

Dear Family:

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

In Unit 1, we will review **closed syllables**. A **closed syllable** is a word or part of a word that has one vowel "closed in" or followed by one or more consonants. The vowel does not need to have a consonant before it, but it must have at least one consonant after it. Examples include **cup**, **whip**, **last** and **at**. A **closed syllable** makes the vowel short (as in *ă* in apple, *ĕ* in Ed, *ĭ* in itch, *ŏ* in octopus and *ŭ* in up). The vowel is marked by the breve sign (˘). **Closed syllable** words are marked this way:

w h ĭ p
c

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

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

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

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

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

Please work with your child to reinforce the above concepts by using the enclosed activity suggestions. If you have any questions, please write them down and I will get back to you. I truly appreciate your partnership. You will find that working with your child is very rewarding and your child will treasure your involvement. **We are off!**

Sincerely,





Do the "Fill In the Word" Activity

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

trust

plant

slept

twist

swept

- 1 Fran slept in the tent, but Stan did not.
- 2 Can you help me _____ the lid off?
- 3 Mom _____ up the mess.
- 4 The kids did not _____ the big dog.
- 5 We can help Mom _____ the grass seeds.



Do the "Guess CH or TCH" Activity

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

1 swi_____

5 sti_____

2 bun_____

6 _____est

3 pa_____

7 _____op

4 pun_____

8 scra_____



Guess Which One

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

know

no

right

write

- 1 We had to _____ a lot for the math test.
- 2 _____, the dog did not scratch his leg.
- 3 I cannot _____ this test with my _____ hand.
- 4 What is the _____ cost for this jug of milk?
- 5 Jan did not _____ the old man.



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the "Fill In the Word" Activity

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

stamp

gold

drink

cramp

~~blind~~

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



Do the "Find the /ò/ Sound" Activity

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

swap

rang

crash

brand

watch

scratch

wasp

strap

squash

plan

mall

swamp

fall

pack

patch



Guess Which One

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

which

witch

- 1 _____ drink do you want with lunch?
- 2 Will we find a _____ by the damp swamp?
- 3 Do you know _____ chimp is most wild?
- 4 The old _____ had a pet rat.
- 5 _____ dog ran past the champ?



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Dear Family:

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

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

tallest

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

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

shipp*ing

shipment

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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

lele lele

eh eh

hb hb

kf kf

he hf

ke b

he el

el k

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



Cursive Connectives Practice Review Worksheet

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

le le le le

eh eh

hshsh

kfkf

heff

keb

heel

elk

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



Do the “Guess Which Suffix” Activity

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

es s es

clock_____

bench_____

mess_____

ty ly ment

ship_____

strong_____

six_____

ful er y

fast_____

thank_____

grump_____

ive ment able

protect_____

depend_____

amuse_____

ful ness ing

spell_____

kind_____

bash_____

less ish en

quick_____

thank_____

self_____



Do the “Guess Which ED Sound” Activity

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

hunted

pressed

crunched

hosted

banged

chilled

filmed

rented

winked

smelled

stamped

stranded

dressed

blended

stalled

-ed = /ěd/

-ed = /d/

-ed = /t/



Guess Which One

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

son

sun

some

sum

- 1 His _____ is the tallest in the class.
- 2 Do you want _____ chilled milk?
- 3 The _____ helps plants get taller and stronger.
- 4 What is the _____ of that bill?
- 5 _____ bells are ringing!



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the "Divide the 1:1:1 Words" Activity

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

baseword - suffix		baseword - suffix
snipped = <u>snip</u> 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
_____	_____	_____
_____	_____	_____
_____	_____	_____



Guess Which One

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

banned

band

- 1 The golfer was _____ when he crashed the cart.
- 2 Why was she _____ from the class?
- 3 Bill is bashful when he sings with the _____.
- 4 The wild dog was _____ from the park.
- 5 Which _____ has the dullest song?



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Divide the 1:1:1 Words" Activity

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

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



Do the "Guess Which Suffix" Activity

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

able es ive
act _____
send _____
floss _____

s ly ment
bad _____
ship _____
bell _____

ful er y
bash _____
tall _____
junk _____

ly ness ing
glad _____
dunk _____
flat _____



Guess Which One

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

guest

guessed

missed

mist

- 1 I did not know the math sum, but I _____.
- 2 He was running, but he still _____ the bus.
- 3 Will Ted be your _____ at the club?
- 4 The _____ is wet and thick, and I can not tell if there is a ship at the dock.
- 5 Did the _____ know that hunting was banned?



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Dear Family:

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

ping
v-e

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

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

völümē
c v-e

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

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

Sincerely,





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

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pisi pisi

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1. Introduction

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Handwritten signature: *[Illegible]*

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just

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



Cursive Connectives Practice Review Worksheet

UNIT
3

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

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

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

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



Do the “Marking” Activity

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

smōke
v-e

globe*

bone

cōntăct
c c

snake

whip

code*

prize

spot

chimp

inspect*

ill

complex*

confuse

athlete



Sentence Creation

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

1 _____

2 _____



Do the "Connect the Word" Activity

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

sun	cake
com	rise
cup	pare

sun	fuse
ath	lete
con	shine

sunrise

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 _____

Dear Family:

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

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

safe + ly = safely

reptile + s = reptiles

hope + ful = hopeful

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

r e p t i l e s
c v-e

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

confuse + ing = confusing

include + ed = included

brave + est = bravest

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

i n c l u d e d
c v-e

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

Sincerely,





Cursive Connectives Practice Review Worksheet

UNIT
4

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



coco coco

acac

baco

cob

pack

boat

rook

oats

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



Cursive Connectives Practice Review Worksheet

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

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

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

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



Do the "Proofreading Sentences" Activity

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

1 that wild child is quite activ

2 was brad disruptiv in math clas

3 steve gav jim a big handshac

4 the trombone in the shop was expensiv

5 the blak oliv fel off the plat



Do the "Combine the Word and Suffix" Activity

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

time - less = timeless struggle - ed = _____

bake - ing = baking dislike - able = _____

confuse - ing = _____ plate - ful = _____

brave - est = _____ hope - ing = _____

give - ing = _____ late - ly = _____

like - ly = _____ safe - ty = _____



Guess Which One

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

mail

male

- 1 The _____ truck is running late.
- 2 Her best friend is a _____.
- 3 There are six _____ snakes in the tank.
- 4 Mr. Jones will post the _____ on his flash drive to give the class.
- 5 Was that a _____ cat scratching at the gate?



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Find the Suffix" Activity

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

likable

plateful

inflatable

smoky

mistaken

voter

bravest

completely

widely

hiding

ninety

shiny

like

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

List vowel suffixes

List consonant suffixes

_____	_____
_____	_____
_____	_____



Do the "Combine the Word and Suffix" Activity

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

time + less = timeless *exclude + ing = _____

bake + ing = baking complete + ly = _____

*conclude + ed = _____ dispose + able = _____

*like + able = _____ *active + ly = _____

use + ful = _____ pave + ment = _____

compute + er = _____ brave + ly = _____



Sentence Creation

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

1 _____

2 _____



Guess Which One

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

mined

mind

find

fined

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



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Dear Family:

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

s ä l a d
c c

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

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

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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

dgdg dgdg

ququ

qudg

dog

quit

greed

quad

legs

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



Cursive Connectives Practice Review Worksheet

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

dg dg dg dg dg

qu qu qu qu qu

qu dg

dg

quit

greed

quad

legs

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



Do the “Find the Schwa” Activity

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

seldom
c c

nutshell

punish
c c

muffin

wagon

salad

ribbon

gallon

relish

limit

seven

pollen

topic

catfish

cabin

falcon

lesson

exit

mitten

public



Guess Which One

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

weather

whether

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



Sentence Creation

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

- 1 _____

- 2 _____



Do the “Find the Schwa” Activity

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

jăcket
c c

panic

edit

sŭbmĭt
c c

helmet

puppet

velvet

bucket

ticket



Do the “Dictionary Skills” Activity

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

pocket

random

salad

confuse

planet

travel

lemon

packet

volume

contact

absent

method

- | | | |
|---------|---------|----------|
| 1 _____ | 5 _____ | 9 _____ |
| 2 _____ | 6 _____ | 10 _____ |
| 3 _____ | 7 _____ | 11 _____ |
| 4 _____ | 8 _____ | 12 _____ |



Guess Which One

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

father

farther

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



Sentence Creation

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

- 1 _____

- 2 _____

Dear Family:

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

gō
o

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

shy ēmpty
o c o

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

extra grāvity rādiō
c c o o o

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

Sincerely,





Cursive Connectives Practice Review Worksheet

UNIT
6

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



memo memo



nana



vay



ying



move



vandal



yam

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



Cursive Connectives Practice Review Worksheet

UNIT
6

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

Handwriting practice lines for cursive connectives. Each line set includes a solid top line, a dashed middle line, and a solid bottom line, with small owl icons at the ends. The words are written in cursive script.

Line 1: *me me me*

Line 2: *na na*

Line 3: *way*

Line 4: *ying*

Line 5: *nan*

Line 6: *more*

Line 7: *vandal*

Line 8: *yam*

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



Do the “Marking” Activity

Have your child read the words and underline and mark the open syllables (if there is more than one syllable, be sure to mark both). Be sure to mark long vowels with a macron (ˉ) and to mark the vowel **y** with the appropriate sound (/ī/ or /ē/).

pōny^{/ē/}

flu

penny

sky

be

so



Do the “Marking” Activity

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

hide
v-e

silly

basic

depend
o c

melt

shelf

remind

by

tulip

sly

locate

swim

program

fill

navy



Guess Which One

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

hi

high

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



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Open Syllable Exception" Activity

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

ə 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/

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Do the “Fill in the Word” Activity

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

yoga	adapt	adopt
scuba	alone	awoke
medium	champion	radio

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



Guess Which One

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

bye

buy

by

- 1 Sandra told us _____ as she quickly ran
_____ the store.
- 2 Use that empty basket which is _____ the pantry.
- 3 Daddy will _____ a puppy for the kids.
- 4 The boss said _____ before he left the store for home.
- 5 Can you _____ a kitten as a gift for my children?



Sentence Creation

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

- 1 _____

- 2 _____



Do the “Open Syllable Exception” Activity

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

minimum = min ^əi mum apricot = _____

president = _____ indicate = _____

candidate = _____ cabinet = _____

difficult = _____ substitute = _____



Do the “Find the Open Syllable Exceptions” Activity

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

1 Rosa is a cā^əndidā^ə for class prē^əsident^ə.

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

3 That cabinet is a mess!

4 Edna plans to develop her ability in basketball.

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

6 Eva located the missing animals.

7 The dentist must drill my cavity.

8 Tammy likes to add alfalfa to her salad.

**Guess Which One**

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

oh

owe

- 1 _____ no!
- 2 Jim will have to _____ a lot of cash for that piano.
- 3 We do not _____ our trust to the candidate.
- 4 _____, what an amusing animal!
- 5 I will _____ him a favor if he helps me with this problem.

**Sentence Creation**

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

- 1 _____

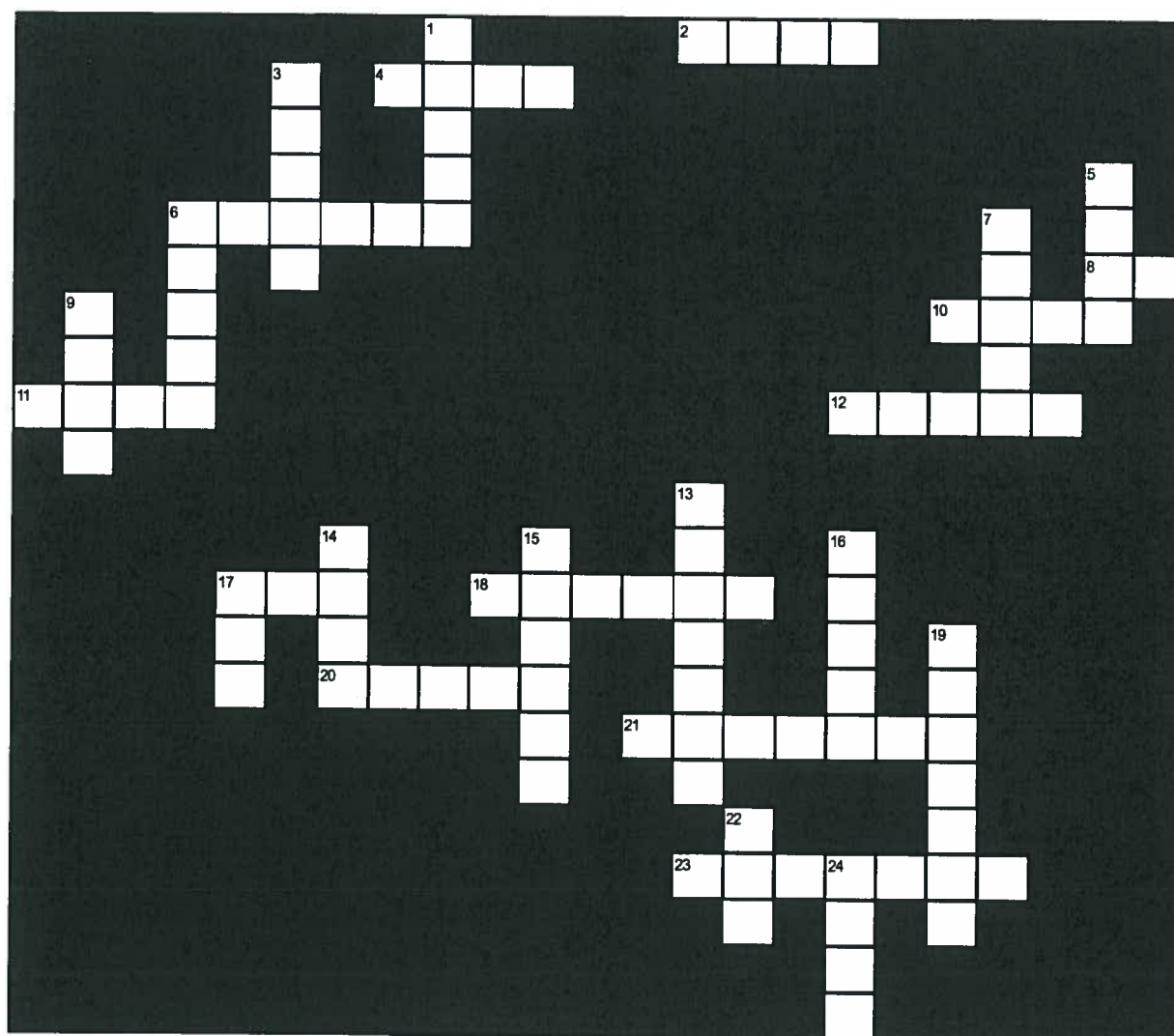
- 2 _____



Sound Alikes Review Units 1-5

Word Box

know	some	missed	mind	father
no	sum	mist	mined	farther
which	banned	plain	fined	weather
witch	band	plane	find	whether
son	guest	mail		
sun	guessed	male		



**Sound Alikes Review Units 1-5 (continued)****Across**

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

Down

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

Dear Family:

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

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

Example: unkind un = prefix added to kind

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

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

Closed Syllable Prefixes:

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

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

Open Syllable Prefixes:

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

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

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

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

Example: predict dict = root

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

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

Example: nonstop (non + stop)

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

Example: construct (con + struct)

Thank you for your support at home.

Sincerely,





Do the “Find the Prefix” Activity

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

un-

mis-

re-

dis-

sub-

non-

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



Do the "Complete the Sentence" Activity

Prefix / Meaning

re = again

in, im = not

dis = not, opposite of

pre = before

un = not, opposite of

mis = wrongly, bad

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

- 1 We should _____ **use** that plastic bottle instead of throwing it away.
- 2 James forgot to _____ **plug** the broken desk lamp.
- 3 Please _____ **zip** your backpack so we can find your math homework.
- 4 Timothy will wipe and _____ **infect** the counter after making our lunch.
- 5 Be careful not to _____ **spell** any words on your paper.
- 6 My brother, Winston, is attending _____ **school** this year.
- 7 This new metal cabinet is _____ **destructible**.
- 8 I need to _____ **write** this letter before I send it to my friend.
- 9 Janet tripped on the _____ **even** rug in her bedroom.
- 10 I _____ **trust** people who do not tell the truth.



Do the “Find the Root” Activity

Common Roots

dict = speak

duct = lead, guide

fect = make

fract = break

junct = join

struct = build

min = little

spec = see, look

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

predict

bedtime

amazing

travel

dictate

splashed

conduct

inspect

twitch

pitches

wisest

junction

construct

instruct

infects

reptiles

sliding

minimal

fraction

scrubbed

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

1

2

3



Do the “Match Roots” Activity

Match the roots with their meaning.

Root

fract

tract

ject

duct

scrib

Meaning

throw

break

drag

write

lead, guide



Do the “Match Roots” Activity

Match the roots with their meaning.

Root

junct

min

struct

spec

dict

Meaning

small

speak

see, look

build

join



Do the “Read, Mark, and Write a Sentence” Activity

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

Prefix / Meaning

con – with or together

dis – not, opposite of

pre – before

re – again

un – not, opposite of

Common Root / Meaning

dict – speak

duct – lead, guide

struct – build

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

2 pre + dict = _____ - _____

3 con + struct = _____ - _____

4 un + safe = _____ - _____

5 dis + like = _____ - _____

6 con + duct = _____ - _____

Dear Family:

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

bāb**y**ish

ēmp**t**iness

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

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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



xoxo xoxo

zeze

zux

zeze

zip

xarri

extra

lazy

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



Cursive Connectives Practice Review Worksheet

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

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

- Line 1: *no no no no*
- Line 2: *ne ne*
- Line 3: *ni ni*
- Line 4: *ne ne*
- Line 5: *ni ni*
- Line 6: *ne ne*
- Line 7: *ni ni*
- Line 8: *na na*
- Line 9: *extra*
- Line 10: *lazy*

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



Do the "Divide the Words" Activity

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

	baseword - suffix		baseword - suffix
emptied	= <u>empty</u> + <u>ed</u>	crying	= <u>cry</u> + <u>ing</u>
dried	= _____ + _____	silliness	= _____ + _____
babyish	= _____ + _____	fried	= _____ + _____
coziness	= _____ + _____	plentiful	= _____ + _____

empty /ē/

cry /ī/



Sentence Creation

Select two words and write a sentence below.

1 _____

2 _____



Do the "Combine the Word and Suffix" Activity

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

copy + er = copier

plenty + ful = _____

smelly + er = _____

baby + ing = _____

lucky + er = _____

sloppy + ness = _____

copy + ing = _____

fry + ed = _____



Do the "Find the Correct Spelling" Activity

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

frostiest

frostyest

married

marryed

studiing

studying

sloppyness

sloppiness

Sentence: _____



Guess Which One

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

flour

flower

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



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Plurals" Activity

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

puppys	puppies
frys	fries
babies	babys
candies	candys



Do the "Multiple Suffixes" Activity

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

chill + y + est = chilliest sun + y + est = _____

luck + y + er = _____ stick + y + er = _____

fluff + y + er = _____ stick + y + est = _____

Select a word and write a sentence.



Guess Which One

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

thrown

throne

- 1 It is the duty of the king to sit on the _____.
- 2 She had _____ the extra candies in her pocket.
- 3 The messiest dress was _____ in the trash.
- 4 The grand hall was empty until the golden _____ was put there.
- 5 James had _____ the spelling test in his bag when he tidied up his desk.



Sentence Creation

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

- 1 _____

- 2 _____

Dear Family:

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

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

simple
c -le

table
o -le

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

castle
c -le

whistle
c -le

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

label
o c

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

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

mansion

Sincerely,





Cursive Connectives Practice Review Worksheet

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

Coco Coco

Gaga

Elm Court

Austria

Gibraltar

Gama

Edward

California

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



Cursive Connectives Practice Review Worksheet

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

Coco Coco

Gaga

Elm Court

Austria

Gibraltar

Gama

Edward

California

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



Do the “Syllable Division and Marking” Activity

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

bugle = bū gl̄
 o -le

candle = _____

sample = _____

able = _____

puzzle = _____

staple = _____

cable = _____

bottle = _____



Do the “Fill in the Word” Activity

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

- 1 The kids can handle that simple _____.
- 2 Tom will play the _____ in the band.
- 3 Are you _____ to go to the game?
- 4 Do not disrupt the baby with the _____.
- 5 Try a _____ of my chicken salad!



Guess Which One

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

principal

principle

- 1 The _____ grinned when the kids did well.
- 2 What is the strongest _____ in your life?
- 3 She is the _____ for all the grades in this school.
- 4 My life _____ is to try to be a little happier every year.
- 5 I am confident that the _____ has worked at her job for ten years.



Sentence Creation

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

- 1 _____

- 2 _____



Do the “Syllable Division and Marking” Activity

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

bugle
~~le~~

gobble

fumble

castle

tickle

bundle

staple

tumble

maple

razzle

whistle

scramble

tattle

pickle

hustle



Sentence Creation

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

1

2



Do the "Connect the Word" Activity

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

ta	zle
rid	ble
driz	dle

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 _____



Do the "Combine the Word and Suffix" Activity

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

settle - ment = settlement sprinkle - er = _____

fumble - ing = fumbling freckle - s = _____

giggle - s = _____ little - est = _____

sizzle - er = _____ crumble - ing = _____

tickle - ing = _____ cuddle - ed = _____

wiggle - ed = _____ pebble - s = _____



Do the "Proofreading Sentences" Activity

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

1 Chad grumbls when He has to do his chors

2 the littlst child is the last in the lunch lin

3 i am sic of this drizzleing cold fog?



Guess Which One

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

week

weak

meet

meat

- 1 Do you have a lot of plans for next _____?
- 2 The _____ man was crumbling from the weight of the boxes.
- 3 These ladies at table seven want salad because they do not like _____.
- 4 We will _____ at his home every _____ to do the puzzles.
- 5 This small, _____ runt puppy likes to snuggle.



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Dear Family:

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

bark
r

The vowel is circled with the letter **r** to emphasize that the two letters form the sound together. The **r-controlled syllable** can be combined with other syllables to make multisyllabic words. Therefore, we will not only review how to read and spell r-controlled syllables in isolation, but also combined with other syllable types and marked like this:

expert
c r

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

doctor
c r

warm
r

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

carry
/ē/
o

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

stir + ing = stirring
r

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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

Roro Roro

Portugal

Lisbon

Brad

Fatima

Tortuga

Romania

Port Larven

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



Cursive Connectives Practice Review Worksheet

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

Roro Roro

Portugal

Lisbon

Brad

Fatima

Fortuga

Romania

Port Lavem

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



Do the “Syllable Division and Marking” Activity

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

lăntern
c r

thirty

cursive

perhaps

turnip

enter

purple

birthmark

sturdy

concern

surpass

thirsty



Do the “Sounds of /ər/” Activity

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

er

ir

ur



Do the “Find the RR Exception” Activity

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



thirty

return

army

cherry

carrot

sorry

perfect

tardy

forbid*

inform*

dirty

spark*

terrible

harsh*



Sentence Creation

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

1

2



Guess Which One

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

heard

herd

- 1 Have you _____ about the amazing shortstop and his slide at home plate?
- 2 In the church backyard there is a _____ of barnyard animals.
- 3 You can find a _____ of zebra in Africa.
- 4 I just _____ a chirp from that parrot!
- 5 The girl _____ the whistle as the ship docked.



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Syllable Division and Marking" Activity

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

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 = dollar instruct = _____

soft er = softer spid = _____

janit = _____ quick = _____

calend = _____ invent = _____



Guess Which One

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

berry

bury

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



Sentence Creation

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

- 1 _____

- 2 _____



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

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

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



Do the "Fill In the Word" Activity

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

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



Do the “W Effect” Activity

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

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

wa

war

wor



Guess Which One

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

warn

worn

- 1 Did you _____ Ben about the quick temper of the boss?
- 2 You have _____ that shirt with the collar before.
- 3 Walter did not _____ Sammy about the sharp left turn.
- 4 I told my sister that her dress was a bit old and _____.
- 5 I wanted to _____ Barry that the film was terrible, but I did not have time.



Sentence Creation

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

- 1 _____

- 2 _____

Dear Family:

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

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

bait
d

Your child will learn the following new vowel teams:

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

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

/ē/
ea - bread - /ē/

/ī/
igh - light - /ī/

/ū/
oo - book - /ū/

/ü/
ui - suit - /ü/

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

play + ed = played
d

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

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

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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

Nona Nona

Denmark

Holland

Kingston

Mama

Warsaw

Morocco

Nigel

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



Cursive Connectives Practice Review Worksheet

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

Nona Nona

Denmark

Holland

Kingston

Mama

Warsaw

Morocco

Nigel

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



Do the “Double Vowel Teams” Activity

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

crayon

daily

flavor

space

vein

explain

great

decade

train

maybe

bear

birthday

rainfall

subway

sleigh

mermaid

weigh

airplane

tear

neighbor

a	a-e	ai	ay	eigh	ei	ea



Guess Which One

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

sale

sail

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



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Double Vowel Teams" Activity

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

increase

sheet

silly

relief

flea

ceiling

chimney

indeed

remind

baby

Pete

reason

e	y	e-e	ee	ea	ey	ei	ie



Do the "Divide the Double Vowel Team Words" Activity

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

unreal = ūn real / ē / steamer = _____ / ____ /

feather = c d / ____ / steak = _____ / ____ /

peanut = _____ / ____ / meadow = _____ / ____ /

break = _____ / ____ / leather = _____ / ____ /

heaven = _____ / ____ / eagle = _____ / ____ /



Guess Which One

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

led

lead

break

brake

- 1 The tow truck came when my car did not _____ and I drove into the wall.
- 2 I hear so much giggling in the school hall that a class must be taking a _____.
- 3 Be careful or you will _____ that vase!
- 4 My dad _____ the last team to the championship.
- 5 The elevator is made of a metal stronger than _____.



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the "Double Vowel Sounds" Activity

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

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

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



Do the "Adding Suffixes" Activity

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

enjoyed enjoy

bashful _____

destroying _____

jerseys _____

cookies _____

playful _____

payment _____

brownies _____

enjoyable _____

stayed _____



Do the "D Syllable Exception" Activity

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

create = crē āte
o v-e
~~d~~

react = rē āct
o c
~~d~~

quiet = _____

ruin = _____

violin = _____

Iowa = _____

video = _____

museum = _____

poem = _____

rodeo = _____



Guess Which One

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

pail

pale

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



Sentence Creation

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

- 1 _____

- 2 _____

Dear Family:

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

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

can not = can't

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

can't = can not

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

Finally, I will teach students some special contractions:

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

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

Once again, thank you for your help at home.

Sincerely,





Cursive Connectives Practice Review Worksheet

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

Yoyo Yoyo

Zambia

Uruguay

Joey

Upton

Vietnam

Victor

Yemen

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



Cursive Connectives Practice Review Worksheet

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

Yoyo Yoyo

hambia

Uruguay

hoey

Upton

Vietnam

Victor

Yemen

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



Making Contractions

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

When Contracting:

not

Take Away:

o

is not =



isn't

	not no't		not no't		have ha've
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
do not = don't

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



Making Contractions (continued)

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

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



Do the "Making Contractions" Activity

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

is ~~not~~ = _____ isn't have not = _____

that is = _____ do not = _____

were not = _____ who is = _____

she is = _____ we would = _____

you are = _____ should not = _____



Do the "Making Words" Activity

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

isn't = is + not haven't = _____ + _____

there's = _____ + _____ it's = _____ + _____

weren't = _____ + _____ what's = _____ + _____

couldn't = _____ + _____ he's = _____ + _____

I'm = _____ + _____ don't = _____ + _____



Guess Which One

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

it's	its
------	-----

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



Sentence Creation

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

- 1 _____

- 2 _____



Do the “Fill in the Contraction” Activity

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

- 1 _____ in the pot on the stove? (what is)
- 2 Jake _____ go to the game if _____
sick. (should not) (he is)
- 3 I _____ do the hardest problem. (did not)
- 4 Mom _____ go to the play with me. (cannot)
- 5 _____ the strongest player on the team? (who is)
- 6 _____ be happier when it stops raining. (I will)
- 7 _____ winning the game right now. (They are)
- 8 _____ had very bad luck today! (I have)
- 9 Maria _____ want to go to that party. (does not)
- 10 They _____ let us swim in the pool. (will not)



Guess Which One

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

there

their

they're

- 1 _____ going to entertain us with _____
rock band.
- 2 _____ instructor is the best in the school.
- 3 I think the worker put the thinnest metal rod _____
by the pile of bricks.
- 4 Did you know that _____ my best friends?
- 5 The smallest group is studying way over _____ at
the back of the class.



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____



Do the "Making Contractions" Activity

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

I would = _____ I'd _____ they have = _____

we are = _____ let us = _____

you would = _____ should have = _____

he will = _____ I am = _____

that is = _____ I will = _____



Do the "Making Words" Activity

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

I(d) = _____ I + would she'll = _____ + _____

we've = _____ + _____ let's = _____ + _____

I'm = _____ + _____ you're = _____ + _____

who'd = _____ + _____ we'd = _____ + _____

doesn't = _____ + _____ mustn't = _____ + _____



Sound Alikes Review Units 6-10 (continued)

Across

1. There is a rooster standing _____ the barn.
4. The Wilson family goes to the beach for one _____ in June.
5. Those tickets will go on _____ next Saturday.
6. Will you _____ some brownie mix for me when you go to the shop?
7. Pete, you look a bit _____! Are you sick?
9. That small dog is too _____ to run any farther.
11. I waved and said _____ to my neighbor.
13. Grammy filled the _____ with shells when she went to the beach.
15. The team had to stop playing when the ball was _____ under the deck.
19. That red _____ is not safe to eat!
20. The _____ of the school is only strict if you break the rules.
21. _____ no! I forgot my lunch!
22. If you drop that glass it will _____!
23. The older boys _____ the little boys to the best spot to sled.
24. The _____ of the cat is so great she cannot move.
26. We had to _____ in line for a long time to get the tickets.
27. Do you know _____ I can find a good meal?
30. I think that this kind of metal is _____.
31. If you could _____ any athlete, who would you choose?

Down

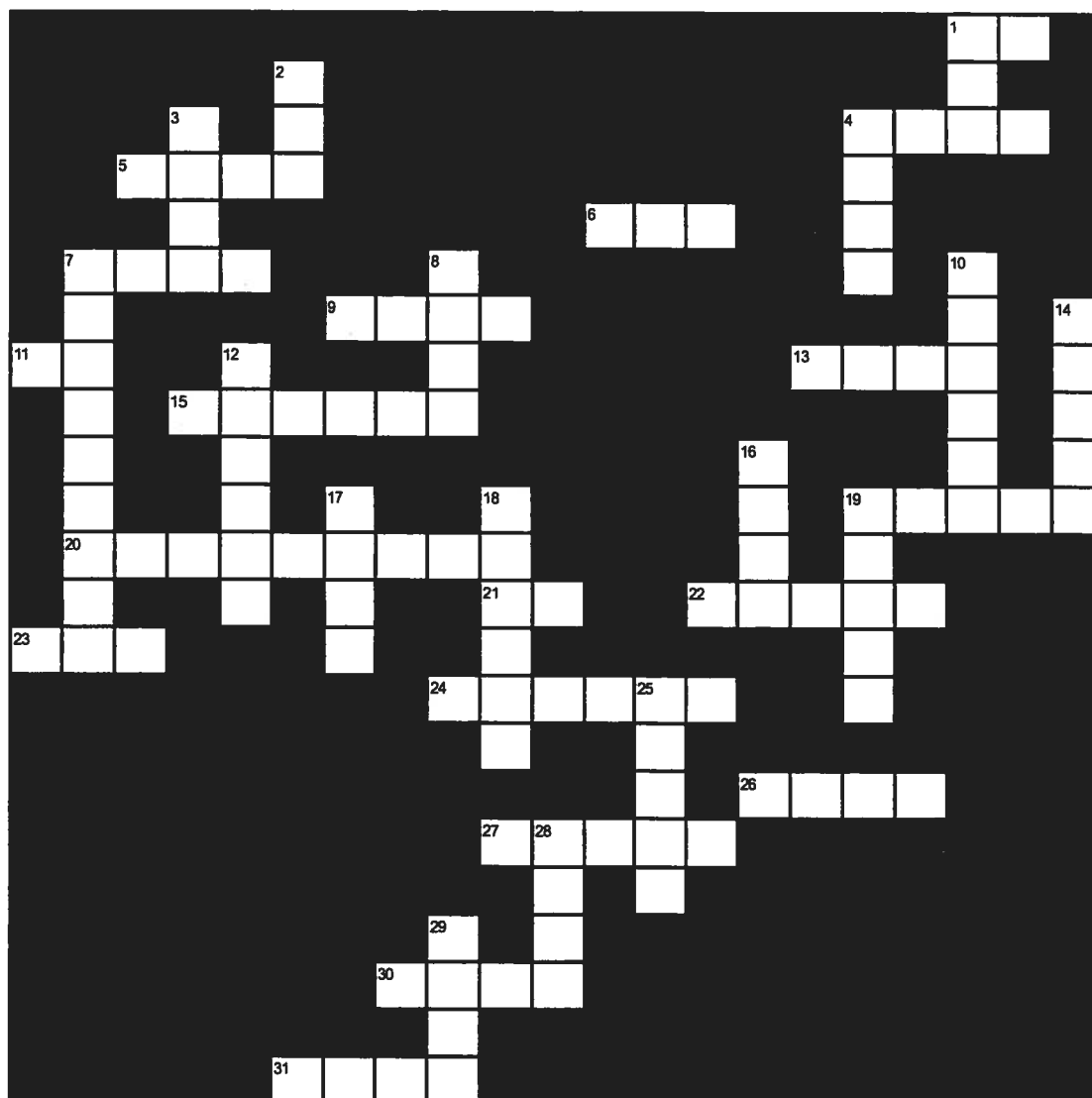
1. Frank did yell _____ to his mom as she left on the train.
2. Do I _____ him some cash from the bill?
3. The boat has a tall white _____ so it can move in the wind.
4. That sweater is a bit _____ and old.
7. It is my _____ to treat animals with respect.
8. Did Dad _____ the kids not to play in the street?
10. I use white _____ when I bake a cake.
12. The king of Spain sits on a golden _____.
14. The boy will _____ the secret map in the woods for his friends.
16. Jenny is planning to _____ her best dress to the wedding.
17. I was up so _____ in the castle that I did not want to look down.
18. A rose is a popular _____ to send as a gift.
19. I hope the _____ is working well on this bumper car!
25. Beth _____ the bell ring and left the school.
28. There is a big _____ of cattle at the ranch.
29. Chicken is the only _____ I like to eat.



Sound Alikes Review Units 6-10

Word Box

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



Dear Family:

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

/s/
cinch
c

/j/
gentle
c -le

/s/
fence
c

/j/
lunge
c

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

fudge
c

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

/s/
e
advanced
c c

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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

Lugu Lugu

Xema

Lueem Paola

Xai Xai

Zatar

Xander

Zaamaag

Xi Am

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



Cursive Connectives Practice Review Worksheet

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Lugu Lugu

Kema

Lueem Paola

Kai Kai

Latar

Kander

Laamaag

Ki On

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



Do the “Soft Sound of C and G” Activity

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

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

g		
flagpole =		
giblet =		
goblin =		
giant =		



Do the “Making Sentences” Activity

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

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

1

2

3



Do the "Spelling Options" Activity

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

/s/ - c or s?	
1	pri _c_ e <u>price</u> pri _s_ e
2	embra _e_ _____ embra _e_
3	_ _ _end _____ _ _ _end
4	in _ _ _ist _____ in _ _ _ist

/j/ - g or j?	
1	_g_ entle <u>gentle</u> _j_ entle
2	sta _ _ _e _____ sta _ _ _e
3	in _ _ _est _____ in _ _ _est
4	_ _ _inx _____ _ _ _inx

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

pencil or pensil

replase or replace

fansy or fancy

spisy or spicy

sipping or cipping

cincere or sincere

persent or percent

settle or cettle



Guess Which One

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

cell

sell

peace

piece

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



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the “Soft Sound of C and G Marking” Activity

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

prince
c

fence

hinge

plunge
c

page

slice

dance

since

lace



Do the “Trigraph DGE” Activity

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

smudge
c

dodge

patch

judge

witch
c

ledge

edge

stitch



Do the “Silent E” Activity

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

glance + s = glances glance + ing = glancing

fence + s = _____ fence + ed = _____

judge + s = _____ judge + ing = _____

advance + s = _____ advance + ing = _____

nice + er = _____ nice + est = _____

nice + ly = _____ replace + ing = _____

dance + er = _____ nice + est = _____

smudge + ing = _____ price + ing = _____

place + ment = _____ prance + ed = _____

huge + ly = _____ balance + ed = _____



Guess Which One

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

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

~~k~~neel

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

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

Sincerely,





Cursive Connectives Practice Review Worksheet

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

Sosa Sosa

Janet

Istanbul

South America

Japan

Italy

Sarah

Jordan

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



Cursive Connectives Practice Review Worksheet

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

soa soa

amel

Istanbul

South America

Japan

Italy

Sarah

Jordan

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



Do the "New Sound" Activity

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

/k/

Chris

scheme*

stomach*

technical

orchid

school

chrome

chorus*

chemical

schedule*

echo*

ache*

Chris

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

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

1 _____

2 _____



Do the "New Sound" Activity

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

phony

graph*

dolphin

Ralph

flagpole

female

atmosphere*

photograph*

telephone

French

confuse

define

geography*

alphabet*

profile

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

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

1 _____

2 _____



Guess Which One

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

knew

new

night

knight

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



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the "Silent Letters" Activity

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

ghost

wrestle

wrench

wrist

ghost

knot

knight

crumb

knuckle

wrong

rhinstone

spaghetti

wrinkle

knives

column



Do the "Silent Letter Category" Activity

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

rh

gh

wr

mb

kn

mn



Guess Which One

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

knows

nose

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



Sentence Creation

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

- 1 _____

- 2 _____

Dear Family:

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

ture - capture - /chər/

tu - spatula - /chü/

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

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

ti - patient - /sh/

ci - glacier - /sh/

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

special

musician

patient

martial

Sincerely,





Cursive Connectives Practice Review Worksheet

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

 Sri Lanka Sri Lanka

 New Zealand

 South Africa

 Bolivia

 United Kingdom

 East Timor

 Puerto Rico

 Christmas Island

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



Cursive Connectives Practice Review Worksheet

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

Sri Lanka Sri Lanka

New Zealand

South Africa

Bolivia

United Kingdom

East Timor

Puerto Rico

Christmas Island

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



Do the "Guess Which Ending" Activity

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

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

tu	ture
ac_____al	
mois_____	
taran_____la	

tu	ture
mix_____	
congra_____late	
na_____	

tu	ture
crea_____	
Por_____gal	
tempera_____	



Do the "TURE or TU" Activity

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

ture

tu
punctuate



Guess Which One

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

stationary

stationery

- 1 Jim hopes his new position in the company will allow him to travel less and be more _____.
- 2 The letter you sent was on such bright _____!
- 3 Can you pick up some _____ when you go to the store to buy envelopes?
- 4 We will have to choose a _____ location for the table; it is too big to move again.
- 5 The _____ Sandra wanted for her party invitations was sold out.



Sentence Creation

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

- 1 _____

- 2 _____



Guess Which One

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

eight

ate

- 1 On my adventure to Portugal, I _____ lots of new food.
- 2 There are only _____ weeks left of school.
- 3 He _____ the cake mixture before it could go into the oven.
- 4 My dog just had _____ puppies, and they eat so much!
- 5 In the game show, the contestants have _____ minutes to make a decision.



Sentence Creation

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

- 1 _____

- 2 _____



Do the "Complete the Word" Activity

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

tious	tial
tious	tient
tial	

eier	cious
cial	cian
cian	

cau tious

nutri _____

pa _____

presiden _____

mar _____

gla cier

electri _____

so _____

musi _____

spa _____



Do the "Marking CI and TI" Activity

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

/sh/
cautious



Guess Which One

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

straight

strait

side

sighed

- 1 Will the route be _____ or will it have many twists and turns?
- 2 I would rather sit on the long _____ of the table.
- 3 Paula _____ sadly after finding out that her plane was canceled.
- 4 The _____ of Gibraltar separates the countries of Spain and Morocco.
- 5 Which _____ are you on in the debate?



Sentence Creation

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

- 1 _____

- 2 _____

- 3 _____

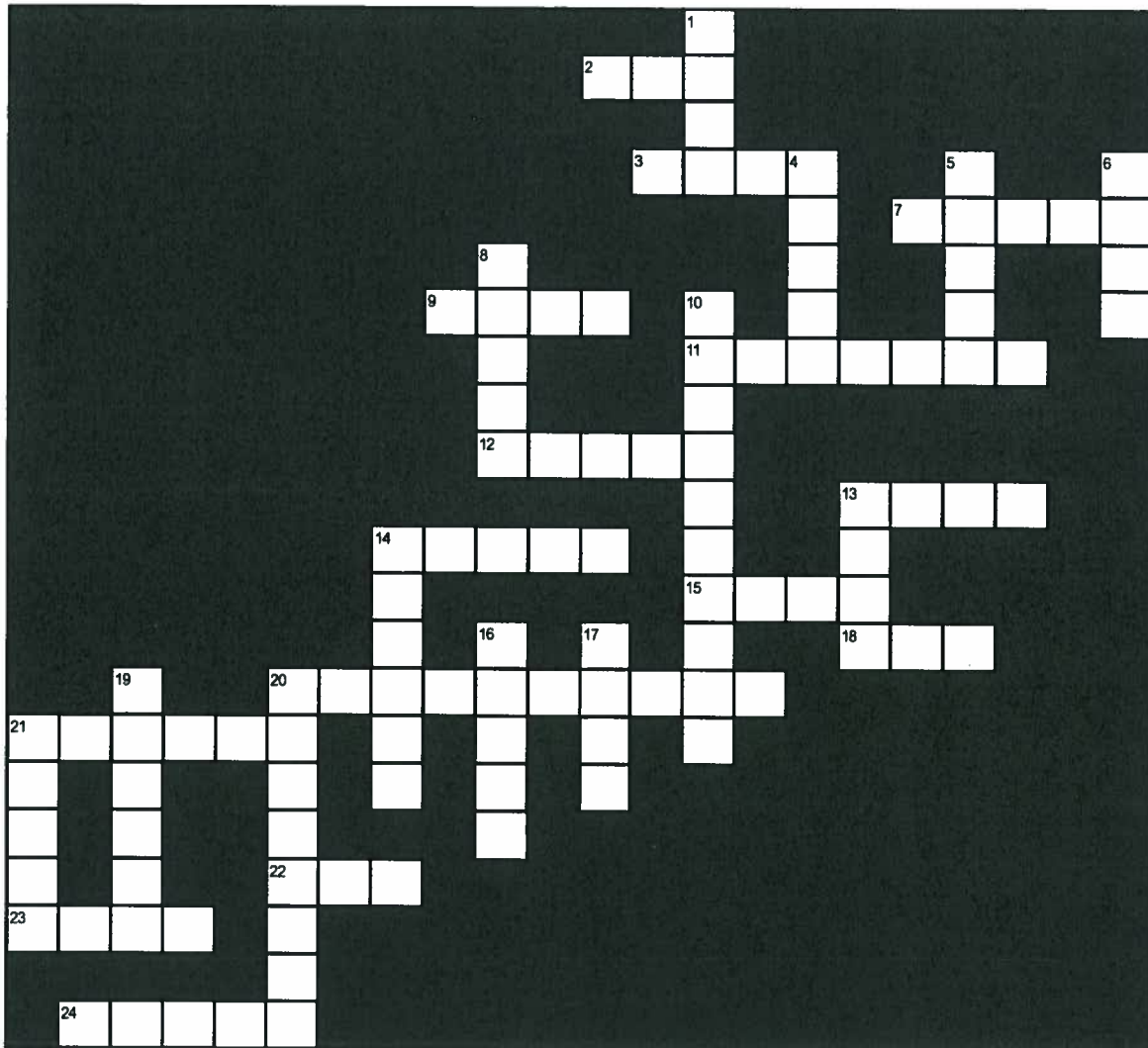
- 4 _____



Sound Alikes Review Units 11-14

Word Box

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





Sound Alikes Review Units 11-14 (continued)

Across

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

Down

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