

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 table
 c -le 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 whistle
 c c ~~le~~

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

label
 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,

Mrs. Tornabene



Name: _____



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 gl̄e
 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!



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
bugle
~~e~~

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

Name: _____



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

table

han	le
dim	ple
freck	dle

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 _____

Name: _____



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 - <u>ment</u> = | <u>settlement</u> | sprinkle - er = | _____ |
| fumble - <u>ing</u> = | <u>fumbling</u> | 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/
x 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**

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

Sincerely,

Mrs. Tornabene



Name: _____



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.



thirty

return

army

cherry

carrot

sorry

perfect

tardy

forbid*

inform*

dirty

spark*

terrible

harsh*



Sentence Creation

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

1

2

Name: _____



Do the "Syllable Division and Marking" Activity

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

lantern
c r

number

turtle

survive

return

surprise

burlap

temper

thunder

circular

sunburn

ruler



Do the "/ar/ Spelling Option" Activity

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

doll ar = dollar instruct = _____

soft er = soft(er) spid = _____

janit = _____ quick = _____

calend = _____ invent = _____

Name: _____



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 ✗ 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!

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

Name: _____



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

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:

b(a i)t
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/

/ū/
ui - suit - /ū/

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

play + ed = p l (a y) e d
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,

Mrs. Tornatore



Name: _____



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

Name: _____



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 _____

Name: _____



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 = un real / ē / steamer = _____ / ___ /

feather = c d / ___ / steak = _____ / ___ /

peanut = _____ / ___ / meadow = _____ / ___ /

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	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

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

enjoyed (circled) enjoy

bashful _____

destroying _____

jerseys _____

cookies _____

playful _____

payment _____

brownies _____

enjoyable _____

stayed _____

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.

When Contracting: **Take Away:** **is not =**

not **o**

isn't

are	are not aren't	had	had not hadn't	could	could have could've
can	can not can't	has	has not hasn't	should	should have should've
could	could not couldn't	have	have not haven't	would	would have would've
did	did not didn't	is	is not isn't		
does	does not doesn't	was	was not wasn't		
should	should not shouldn't	were	were not weren't		
might	might not mightn't	would	would not wouldn't		
must	must not mustn't				

Special cases: will not = won't let us = let's
do not = don't I am = I'm

Making Contractions (continued)



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

I	is	are	will	would	have/has	had
it	is	are	will	would	have/has	had
he	is	are	will	would	have/has	had
she	is	are	will	would	have/has	had
that	is	are	will	would	have/has	had
they	are	are	will	would	have/has	had
we	are	are	will	would	have/has	had
what	is	are	will	would	have/has	had
where	is	are	will	would	have/has	had
who	is	are	will	would	have/has	had
you	are	are	will	would	have/has	had

Name: _____



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 = _____ + _____

Name: _____



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 <u>would</u> =	_____	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 =	_____	+	_____



Guess Which One

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

there their they're

- 1 _____ going to entertain us with _____
rock band.

- 2 _____ instructor is the best in the school.

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

- 4 Did you know that _____ my best friends?

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



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

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,

Mrs. Tornabene



Name: _____



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 c e _____
embra s e

3 c end _____
s end

4 in c ist _____
in s ist

/j/ - g or j?

1 j entle gentle
g entle

2 sta j e _____
sta g e

3 in j est _____
in g est

4 j inx _____
g inx

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

Name: _____



Guess Which One

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

cell sell peace piece

- 1 You should try to _____ the extra copies of that novel.
- 2 I think you are missing a _____ of your puzzle.
- 3 The president wanted the country to be at _____.
- 4 A hive has a _____ for each drop of honey.
- 5 Can you hand her a _____ of ice for her drink?



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the "Soft Sound of C and G" 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 =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%; text-align: center;">sten</div> <div style="border-bottom: 1px solid black; width: 40%; text-align: center;">cil</div> </div>
cancel =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>
recite =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>
locate =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>

g	
flagpole =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>
giblet =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>
goblin =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>
giant =	<div style="display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div>



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

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 ‘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**.

smdge
c

dodge

patch

judge

witch
c

ledge

edge

stitch

Illustration by [unreadable]

Name: _____



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 = _____

Name: _____



Guess Which One

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

cent sent scent scene seen

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



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

Dear Family:

In 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:

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

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

k~~n~~ e ~~e~~ l

One good way to help your child remember the sounds of these silent letter combinations is by telling them that two of these letter combinations say /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,

Mrs. Tornabene



Name: _____



Do the "New Sound" Activity

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

/ch/

Chris

scheme*

stomach*

technical

orchid

school

chrome

chorus*

chemical

schedule*

echo*

ache*

Chris

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

1 _____

2 _____

Name: _____



Do the "New Sound" Activity

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

phony

graph*

dolphin

Ralph

flagpole

female

atmosphere*

photograph*

telephone

French

confuse

define

geography*

alphabet*

profile

phony

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

1 _____

2 _____

Name: _____



Guess Which One

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

knew new night knight

- 1 Shawn _____ the shirt was wrinkled, but he decided to wear it any way.
- 2 We just won the basketball game and now I have a _____ trophy.
- 3 It was so bright last _____ because of the huge moon.
- 4 She _____ dolphins were smart, but she didn't know they could communicate with whistles.
- 5 The brave _____ saved the princess in the castle.



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Name: _____



Do the "New Sound" Activity

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

/k/

Chris

scheme*

stomach*

technical

orchid

school

chrome

chorus*

chemical

schedule*

echo*

ache*

Chris

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

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

1 _____

2 _____

Name: _____



Do the "New Sound" Activity

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

phony

graph*

dolphin

Ralph

flagpole

female

atmosphere*

photograph*

telephone

French

confuse

define

geography*

alphabet*

profile

phony

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

1

2

Name: _____



Do the "Silent Letters" Activity

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

gh~~o~~st

wrestle

wrench

wrist

ghost

knot

knight

crumb

knuckle

wrong

rhinstone

spaghetti

wrinkle

knives

column



Do the "Silent Letter Category" Activity

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

rh

gh

wr

mb

kn

mn

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,





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

gla cier

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



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 _____
