

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**). 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.  
c
- 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 \_\_\_\_\_  
\_\_\_\_\_