

Dear Family:

A new school year has launched! This year, I will be using a program called **Fundations® Level 3**. All levels of Fundations provide a systematic and explicit approach to reading and spelling with phonics. In Level 3, emphasis is placed on advanced word structure, spelling, vocabulary, and cursive handwriting. We will combine instruction in these areas with the reading of a wide variety of literature including poetry, narrative, and expository text.

When a child has a **“coach”** in addition to a classroom teacher, the child makes significant academic progress. Let’s be a **“team”** – I will be the teacher, and you the coach. I will be sending you the necessary tools to take on your coaching role. I will keep you informed of what is happening in the classroom and I will also provide you with suggestions and a guide as to what you can be doing at home.

Please read the Fundations letters I send home. Your child will be asked to identify language concepts in words through a process called marking, and these letters will show you how to mark up words. They will also contain updates, program information, and activity ideas. Set aside time to do these activities with your child. Monitor your child’s progress and share any accomplishments and concerns with me.

I look forward to a very successful year as we work together with your child!

Sincerely,

Mrs. Tornabene





You are likely wondering, "What is Foundations®?"

Research indicates that **systematic** and **explicit phonics instruction** is effective for all children. Foundations provides a systematic and explicit approach to reading and spelling with phonics. We will combine this instruction with the **reading of good literature**, which is just as important for your child's development.

Foundations is systematic

because it follows a very definite sequence for teaching and it follows a very definite procedure to teach those concepts.

Foundations is explicit

because this program does not leave room for guessing. It teaches all concepts directly. The children will review letters and how to form these letters. They will learn sounds using keywords to help them remember. They will soon move on to blend the sounds into words.

As the year progresses, Foundations introduces many aspects of word structure and sentence structure. I shall be sending home guides and activities for all of this.

You are also probably wondering, "How can I become a successful "Coach" in this reading program?"

As a "Coach" you can:

- 1.** Read the Foundations letters that I send home. These letters will contain updates, program information, and activity suggestions.
- 2.** Set aside time to do the "home activities" with your child.
- 3.** Monitor your child's progress and share successes as well as concerns with me.

** a foundations parent handbook will be given soon!*

I feel certain that you will find working with your child in Foundations very rewarding. Your child will treasure your involvement!

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
X

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,

Mrs. Tornabene



Name _____



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.
c
- 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_____ |

Name _____



WEEK 1



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 _____

Name _____

UNIT
1

WEEK 2



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 /ô/ Sound" Activity

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

swap

rang

crash

brand

watch

scratch

wasp

strap

squash

plan

mall

swamp

fall

pack

patch

Name _____



WEEK 2



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 _____

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:

ship*ping

shipment

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

Sincerely,

Mrs. Tornabese



Name _____



Do the "Guess Which Suffix" Activity

UNIT
2

WEEK 1

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 base word, 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 = /ĕd/

-ed = /d/

-ed = /t/

Name _____



Guess Which One

UNIT
2

WEEK 1

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 _____

Name _____



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> ed	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

Name _____



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 _____

Name _____



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	_____	

Name _____



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:

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

pine
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:

volume
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,

Mrs. Tornabese



Name: _____



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

sunrise

sun	fuse
ath	lete
con	shine

vam	ball
mis	pire
soft	take



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



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

cōntāct
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

Dear Family:

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

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

safe + ly = safely

reptile + s = reptiles

hope + ful = hopeful

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

rēptiles
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:

inclūde^ed
c v-e

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

Sincerely,

Mrs. Fornabene





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

Name: _____



WEEK 1



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 = _____

Name: _____



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

Name: _____

UNIT
4

WEEK 2



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 _____

Name: _____



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 ^aä 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,

Mrs. Terrabene





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

Name: _____



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

sŭbmit
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 _____ |

Name: _____



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 empty
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 gravity radio
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,

Mrs. Tornabene





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 (¯) and to mark the vowel **y** with the appropriate sound (/ī/ or /ē/).

pōny

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 (¯) 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

Name: _____



WEEK 1



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 a 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/

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____



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.

Name: _____

UNIT
6

WEEK 2



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 _____



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 _____

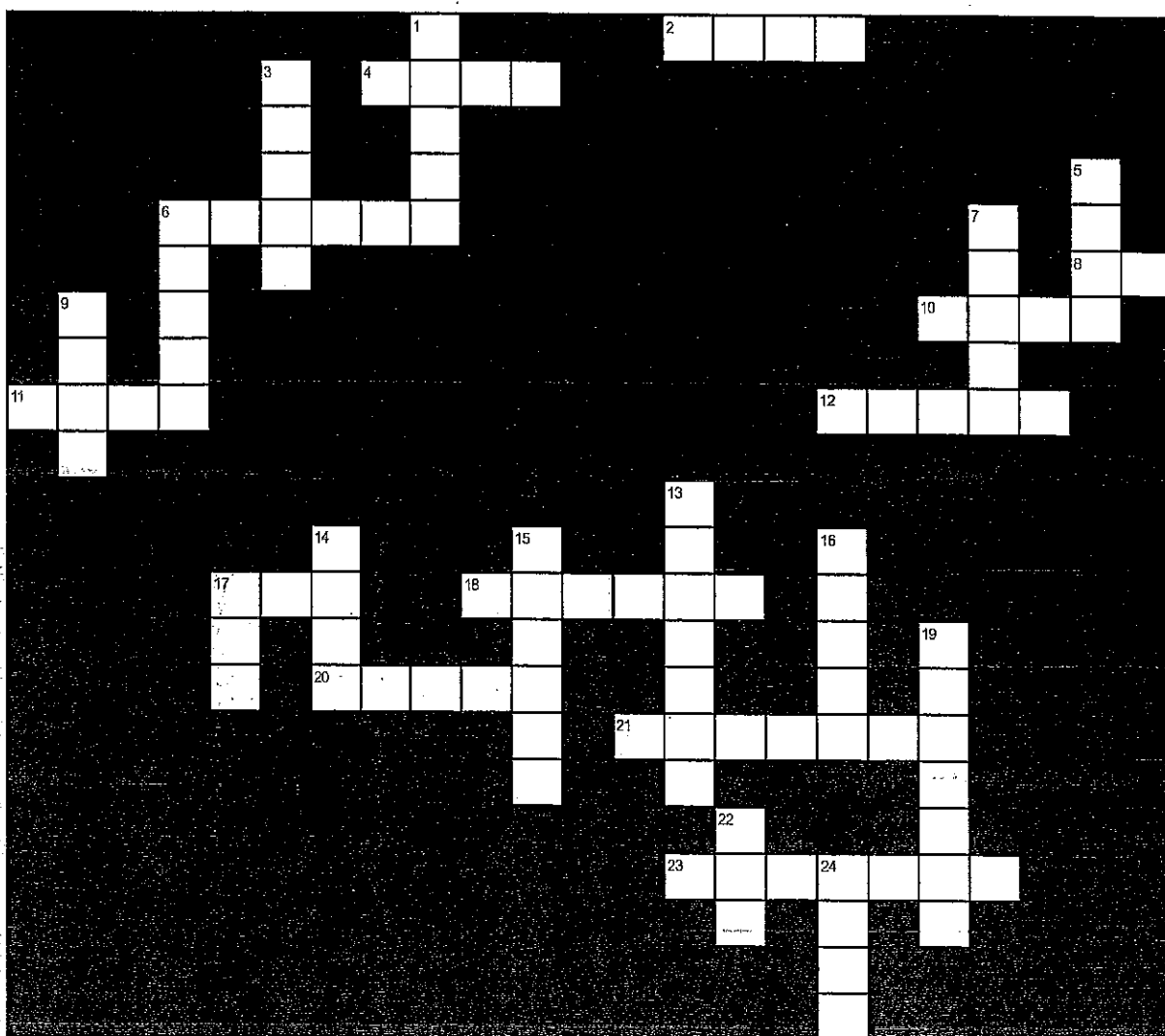
- 2 _____



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,

Mrs. Tornatore





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	junct = join
duct = lead, guide	struct = build
fect = make	min = little
fract = break	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:

^{/ē/}
bāb**y**ish

^{/ē/}
ē**m**pt**i**ness

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,

Mrs. Tornabene



Name: _____



WEEK 1



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: _____

Name: _____

UNIT
7

WEEK 1



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 "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. _____

Name: _____

UNIT
7

WEEK 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.

Name: _____

UNIT
7

WEEK 2



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 _____
