which One

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

plain

plane

- 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 **a c t i v e**). 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:

**r e p t i l e s**  
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:

**i n c l u d e d**  
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

UNIT  
4

**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.



Forward Slant, most commonly used by right-handed students.



## Cursive Connectives Practice Review Worksheet

UNIT  
4

**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.

Handwriting practice lines for cursive connectives. Each set includes a top line, a dashed middle line, and a bottom line. The examples shown are:

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

time - less = timeless      struggle - ed = \_\_\_\_\_

bake - ing = baking      dislike - able = \_\_\_\_\_

confuse - ing = \_\_\_\_\_      plate - ful = \_\_\_\_\_

brave - est = \_\_\_\_\_      hope - ing = \_\_\_\_\_

give - ing = \_\_\_\_\_      late - ly = \_\_\_\_\_

like - ly = \_\_\_\_\_      safe - ty = \_\_\_\_\_



## 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.

likable

plateful

inflatable

smoky

mistaken

voter

bravest

completely

widely

hiding

ninety

shiny

like

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 + less = timeless      \*exclude + ing = \_\_\_\_\_

bake + ing = baking      complete + ly = \_\_\_\_\_

\*conclude + ed = \_\_\_\_\_      dispose + able = \_\_\_\_\_

\*like + able = \_\_\_\_\_      \*active + ly = \_\_\_\_\_

use + ful = \_\_\_\_\_      pave + ment = \_\_\_\_\_

compute + er = \_\_\_\_\_      brave + 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 \_\_\_\_\_  
\_\_\_\_\_

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:

s ä l a d  
c c

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 /i/, as in **velvet**.

Schwa often does not pose a problem for students when reading. I will teach them to try the /ü/ 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

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dgdg dgdg

ququ

qudg

dog

quit

greed

quad

legs

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.

dg dg dg dg dg

qu qu qu qu qu

qu dg

dg

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** (˘) or **schwa** (ə).

seldom  
c c

nutshell

punish  
c c

muffin

wagon

salad

ribbon

gallon

relish

limit

seven

pollen

topic

catfish

cabin

falcon

lesson

exit

mitten

public

**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** (˘) or **schwa** (ə).

jăcket  
c c

panic

edit

sŭbmĭt  
c c

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?

pocket

random

salad

confuse

planet

travel

lemon

packet

volume

contact

absent

method

1 \_\_\_\_\_ 5 \_\_\_\_\_ 9 \_\_\_\_\_

2 \_\_\_\_\_ 6 \_\_\_\_\_ 10 \_\_\_\_\_

3 \_\_\_\_\_ 7 \_\_\_\_\_ 11 \_\_\_\_\_

4 \_\_\_\_\_ 8 \_\_\_\_\_ 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:

gō  
o

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

shy      ēmy  
o              c      o

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 /ū/ or /ī/ sound (**gravity**). When **i** is in the middle syllable and is followed by a vowel, it sounds like an /ē/ (**radio**). The exceptions are marked like this:

extra      grāvity      rādiō  
c      c      o      o      o

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

UNIT  
6

**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.



memo memo



nana



vay



ying



van



move



vandal



yam

Forward Slant, most commonly used by right-handed students.



## Cursive Connectives Practice Review Worksheet

UNIT  
6

**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.

Handwriting practice lines for cursive connectives. Each line set includes a top solid line, a middle dashed line, and a bottom solid line. The words are written in cursive script.

Line 1: *me me me*

Line 2: *na na*

Line 3: *way*

Line 4: *ying*

Line 5: *nan*

Line 6: *more*

Line 7: *vandal*

Line 8: *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 (ˉ) and to mark the vowel **y** with the appropriate sound (/ī/ or /ē/).

pōny<sup>/ē/</sup>

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 (ˉ) and the short vowels with a breve (˘).

hide  
v-e

silly

basic

depend  
o c

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 <b>a</b> rise = <u>arise</u>	_____ 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.

gem	cinch	giant	spicy
stage	stingy	place	huge
princess	candies	sliced	glide

**g = /j/**

**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 = min <sup>ə</sup>i mum      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 <sup>ə</sup>cāndidāte for class <sup>ə</sup>prēsident.

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.

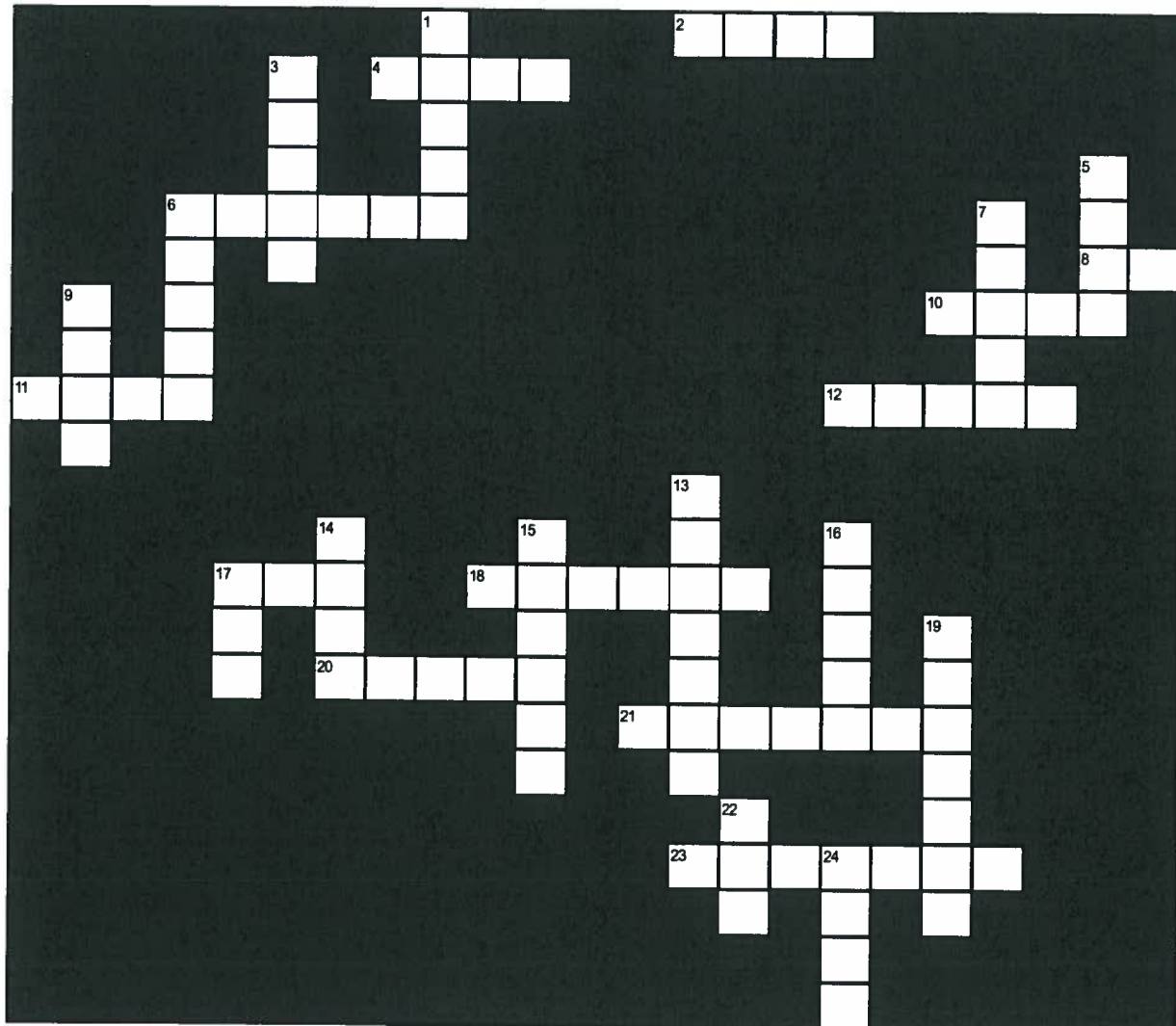
- 1 \_\_\_\_\_  
 \_\_\_\_\_
- 2 \_\_\_\_\_  
 \_\_\_\_\_



# Sound Alikes Review Units 1-5

## Word Box

know	some	missed	mind	father
no	sum	mist	mined	farther
which	banned	plain	fined	weather
witch	band	plane	find	whether
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:

Foundations 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.

**Closed Syllable Prefixes:**

these prefixes form a closed syllable,  
making the vowel sound short.

**con-, dis-, un-, en-, em-, ex-, in-, il-, ir-,  
mis-, non-, sub-, trans-**

**Open Syllable Prefixes:**

these prefixes form an open syllable,  
making the vowel sound long.

**de-, e-, pre-, pro-, and re-**

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**

---

---



## ***Do the “Match Roots” Activity***

Match the roots with their meaning.

### **Root**

fract

tract

ject

duct

scrib

### **Meaning**

throw

break

drag

write

lead, guide



## ***Do the “Match Roots” Activity***

Match the roots with their meaning.

### **Root**

junct

min

struct

spec

dict

### **Meaning**

small

speak

see, look

build

join



## 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.

### Prefix / Meaning

con – with or together

dis – not, opposite of

pre – before

re – again

un – not, opposite of

### Common Root / Meaning

dict – speak

duct – lead, guide

struct – build

1 re + take = re-take - 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:

bāb**y**ish

ēmp**t**iness

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.



xoxo xoxo

zeze

zux

zeze

zip

xarri

extra




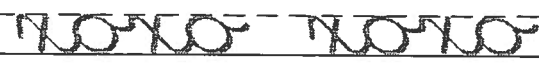






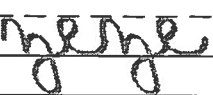













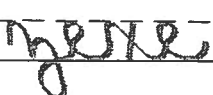






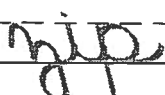




















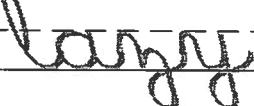



lazy

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** (/ē/ or /ī/).

emptied = empty + ed

dried = \_\_\_\_\_ + \_\_\_\_\_

babyish = \_\_\_\_\_ + \_\_\_\_\_

coziness = \_\_\_\_\_ + \_\_\_\_\_

crying = cry + ing

silliness = \_\_\_\_\_ + \_\_\_\_\_

fried = \_\_\_\_\_ + \_\_\_\_\_

plentiful = \_\_\_\_\_ + \_\_\_\_\_

empty /ē/  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cry /ī/  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 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 = copier

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

frostyest

married

marryed

studiing

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.

puppys	puppies
frys	fries
babies	babys
candies	candys

---



---



## 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 = chilliest 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 Foundations 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 -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 -le

**whistle**  
c -le

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

**label**  
o c

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.

Coco Coco

Gaga

Elm Court

Austria

Gibraltar

Gama

Edward

California

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

Gaga

Elm Court

Austria

Gibraltar

Gama

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 = bū gl̄  
          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  
~~le~~

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.

ta	zle
rid	ble
driz	dle

han	le
dim	ple
freck	dle

table

---



---



---



---



---



---

drib	ble
raf	le
buck	fle

---



---



---



## Guess Which One

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

where

wear

weight

wait

- 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      sprinkle - er = \_\_\_\_\_

fumble - ing = fumbling      freckle - s = \_\_\_\_\_

giggle - s = \_\_\_\_\_      little - est = \_\_\_\_\_

sizzle - er = \_\_\_\_\_      crumble - ing = \_\_\_\_\_

tickle - ing = \_\_\_\_\_      cuddle - ed = \_\_\_\_\_

wiggle - 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 grumbls when He has to do his chors

\_\_\_\_\_

\_\_\_\_\_

2 the littlst child is the last in the lunch lin

\_\_\_\_\_

\_\_\_\_\_

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 \_\_\_\_\_  
\_\_\_\_\_

Dear Family:

Foundations 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**  
r

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**  
c r

In the second week, students will learn that at the end of a multisyllabic word /ər/ 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**  
c r

**warm**  
r

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**  
/ē/  
o

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 + ing = **stirring**  
r

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

Sincerely,





## Cursive Connectives Practice Review Worksheet

UNIT

9

**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 Larven

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

Fortuga

Romania

Port Lavem

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.

lăntern  
c r

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.

er

ir

ur



## 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.



army

thirty

return

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.

lăntern  
c r

number

turtle

survive

return

surprise

burlap

temper

thunder

circular

sunburn

ruler



## Do the "/ər/ 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  = dollar instruct  = \_\_\_\_\_

soft  = 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.

word	1 syllable: closed or r-controlled	1 vowel	1 consonant after the vowel
stir	✓	✓	✓
star			
work			
fur			
warm			
tar			
start			



### 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!

- Mark is stir + ing the cake batter. stirring
- The \_\_\_\_\_ + y dog barked when the cat came in his territory. \_\_\_\_\_
- The film will be \_\_\_\_\_ + ing the most popular actor. \_\_\_\_\_
- 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.

wabble	word	worth	waddle	want
wart	swat	watch	warmth	waffle
swap	worst	swarm	warp	worm

**wa**

---

**war**

---

**wor**

---

**Guess Which One**

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

warn

worn

- 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 Foundations, 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:

bait  
d

Your child will learn the following new vowel teams:

/ā/  
eigh - eight - /ā/  
ei - vein - /ā/  
ea - steak - /ā/

/ē/  
ei - ceiling - /ē/  
ie - piece - /ē/

/ē/  
ea - bread - /ē/

/ī/  
igh - light - /ī/

/ū/  
oo - book - /ū/

/ü/  
ui - suit - /ü/

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

play + ed = played  
d

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,





## 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.

Nona Nona

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.

Nona 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 /ā/ sound column below. If a word has two /ā/ 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

a	a-e	ai	ay	eigh	ei	ea





## 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 /ē/ sound column below.

increase

sheet

silly

relief

flea

ceiling

chimney

indeed

remind

baby

Pete

reason

e	y	e-e	ee	ea	ey	ei	ie



## 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 (/ē/ or /ē/ or /ā/).

unreal = ūn real / ē /    steamer = \_\_\_\_\_ / \_\_\_\_ /

feather = c d / \_\_\_\_ /    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 \_\_\_\_\_  
\_\_\_\_\_



## 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!

ay	ai	eigh
del_____	w_____	
f_____nt	cr_____on	
sl_____	br_____d	
spr_____	fr_____	
n_____bor	Thursd_____	
expl_____n	gr_____n	

igh	y	i
f_____t	fr_____	
l_____lac	s_____	
n_____t	t_____ny	
s_____lent	tr_____	
sk_____line	m_____grate	
del_____t	m_____ty	



## Do the "Adding Suffixes" Activity

# Language

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 \_\_\_\_\_



## 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 = crē āte  
o v-e  
~~d~~

react = rē āct  
o c  
~~d~~

quiet = \_\_\_\_\_

ruin = \_\_\_\_\_

violin = \_\_\_\_\_

Iowa = \_\_\_\_\_

video = \_\_\_\_\_

museum = \_\_\_\_\_

poem = \_\_\_\_\_

rodeo = \_\_\_\_\_



## 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

hambia

Uruguay

hoey

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.

**When Contracting:**

**not**

**Take Away:**

**o**

is not =



**Isn't**

	<b>not</b> <b>no't</b>		<b>not</b> <b>no't</b>		<b>have</b> <b>ha've</b>
<b>are</b>	are not aren't	<b>had</b>	had not hadn't	<b>could</b>	could have could've
<b>can</b>	can not can't	<b>has</b>	has not hasn't	<b>should</b>	should have should've
<b>could</b>	could not couldn't	<b>have</b>	have not haven't	<b>would</b>	would have would've
<b>did</b>	did not didn't	<b>is</b>	is not isn't		
<b>does</b>	does not doesn't	<b>was</b>	was not wasn't		
<b>should</b>	should not shouldn't	<b>were</b>	were not weren't		
<b>might</b>	might not mightn't	<b>would</b>	would not wouldn't		
<b>must</b>	must not mustn't				

**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.

	<b>is</b> <b>i's</b>	<b>are</b> <b>a're</b>	<b>will</b> <b>wi'll</b>	<b>would</b> <b>woul'd</b>	<b>have/has</b> <b>ha've/ha's</b>	<b>had</b> <b>ha'd</b>
<b>I</b>	–	–	I will I'll	I would I'd	I have I've	I had I'd
<b>it</b>	it is it's	–	it will it'll	–	it has it's	–
<b>he</b>	he is he's	–	he will he'll	he would he'd	he has he's	he had he'd
<b>she</b>	she is she's	–	she will she'll	she would she'd	she has she's	she had she'd
<b>that</b>	that is that's	–	–	–	that has that's	–
<b>they</b>	–	they are they're	they will they'll	they would they'd	they have they've	they had they'd
<b>we</b>	–	we are we're	we will we'll	we would we'd	we have we've	we had we'd
<b>what</b>	what is what's	what are what're	what will what'll	–	what has what's	–
<b>where</b>	where is where's	–	–	–	–	–
<b>who</b>	who is who's	–	who will who'll	who would who'd	who has who's	who had who'd
<b>you</b>	–	you are you're	you will you'll	you would you'd	you have you've	you had you'd

**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

Lang.

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 “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**

Lang.

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 = I'd      they have = \_\_\_\_\_

we are = \_\_\_\_\_      let us = \_\_\_\_\_

you would = \_\_\_\_\_      should have = \_\_\_\_\_

he will = \_\_\_\_\_      I am = \_\_\_\_\_

that is = \_\_\_\_\_      I will = \_\_\_\_\_



## 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 = I + would      she'll = \_\_\_\_\_ + \_\_\_\_\_

we've = \_\_\_\_\_ + \_\_\_\_\_      let's = \_\_\_\_\_ + \_\_\_\_\_

I'm = \_\_\_\_\_ + \_\_\_\_\_      you're = \_\_\_\_\_ + \_\_\_\_\_

who'd = \_\_\_\_\_ + \_\_\_\_\_      we'd = \_\_\_\_\_ + \_\_\_\_\_

doesn't = \_\_\_\_\_ + \_\_\_\_\_      mustn't = \_\_\_\_\_ + \_\_\_\_\_





## Sound Alikes Review Units 6-10 (continued)

### 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

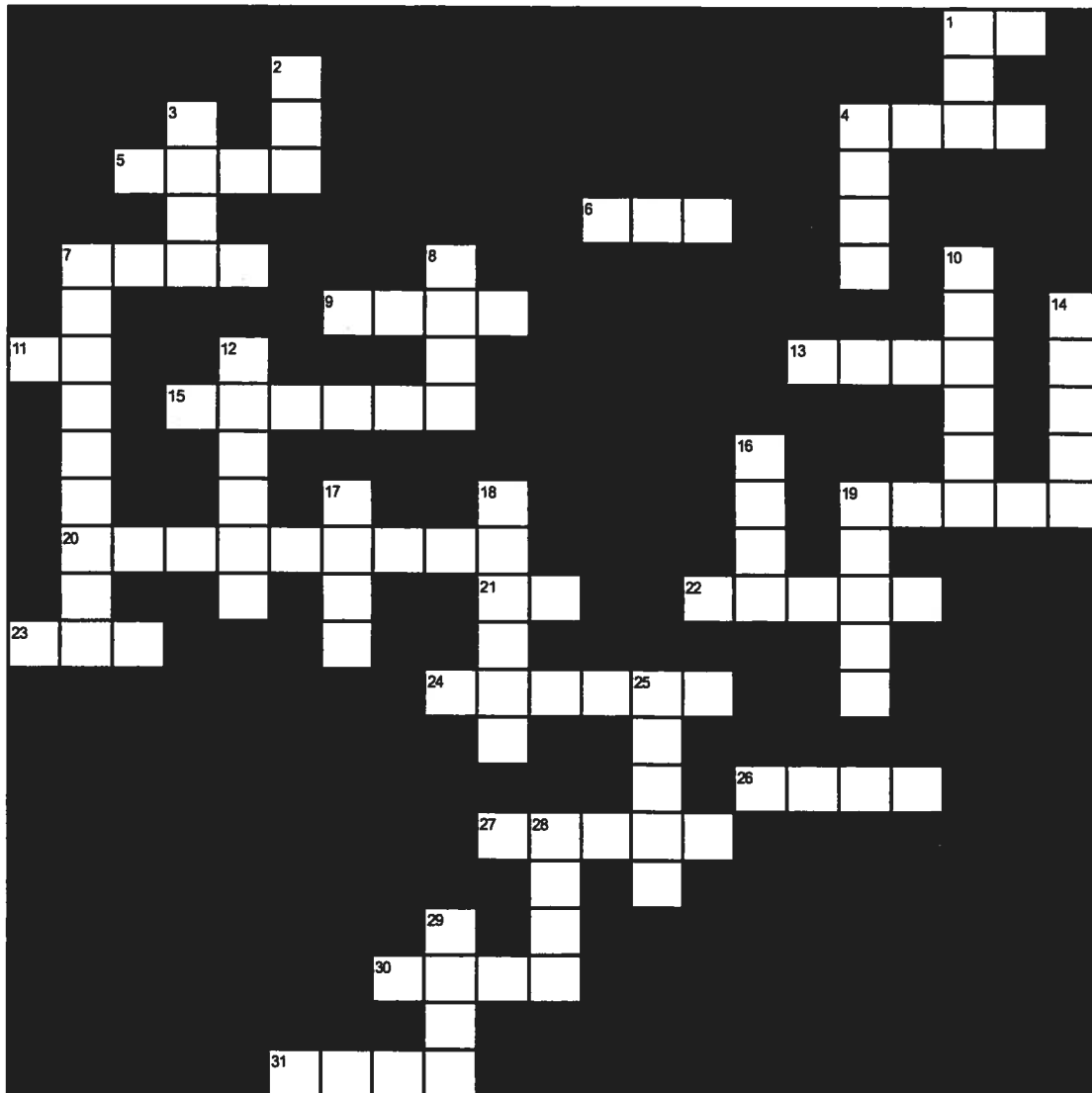
1. Frank did yell \_\_\_\_\_ to his mom as she left on the train.
2. Do I \_\_\_\_\_ him some cash from the bill?
3. The boat has a tall white \_\_\_\_\_ so it can move in the wind.
4. That sweater is a bit \_\_\_\_\_ and old.
7. It is my \_\_\_\_\_ to treat animals with respect.
8. Did Dad \_\_\_\_\_ 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	pail
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 Foundations 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  
c

/j/  
gentle  
c -le

/s/  
fence  
c

/j/  
lunge  
c

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  
c

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/  
e  
advanced  
c c

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.

Lugu Lugu

Xema

Lueem Paola

Xai Xai

Zatar

Xander

Zaamaag

Xi Am

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.

Lugu Lugu

Kema

Lueem Paola

Kai Kai

Latar

Kander

Laamaag

Ki On

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**.

c		
stencil =	sten	/s/ cil
cancel =		
recite =		
locate =		

g		
flagpole =		
giblet =		
goblin =		
giant =		



## Do the “Making Sentences” Activity *Language*

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!

cancel	recite	sincere	compare	stingy
--------	--------	---------	---------	--------

1

---



---

2

---



---

3

---



---



## 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

Language

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

pencil or pensil

replase or replace

fansy or fancy

spisy or spicy

sipping or cipping

cincere or sincere

persent or percent

settle or cettle



## Guess Which One

# Language Foundational

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  
c

fence

hinge

plunge  
c

page

slice

dance

since

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  
c

dodge

patch

judge

witch  
c

ledge

edge

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 = glances      glance + ing = glancing

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

# Language Foundational

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

phase      chords

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

<del>w</del> r - /r/ ( <b>w</b> is silent)	/r/	<del>g</del> n - /n/ ( <b>g</b> is silent)	/n/
<del>r</del> h - /r/ ( <b>h</b> is silent)		<del>k</del> n - /n/ ( <b>k</b> is silent)	
<del>m</del> n - /m/ ( <b>n</b> is silent)	/m/	<del>g</del> h - /g/ ( <b>h</b> is silent)	/g/
<del>m</del> b - /m/ ( <b>b</b> is silent)			

To mark these, students simply underline the **silent letter combination** and cross out the silent letter:

~~k~~neel

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 /r/, two say /n/, two say /m/ 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.

Sosa Sosa

Janet

Istanbul

South America

Japan

Italy

Sarah

Jordan

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.

so so

amel

Istanbul

South America

Japan

Italy

Sarah

Jordan

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



## Do the "New Sound" Activity

Foundational

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.

<b>1</b>	_____
	_____
<b>2</b>	_____
	_____



## Do the "New Sound" Activity

Foundational

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

graph\*

dolphin

Ralph

flagpole

female

atmosphere\*

photograph\*

telephone

French

confuse

define

geography\*

alphabet\*

profile

<u>ph</u> ony	_____	_____
_____	_____	_____
_____	_____	_____

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

<b>1</b>	_____
	_____
<b>2</b>	_____
	_____





## Guess Which One

*Foundations  
Language*

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

Foundations

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

rhinstone

spaghetti

wrinkle

knives

column



## Do the "Silent Letter Category" Activity

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

rh

gh

wr

mb

kn

mn



## Guess Which One

*Foundational  
Language*

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

knows

nose

- 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,





## 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.

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.



## 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.

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	ture
punc <u>tu</u> ate	
sculp_____	
spa_____la	

tu	ture
ac_____al	
mois_____	
taran_____la	

tu	ture
mix_____	
congra_____late	
na_____	

tu	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.

tious	tial
tious	tient
tial	

eier	cious
cial	cian
cian	

cau tious

nutri \_\_\_\_\_

pa \_\_\_\_\_

presiden \_\_\_\_\_

mar \_\_\_\_\_

gla cier

electri \_\_\_\_\_

so \_\_\_\_\_

musi \_\_\_\_\_

spa \_\_\_\_\_



## Do the "Marking CI and TI" 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/  
cautious

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## 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 \_\_\_\_\_  
\_\_\_\_\_

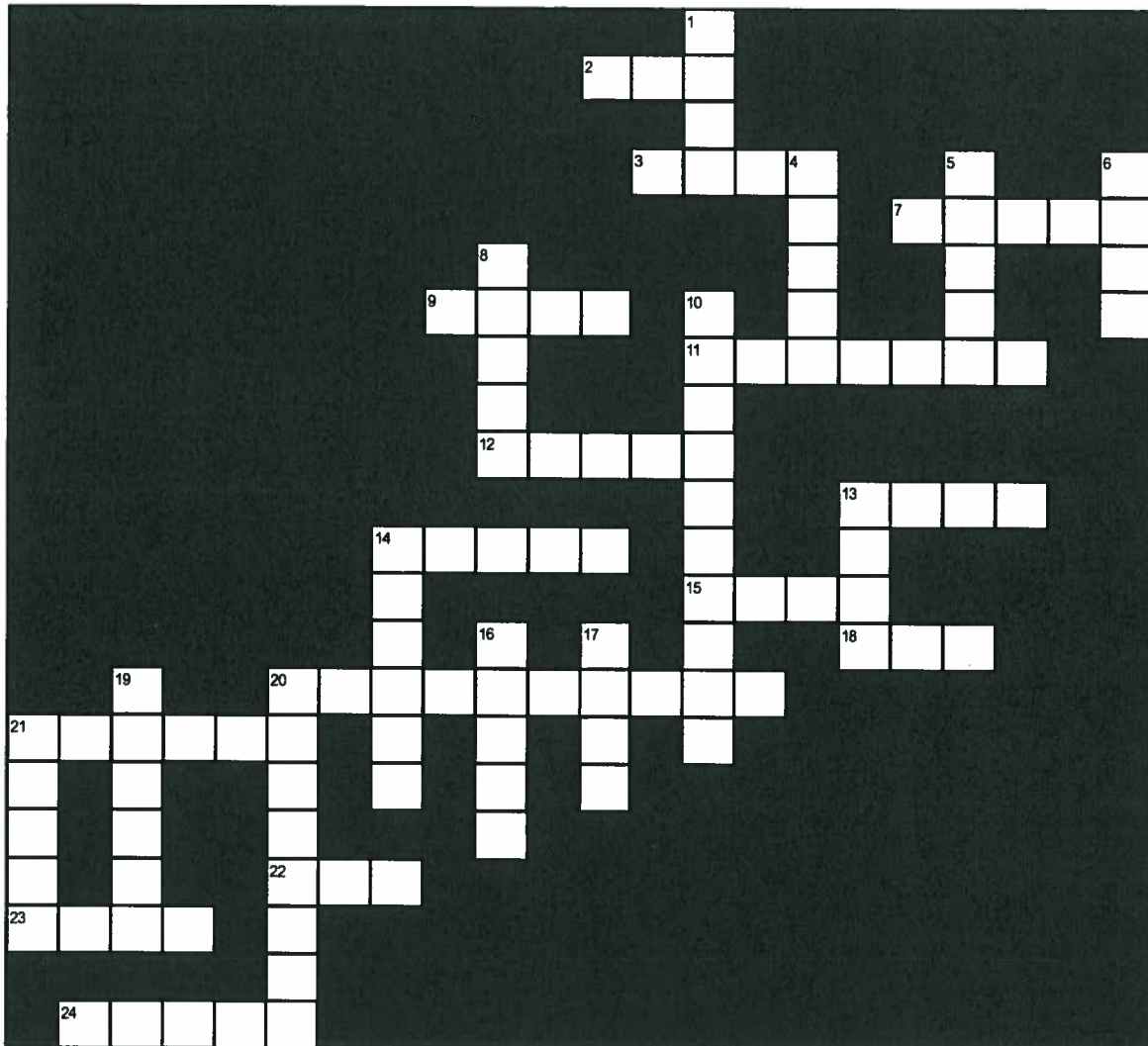


## Sound Alikes Review Units 11-14

Foundational  
Language

### Word Box

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





## Sound Alikes Review Units 11-14 (continued)

### 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.