Dear Family:

Fundations 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:

\[ \text{bark} \]

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:

\[ \text{expert} \]

In the second week, students will learn that at the end of a multisyllabic word /ar/ can be spelled with **er, ar, 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**:

\[ \text{doctor warm} \]

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:

\[ \text{carry} \]

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:

\[ \text{stir + ing = stirring} \]

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

Sincerely,

The 3rd Grade Teachers
**Skill Words:**
The skill words below may not be the tested words. These words reflect the skills/patterns taught in this unit. Our focus is on learning word patterns, not memorizing specific words.

**Sound Alike Words:**
Your child should be able to read and spell **sound alike words** from memory in order to match spelling with meaning.

**Trick Words:**
Your child should be able to read and spell **trick words** from memory. Trick words do not follow usual spelling patterns, they are "tricky" and need to be memorized.

<table>
<thead>
<tr>
<th>Week 1: Skill Words:</th>
<th>Week 2: Skill Words:</th>
<th>Week 3: Skill Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>thunder</td>
<td>popular</td>
<td>thirsty</td>
</tr>
<tr>
<td>hurrying</td>
<td>flavor</td>
<td>stir</td>
</tr>
<tr>
<td>sturdy</td>
<td>conductor</td>
<td>swarm</td>
</tr>
<tr>
<td>park</td>
<td>instructor</td>
<td>warmth</td>
</tr>
<tr>
<td>worry</td>
<td>chapter</td>
<td>award</td>
</tr>
<tr>
<td>carry</td>
<td>doctor</td>
<td>starry</td>
</tr>
<tr>
<td>nerve</td>
<td>vinegar</td>
<td>worldly</td>
</tr>
<tr>
<td>shortcut</td>
<td>spider</td>
<td>thinner</td>
</tr>
<tr>
<td>perfume</td>
<td>shopper</td>
<td>worthwhile</td>
</tr>
<tr>
<td>cursive</td>
<td>softer</td>
<td>backward</td>
</tr>
</tbody>
</table>

**Sound Alike Words:**
heard/herd

<table>
<thead>
<tr>
<th>Sound Alike Words:</th>
<th>Trick Words:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>berry/bury</td>
<td>water</td>
<td>Jacob is an expert with numbers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barry will hurry to get to the surprise party.</td>
</tr>
</tbody>
</table>

**Sentence:**
Be careful of that swarm of ants.
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
Romanta
Port Laren

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.

Rowe Rowe

Portugal

Lisbon

Brad

Fatima

Portugua

Romania

Port Lawn

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.

- lantern: c r
- thirty
- cursive
- perhaps
- turnip
- enter
- purple
- birthmark
- sturdy
- concern
- surpass
- thirsty

Do the "Sounds of /ør/" Activity

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

<table>
<thead>
<tr>
<th>er</th>
<th>ir</th>
<th>ur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

- carry
- 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  \hspace{1cm}  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.

- lantern
  - c
  - r
- number
- turtle
- survive
- return
- surprise
- burlap
- temper
- thunder
- circular
- sunburn
- ruler

Do the “/ar/ Spelling Option” Activity

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

<table>
<thead>
<tr>
<th>word</th>
<th>1 syllable: closed or r-controlled</th>
<th>1 vowel</th>
<th>1 consonant after the vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>stir</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>star</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>warm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Do the “Fill In the Word” Activity**

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

1. Mark is **stir** + **ing** the cake batter. **stirring**

2. The ____ + **y** dog barked when the cat came in his territory. _______

3. The film will be ____ + **ing** the most popular actor. _______

4. The city just ____ + **ed** that long drive. _______
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.

<table>
<thead>
<tr>
<th>wabble</th>
<th>word</th>
<th>worth</th>
<th>waddle</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>wart</td>
<td>swat</td>
<td>watch</td>
<td>warmth</td>
<td>waffle</td>
</tr>
<tr>
<td>swap</td>
<td>worst</td>
<td>swarm</td>
<td>warp</td>
<td>worm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wa</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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. 
3. 
4. 
5. 
6. 
7. 
8.