Dear Family:

The first several units in Fundations® 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 å in apple, ê in Ed, i in itch, ô in octopus and â in up). The vowel is marked by the breve sign (˘). Closed syllable words are marked this way:

\[\text{w h i p}\]

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:

/«ld/ as in child /«nd/ as in kind /³st/ as in post
/«ld/ as in cold /³lt/ as in colt

Closed syllable exception words are marked this way:

\[\text{m ö s t}\]

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). As we review these concepts and learn new ones, I will continue to encourage students to use their sound-tapping strategy to help segment and blend sounds in words for both reading and spelling.

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.

|  a |  b |  c |  d |   
|----|----|----|----|----|
| 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 /o/ Sound” Activity

Have your child circle all the words below where the a has an /o/ 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.

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