Dear Family:

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

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

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:

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

$$\underbrace{1\tilde{\mathbf{a}}\underbrace{\mathbf{b}}_{\mathbf{C}}^{\ominus/}}_{\mathbf{C}}$$

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,



Mrs. Tornabene





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 (\mathbf{c} for closed, \mathbf{o} for open, -le for consonant-le). In closed syllables, be sure to mark the short vowels with a breve ($\check{}$), in open syllables mark the long vowels with a macron ($\check{}$), and cross out the silent \mathbf{e} in the consonant-le syllable.

bugle	= <u>bū</u> gle o -le	candle	=
sample	=	able	
puzzle	=	staple	=
cable	=	bottle	<u> </u>



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!





	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 job for ten years.	has worked at her
	tly and demonstrate the meaning	
1		
5. 		
2		÷
3 5 5		





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 ${\bf e}!$ Find and mark three consonant-le exceptions. Be sure that the silent ${\bf e}$ and the silent ${\bf t}$ are crossed out in consonant-le syllable exceptions.

buglé	gobble	fumble
castle	tickle	bundle
staple	tumble	maple
razzle	whistle	scramble
tattle	pickle	hustle
Sentence Cred	ıtion	
Create two sentences, using at l	east one word above in each	sentence.
2		
4	•	





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.

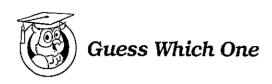
ta	zle
rid	ble
driz	dle

han	le
dim	ple
freck	dle

table

drib	ble
raf	le
buck	fle





	where	wear	weight	wait
1	If you can		for the bus, it will tak	te you to the castle.
2	Why are you	going to	the	ugliest dress?
3	Danny,		is the most amazi	ng bagel store?
4		than I though	of the cat was not pr	edictable. It was
5	Beth will hav		to find pants to	
	Sentence	e Creation		
		each Sound Alikerate the meaning o	e Word. The sentence shou of the word.	ld use 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 \mathbf{e} . Write the complete word on the line provided. Be sure to "drop" the \mathbf{e} when adding a vowel suffix.

settle – <u>ment</u> =	<u>settlement</u>	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!

L	Chad grumbls when He has to do his chors
2	the <u>littlst</u> child is the last in the lunch <u>lin</u>
3	i am <u>sic</u> of this <u>drizzleing</u> cold fog?





	week	weak	meet	meat
L	Do you have a	a lot of plans for	next	?
2	The	man was cr	umbling from the	weight of the boxes.
3	These ladies		nt salad because	they do not like
Ł		a	his home every _	
ŏ	This small, _		runt puppy l	ikes to snuggle.
		each Sound Alike Wo	rd. The sentence sho e word.	uld use the word
L		·		
	F			
2				
3				
Ļ				

Dear Family:

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

The vowel is circled with the letter \mathbf{r} to emphasize that the two letters form the sound together. The \mathbf{r} -controlled syllable can be combined with other syllables to make multisyllable 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:

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**:



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

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:

$$stir + ing = \underline{s} \underbrace{t(ir)}_{r} \underbrace{\dot{r}(ir)}_{r}$$

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

Sincerely, Tornabere







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.

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

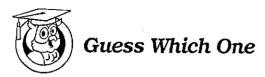


Sentence Creation

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

•			
:			
	•		
 		 *	
•	**		
•			





	heard	herd
1	Have youhis slide at home plate?	_about the amazing shortstop and
2	In the church backyard there is a animals.	of barnyard
3	You can find a	of zebra in Africa.
4	I justa c	hirp from that parrot!
5	The girlt	he whistle as the ship docked.
	Sentence Creation e one sentence for each Sound Alike Work thy and demonstrate the meaning of the	
1		
# 2		
2		
		, ve at





Do the "Syllable Division and Marking" Activity

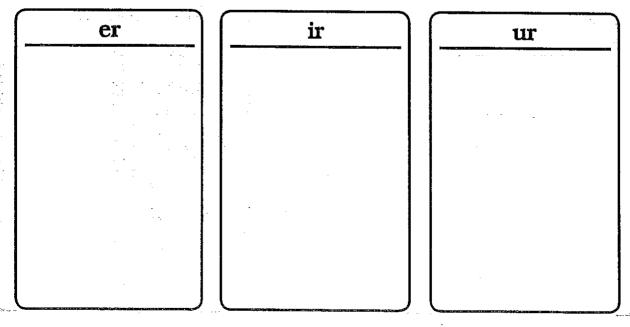
Have your child underline or "scoop" the syllables in the words below and mark the syllable types (**c** for closed, **o** for open, **v-e** for vowel-consonant-e, **-le** for consonant-le and **r** for r-controlled) and vowels.

lăntern c r	thirty	cursive
perhaps	turnip	enter
purple	birthmark	sturdy
concern	surpass	thristy



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.







	berry	bury
1	That bush has a very odd tasti	ing
2	Did they	
3	What is your favorite kind of _	?
4	They do not know whatdrink.	is used in that pink
5	My cat thinks he is a dog! He wi	ll his fish if
	Sentence Creation e one sentence for each Sound Alike Woodly and demonstrate the meaning of the	
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 ($\bf c$ for closed, $\bf o$ for open, $\bf v-\bf e$ for vowel-consonant-e, $\bf -\bf le$ for consonant-le and $\bf r$ 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 ar	= <u>dollar</u>	instruct ==	
soft er	= <u>softer</u>	spid =	
janit	·	quick =	
calend		invent =	





Do the "Find the 1:1:1 Words" Activity

Have your child put a \checkmark in each column that applies to the word on the left and an X if it does not apply. If there is a \checkmark 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			
	14. 44 4 3444 4 34 4 44		



Do the "Fill In the Word" Activity

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

1	Mark is stir + ing the cake batter. stirring
2	The + dog barked when the cat came in his territory
3	The film will be + ing the most popular actor
4	The city just + ed that long drive.





Guess Which One

	warn	worn
1	Did youboss?	Ben about the quick temper of the
2	You have	that shirt with the collar before.
3	Walter did notturn.	Sammy about the sharp left
4	I told my sister that he	er dress was a bit old and
5	I wanted to but I did not have tin	Barry that the film was terrible, ne.
	Sentence Creat	
	e one sentence for each Sou ctly <i>and</i> demonstrate the m	nd Alike Word. The sentence should use the word eaning of the word.
1		
2		

Name





Do the "W Effect" Activity

Have your child read the words below. Circle the ${\bf w}$ 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.

<i>(</i>					1
wabble	word	worth	waddle	want	
wart	swat	watch	warmth	waffle	
swap	worst	swarm	warp	worm	
•					•

wa	war	wor
1		
. :		·

Dear Family:

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

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



Your child will learn the following new vowel teams:

/ā/	/ē/	/ĕ/
eigh - eight - /ā/	ei - ceiling - /ē/	ea - bread - /ĕ/
ei - vein - / ā /	ie - piece - /ē/	
ea - steak - / ā /		
/ī/	/ ù /	/ ü /
igh - light - /ī/	oo - book - / ü /	ui - suit - /ü/

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

$$play + ed = \underbrace{p \, la \, y}_{d} e \, \mathbf{d}$$

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,

Mrs. Tornabere

Sincerely,





Guess Which One

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

	sale		sail)
1	I hope that rainbow co	oat is on	!	
2	My aunt wants to know	w if any berry ca	ake is for	
3	The ship uses astrong wind.		_ to move fast when in a	
4	Martha will get that to	aster when ther	re is a big	
5	Can you fix that rip in	the ship's white	?	
	Sentence Creation e one sentence for each Sound ctly and demonstrate the mean	l Alike Word. The s	entence should use the word	
1				
		÷ .		
2				





Do the "Double Vowel Teams" Activity

Have your child read the words and write them in the correct $/\bar{a}/$ sound column below. If a word has two $/\bar{a}/$ 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	а-е	ai	ay	eigh	ei	ea
		:				
		e e				
				·		
		: <u>]</u>				l j





Guess Which One

_	led	lead	break	brake
1	The tow trucl and I drove in		y car did not	
2		h giggling in the	school hall that a c	lass must be
3	Be careful or	you will	tha	it vase!
4	My dad		_ the last team to t	he championship.
5	The elevator i	s made of a met	al stronger than _	
	Sentence	Creation		
corr			Vord. The sentence shou he word.	ld use the word
corr	te one sentence for	each Sound Alike Wate the meaning of t	he word.	dd use the word
corr	te one sentence for	each Sound Alike Wate the meaning of t		ld use the word
	te one sentence for	each Sound Alike Wate the meaning of t	he word.	ld use the word





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	у	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 \mathbf{ea} in the bars ($\langle \mathbf{e} \rangle$ or $\langle \mathbf{e} \rangle$ or $\langle \mathbf{e} \rangle$).

unreal =	<u>ŭn</u> _	real	$/\underline{\bar{e}}$ /	steamer	=	 	/-	_/
feather =	C	đ	1/	steak	=		/_	_/
peanut =			1//	meadow	<i>r</i> =		/_	_ /
break =			//	leather	=	 	/	_ /
heaven =		•	/ /	eagle	=		/	/

Name





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 a	i eigh	
del		W	
f	nt	cr	_on
sl		br	d
spr_		fr	
n	bor	Thursd_	
expl_	n	gr	_n

	igh	у	i	
<u>f</u>	_t	fr		
1	_lac	s		···
n	t	t		_ny
s	_lent	tr		<u></u>
sk	_line	m_		_grate
del	t	m_		ty



Do the "Adding Suffixes" Activity

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

enjoyed enjoy	bashful
destroying	jerseys
cookies	playful
payment	brownies
enjoyable	stayed





Guess Which One

pail	pale
Mr. Wilson will haul the	shells to the hotel in a
After he saved the shot, t	he goalie looked quite
That heavy	has many wet towels in it.
The	green coat is such a lovely shade!
	wimming, the sky turned from
one sentence for each Sound ly <i>and</i> demonstrate the mean	Altke Word. The sentence should use the word ing of the word.
	Mr. Wilson will haul the s After he saved the shot, t That heavy The As soon as we started s Sentence Creation one sentence for each Sound by and demonstrate the mean

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,

Mrs. Tornabene



Making Contractions

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

not	When Contracting:
0	Take Away:
\$ 1904	is not =

must must not	might might not would would not wouldn't	should should not were were not shouldn't were	does doesn't was was not was not	did did not is is not isn't	could could not have have not couldn't have	can can't has has not hasn't	.are are not had had not hadn't	not not not
	+				would	should	could	
;					would have would've	should have should've	could have could've	have ha've

FUNDATIONS* LEVEL 3 HOME SUPPORT PACK PAGE 102 CONTRIBUTE TO TO TO THE SUPPORT PACK PAGE 102

Special cases:

will not = won't do not = don't

let us = let's I am = I'm

Maki This

Making Contractions (continued)

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

уоп	who	where	what	₩e	they	that	she	he	Ħ	m	
1	who is who's	where is	what is what's	1	1	that is that's	she is she's	he is he's	it's	i	is s
you are you're	1		what are what're	we are we're	they are they're	1	1	1	ı	ı	are a <u>re</u>
you will you'll	who will who'll	ſ	what will what'll	we will we'll	they will they'll	1	she will she'll	he will he'll	it will it'll	I will	will Will
you would you'd	who would who'd	1	ι	we would we'd	they would they'd	1	she would she'd	he would he'd	t	I would I'd	Pinow pinow
you have you've	who has who's	t	what bas what's	we have we've	they have they've	that has that's	she has she's	he has he's	it has it's	I have Tve	have/has ha <u>'ve/</u> ha <u>'s</u>
you had you'd	who had who'd	I	1	we had we'd	they had they'd	1	she bad she'd	be had he'd	1.	I had I'd	had ha <u>'d</u>
·										· 	<u> </u>

UNDATIONS LEVEL 3 HOME SUPPORT PACK PAGE 103

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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(nøt)=	<u>isn't</u>	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.





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.

Iwould =	<u> </u>	they have =	
we are =		let us =	
you would =		should have =	
he will =		I am =	
that is =		I will =	

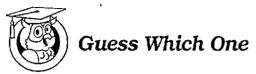


Do the "Making Words" Activity

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)=	Part Land	+ would	she'll =	+
we've =		<u>+</u> <u>+</u>	let's =	+
Tm =		_ + <u></u>	you're =	+
who'd =		· + · · · · · · · · · · · · · · · · · ·	we'd =	+
doesn't =		_ +	mustn't =	+





· · · · · · · · · · · · · · · · · · ·	it's	its
The	cute puppy wiggled ou	it of collar.
The	bird can't fly with	broken wing.
Stan	d back from the stove	ehot!
	a lo	ong drive to the beach.
		fur to clean it.
sate one se	Sentence Creation entence for each Sound Alik d demonstrate the meaning	ce Word. The sentence should use the word of the word.
sate one se	Sentence Creation entence for each Sound Alik d demonstrate the meaning	ce Word. The sentence should use the word of the word.
sate one se	Sentence Creation entence for each Sound Alil demonstrate the meaning	ce Word. The sentence should use the word of the word.





Guess Which One

Read the sentence(s).	Write the	correct Sound	l Alike Word f	from the box o	n the lines	below
	* •	1.5	**			

	there	their		they're	
1	rock band.	going to ente	ertain us wi	ith	
2		instructor	is the best	in the school.	
3	I think the worker by the pile of brick		st metal ro	d	
4	Did you know tha	t	r	ny best friends?	
5	The smallest grou the back of the cla		ay over		at
	Sentence Create one sentence for each sectly and demonstrate the	Sound Alike Word.		e should use the word	
ĺ				·	
15- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1- 1-					
2					
\$1 \$1 \$1 \$1 \$1 \$1					
3					
		•		-	

Dear Family:

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

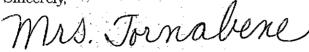
Next, \mathbf{dge} , which makes the \mathbf{j} sound, will be introduced as a trigraph that is used after a short vowel. Some \mathbf{dge} words include \mathbf{fudge} and \mathbf{ledge} . A word like fudge is marked as follows:

fŭdge

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:

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

Sincerely,









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 <u>c</u> e	price
	pri <u>s</u> e	
2	embrae	
	embrae	
3	end	
	end	
4	inist	
	inist	

	/ j / - g	or j ?
1	g_entle	gentle
	<u>j</u> entle	
2	stae	
	stae	
3	inest	
	inest	
4	inx	
	inx	

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

pencil or pensil
fansy or fancy
sipping or cipping
persent or percent

replase or replace
spisy or spicy
cincere or sincere
settle or cettle





Guess Which One

\bigcup	cell	sel	1	peac	ce	piec	e
1	You should novel.	try to			the extr	a copies c	of that
2	I think you	are missin	g a			of your p	uzzle.
3	The preside	nt wanted	the cou	ntry to be	at		•
4	A hive has a	L		for ϵ	ach dro	p of honey	y.
5	Can you har	nd her a	· · · · · · · · · · · · · · · · · · ·		of ice	for her d	rink?
	Sentence for the cone sentence for each sentence for the cone sent		l Alike Wo		ence shou	ld use the w	ord
1							VII 48 A4
2			-		_		
3		- T					
4							
		· .		_			





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 $/\mathbf{k}/$ or $/\mathbf{s}/$ above the \mathbf{c} . Mark the sound $/\mathbf{g}/$ or $/\mathbf{j}/$ above the \mathbf{g} .

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

	g	
flagpole =		
giblet =	· .	
goblin =	····	
giant =		***************************************



Do the "Making Sentences" Activity

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

	cancel	recite	sincere	compare	stingy
1					
•					· · · · · · · · · · · · · · · · · · ·
			4		<u> </u>
2			·. · · · · · · · · · · · · · · · · · ·	**.	
-					-
3					
					· · · · · · · · · · · · · · · · · · ·





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 ' \mathbf{e} ' is just there for the soft \mathbf{c} and \mathbf{g} sounds. ' \mathbf{E} ' cannot jump over two sounds to make the first vowel long as it does in the vowel-consonant-e syllable.

prince	fence	hinge
plunge	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.

sm <u>ŭdg</u> e	dodge	patch	judge
wĭtch	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.

$$glance + s = glance + ing = glancing$$

$$fence + s = \underline{\qquad} fence + ed = \underline{\qquad}$$

$$judge + s =$$
 $judge + ing =$

$$advance + s = \underline{\hspace{1cm}} advance + ing = \underline{\hspace{1cm}}$$

$$nice + er =$$
 $nice + est =$

$$nice + ly =$$
 replace $+ ing =$

$$dance + er = \underline{\qquad} nice + est = \underline{\qquad}$$

$$huge + ly = balance + ed = \underline{\hspace{1cm}}$$





Guess Which One

	cent	sent	scent	scene	seen
1	These days	a single		will hardly	buy you a thing.
2	The first		of the	e film was ver	y dramatic.
3	I like the _		of all	flowers, but I	like roses most.
4	Have you _		my 1	fancy warm ja	cket?
5	Steve will n five days ag		race since the t	flyer was	
	e one sentence		on I Alike Word. The ning of the word.	sentence should	use the word
1		•	J	· · · · · · · · · · · · · · · · · · ·	· / .
2					
3	-				
4					
5		- 14 - 17 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -			

Dear Family:

In Fundations 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:

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

<u>k'n</u> e e l

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

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,



Do the "New Sound" Activity

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

FUNDATIO	į t	3	Select							
FUNDATIONS ⁶ LEVEL 3 HOME SUPPORT PACK PAGE 123			two of the starred word:	,		Chris	schedule*	chrome	technical	/k/ <u>Ch</u> ris .
			Select two of the starred words and construct a sentence that demonstrates its meaning. 1				echo*	chorus*	orchid	scheme*
©2012 Wilson Lunguage Training Corporation. At Piliphs Reserved. Permission to pilolocopy gr		-	demonstrates its meaning				ache*	chemical	school	stomach*

Name



WEEK 1

) Do the "New Sound" Activity

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

12	H	Select	.						
		two of the starred word		phony	geography*	French	atmosphere*	Ralph	phony
		Select two of the starred words and construct a sentence that demonstrates its meaning			alphabet*	confuse	photograph*	flagpole	graph*
		t demonstrates its meaning			profile	define	telephone	female	dolphin

FUNDATIONS* LEVEL 3 HOME SUPPORT PACK PAGE 124

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MEEK 7





Guess Which One

	knew	new	night	knight
1	Shawndecided to we		the shirt was wrin	kled, but he
2	We just won the	e basketball ga	me and now I have a _	trophy.
3	It was so brigi	nt last	because	of the huge moon.
4			dolphins were smart cate with whistles.	, but she didn't
5	The brave		saved the princ	ess in the castle.
corre	Sentence te one sentence for ectly and demonstra	each Sound Alike te the meaning o		and the state of t
1		•		
2				
3				
4				





Do the "New Sound" Activity

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

<u>Ch</u> ris	scheme*	stomach*
technical	orchid	school
chrome	chorus*	chemical
schedule*	echo*	ache*
Chris		·
		that demonstrates its meaning.
		· · · · · · · · · · · · · · · · · · ·
2		
·		





Do the "New Sound" Activity

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

<u>ph</u> ony	graph*	dolphin
Ralph	flagpole	female
atmosphere*	photograph*	telephone
French	confuse	define
geography*	alphabet*	profile
phony		
Select two of the starred wor	ds and construct a sentence that	demonstrates its meaning.
1		
2		
·	:	





Do the "Silent Letters" Activity

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

ghost	wrestle	wrench
wrist	ghost	knot
knight	crumb	knuckle
wrong	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
		 -





	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	Chrisa show.	that Ralph likes magic, so they went to
5	Rose has a stomach act	ne and a runny
	e one sentence for each Sound ctly <i>and</i> demonstrate the mear	Alike Word. The sentence should use the word ning of the word.
1		
2		· · · · · · · · · · · · · · · · · · ·



Dear Family:

It is time for students to learn two new ${f glued}$ 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 ${f ti}$ and ${f ci}$:

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:

spe<u>cial</u> musi<u>ci</u>an pa<u>ti</u>ent mar<u>tial</u>

Sincerely,







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	
spala	

tu	ture	
ac_	al	
moi	.s	
tarar	nla	

tu	ture
mix	ζ
congra	late
na	·

tu	ture	
cre	a	
Por_	gal	
temp	era	



Do the "TURE or TU" Activity

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

	ture

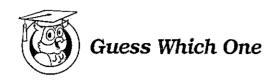
1	tu	
punc	tuate	
	 .	
	-	





	stationary	stationery
1	Jim hopes his new posit	ion in the company will allow him to
2	The letter you sent was o	on such bright!
3	Can you pick up some _ store to buy envelopes?	when you go to the
4	We will have to choose a _ is too big to move again.	location for the table; it
5	Thesold out.	_Sandra wanted for her party invitations was
	Sentence Creation	
. ·	:	like Word. The sentence should use the word
corre	ectly <i>and</i> demonstrate the meani	ng of the word.
2		
1		·





	eight	ate
1	On my adventure to Portugal, food.	Ilots of new
2	There are only	weeks left of school.
3	He the c	eake mixture before it could go into
4	My dog just had	puppies, and they eat so much!
5	In the game show, the contesta minutes to make a decision. Sentence Creation	nts have
1.	te one sentence for each Sound Alike W	ord. The sentence should use the word
1		





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		cier	cious
tious	tient		cial	cian
tial		-	cian	
cau_†i	ous	•	glac	cler
nutri			electri_	
pa			SO	
presiden_			musi_	
mar			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)	. :
	•





	straight	strait		side	sighed
1	Will the route b	pe	or w	ill it have m	any twists and turns?
2	I would rather	sit on the lor	ng		of the table.
3	Paula	sadly afte	er findin	g out that h	er plane was canceled.
4	The Spain and Mo		f Gibra	ltar separa	tes the countries of
5	Which		_ are yo	ou on in the	debate?
	Sentence	Creation			
	te one sentence for e	each Sound Alike			
	PB)	each Sound Alike		d.	
corr	te one sentence for e	each Sound Alike		d.	
corre	te one sentence for e	each Sound Alike		d.	
corr	te one sentence for e	each Sound Alike		d.	