

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:

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,

The 3rd Grade Teachers



Fundamentals Grade 3

UNIT 9

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.

Week 1:

Skill Words:

thunder
hurrying
sturdy
park
worry
carry
nerve
shortcut
perfume
cursive

Sound Alike Words:

heard/herd

Trick Words:

Mrs.

Sentence:

Jacob is an expert with numbers.

Week 2:

Skill Words:

popular
flavor
conductor
instructor
chapter
doctor
vinegar
spider
shopper
softer

Sound Alike Words:

berry/bury

Trick Words:

water

Sentence:

Barry will hurry to get to the surprise party.

Week 3:

Skill Words:

thirsty
stir
swarm
warmth
award
starry
worldly
thinner
worthwhile
backward

Sound Alike Words:

warn/worn

Trick Words:

young

Sentence:

Be careful of that swarm of ants.

Name: _____

Date: _____

UNIT

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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 Laven

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

Name: _____

Date: _____

UNIT

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Roro Roro

Portugal

Lisbon

Brad

Fatima

Fortuga

Romania

Port Laven

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

Name: _____

Date: _____



WEEK 1



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 o

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

Rev.

Name: _____

Date: _____

UNIT
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WEEK 1

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.

lantern
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 _____
