

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:

tall**est**

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

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

ship***ping**

ship**ment**

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

Sincerely,

The 3rd Grade Teachers



Foundations Grade 3

UNIT 2

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:

blocks
dented
stashes
filmed
punching
pressed
mixer
thankless
oldest
bunted

Sound Alike Words:

son/sun some/sum

Trick Words:

from

Sentence:

Dad is fixing the blender again.

Week 2:

Skill Words:

matches
grabbed
buggy
humming
spinner
dipped
chopping
soggy
mending
hemmed

Sound Alike Words:

banned/band

Trick Words:

again

Sentence:

Jan had chapped lips from the sun.

Week 3:

Skill Words:

banker
flatness
taxing
risky
shrinking
foxy
boxes
fixable
reddish
petting

Sound Alike Words:

guest/guessed missed/mist

Trick Words:

thought

Sentence:

Ben will be the drummer in the band.

Name: _____

Date: _____



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.



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









































































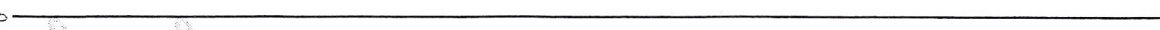






















Name: _____

Date: _____

UNIT
2

Cursive Connectives Practice Review Worksheet

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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 base word, then the whole word: **"pitch – pitches."**

es s es

clock _____

bench _____

mess _____

ty ly ment

ship _____

strong _____

six _____

ful er y

fast _____

thank _____

grump _____

ive ment able

protect _____

depend _____

amuse _____

ful ness ing

spell _____

kind _____

bash _____

less ish en

quick _____

thank _____

self _____



Do the "Guess Which ED Sound" Activity

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

hunted

pressed

crunched

hosted

banged

chilled

filmed

rented

winked

smelled

stamped

stranded

dressed

blended

stalled

-ed = /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 = snip ed

cupful = _____

drummer = _____

flatter = _____

swishing = _____

noded = _____

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 _____
