

Dear Family:

In Unit 6, I will review the **open syllable** with students and teach the **open syllable exceptions**. **Open syllables** have **one vowel** which is the last letter in the syllable (as in **he**). This vowel's sound is **long** and to indicate this, it is marked with a macron (¯). Open syllables may be combined with other syllables to make multisyllabic words (as in **remote**). The **open syllable** is marked like this:

g ō
o

We will also review that **y** often works as a vowel in **open syllables** and says /i/ at the end of one syllable words (**cry**) and /ē/ at the end of multisyllabic words (**baby**). The sound can be marked this way:

s h y /i/
o

ē m p t y /ē/
c o

Lastly, students will learn about **open syllable exceptions in unstressed or unaccented syllables**. This schwa (schwa is a vowel with an unexpected sound) occurs with **a** at the beginning or end of a word (**ago**, **extra**) and with **i** in the middle syllable (**compliment**). Please note that when **i** is in the middle syllable and is followed by a consonant, it has a schwa /ǘ/ or /i/ sound (**gravity**). When **i** is in the middle syllable and is followed by a vowel, it sounds like an /ē/ (**radio**). The exceptions are marked like this:

e x t r a ə /ə/ /ē/
c x

g r ā v i t y /ē/
c x o

r ā d i ō /ē/
o x o

Remember to have fun with the enclosed exercises. Please let me know if you have any questions or concerns about your child's progress.

Sincerely,



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.


 _____

 *me me* _____


 _____

 _____

 _____

 *na na* _____

 _____

 _____


 _____

 *ay* _____

 _____

 _____


 _____

 *ing* _____


 _____

 _____


 _____

 *an* _____


 _____


 _____

 _____

 *ove* _____

 _____

 _____


 _____

 *andal* _____

 _____

 _____

 _____

 *am* _____

 _____

 _____

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

Name: _____

Date: _____

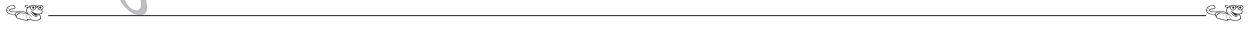
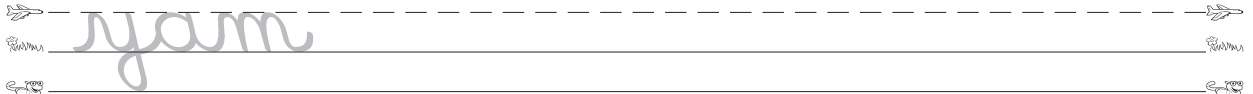
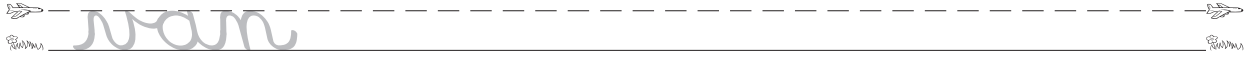
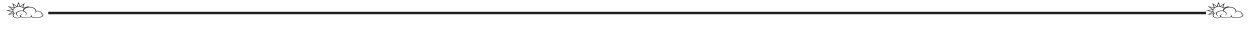
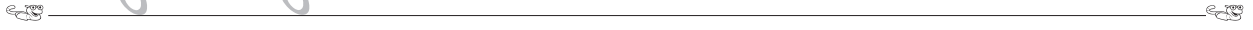
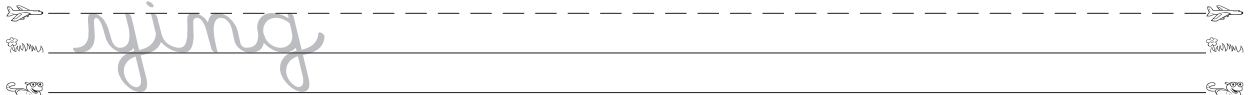
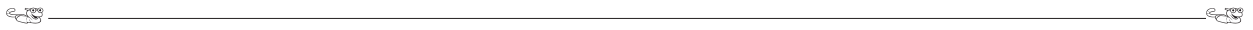
UNIT

6



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.



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



Do the “Marking” Activity

Have your child read the words and underline and mark the open syllables (if there is more than one syllable, be sure to mark both). Be sure to mark long vowels with a macron (¯) and to mark the vowel **y** with the appropriate sound (/ī/ or /ē/).

pōny^{/ē/}

flu

penny

sky

be

so



Do the “Marking” Activity

Have your child read the words and underline and mark the syllables (**c** for closed, **v-e** for vowel-consonant-e, **o** for open). Be sure to mark the long vowels with a macron (¯) and the short vowels with a breve (˘).

hide
v-e

silly

basic

depend
o c

melt

shelf

remind

by

tulip

sly

locate

swim

program

fill

navy



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

hi

high

- 1 The granny said _____ to the shy, small baby.
- 2 The smoke from the fire was _____ in the sky.
- 3 The robot does not move. But he can say _____!
- 4 We will put the tallest tulip in the _____ vase.
- 5 That ivy is planted _____ up on the wall!



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 "Open Syllable Exception" Activity

Have your child add **a** as the first syllable to each word below. Mark the **a** with a (ə) to indicate the sound. Write the word on the line and read the words.

_____ ^ə**a** rise = arise _____ live = _____

_____ side = _____ _____ muse = _____

_____ go = _____ _____ long = _____

_____ wake = _____ _____ lone = _____



Do the "Sounds of g and c" Activity

Have your child read each word below. Write words with **g = /j/** or **c = /s/** sounds on the lines below.

gem

cinch

giant

spicy

stage

stingy

place

huge

princess

candies

sliced

glide

g = /j/**c = /s/**



Do the “Fill in the Word” Activity

Have your child read the sentences and select the correct word from the box to complete the sentence. Write the word on the line and reread the completed sentence. Use each word in the box only once.

yoga	adapt	adopt
scuba	alone	awoke
medium	champion	radio

- 1 The _____ class will help to relax you.
- 2 Nancy does not like to be _____ on the stage.
- 3 His apartment is small, so he will need a _____ or a small sized dog.
- 4 Jenny _____ when her baby began to cry in the crib.
- 5 Mr. Toby plans to _____ dive on his trip.
- 6 If Cindy wins this game, she will be the chess _____.
- 7 The puppy did not take long to _____ to its new home.
- 8 Bob and Jane want to _____ a baby.
- 9 Last month the _____ in the car broke and I still have not fixed it.



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

bye

buy

by

- 1 Sandra told us _____ as she quickly ran
_____ the store.
- 2 Use that empty basket which is _____ the pantry.
- 3 Daddy will _____ a puppy for the kids.
- 4 The boss said _____ before he left the store for home.
- 5 Can you _____ a kitten as a gift for my children?



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 “Open Syllable Exception” Activity

Have your child read the words and then write the syllables on the lines. Mark the open syllable exceptions. Mark the i with a (ə) to indicate the sound.

minimum = min ^əi mum apricot = _____

president = _____ indicate = _____

candidate = _____ cabinet = _____

difficult = _____ substitute = _____



Do the “Find the Open Syllable Exceptions” Activity

Have your child read the sentences and find and circle the words with an open syllable exception. Some will have **a** at the beginning, some will have **a** at the end, and others will have **i** in the middle of a word. Underline or “scoop” the syllables. Mark the syllables and the vowels.

1 Rosa is a cāndidātē for class prēsident.

2 Emma will discuss the trip to Kenya at the club.

3 That cabinet is a mess!

4 Edna plans to develop her ability in basketball.

5 The problem arose when we chose to abandon the plan.

6 Eva located the missing animals.

7 The dentist must drill my cavity.

8 Tammy likes to add alfalfa to her salad.



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

oh

owe

- 1 _____ no!
- 2 Jim will have to _____ a lot of cash for that piano.
- 3 We do not _____ our trust to the candidate.
- 4 _____, what an amusing animal!
- 5 I will _____ him a favor if he helps me with this problem.



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 _____

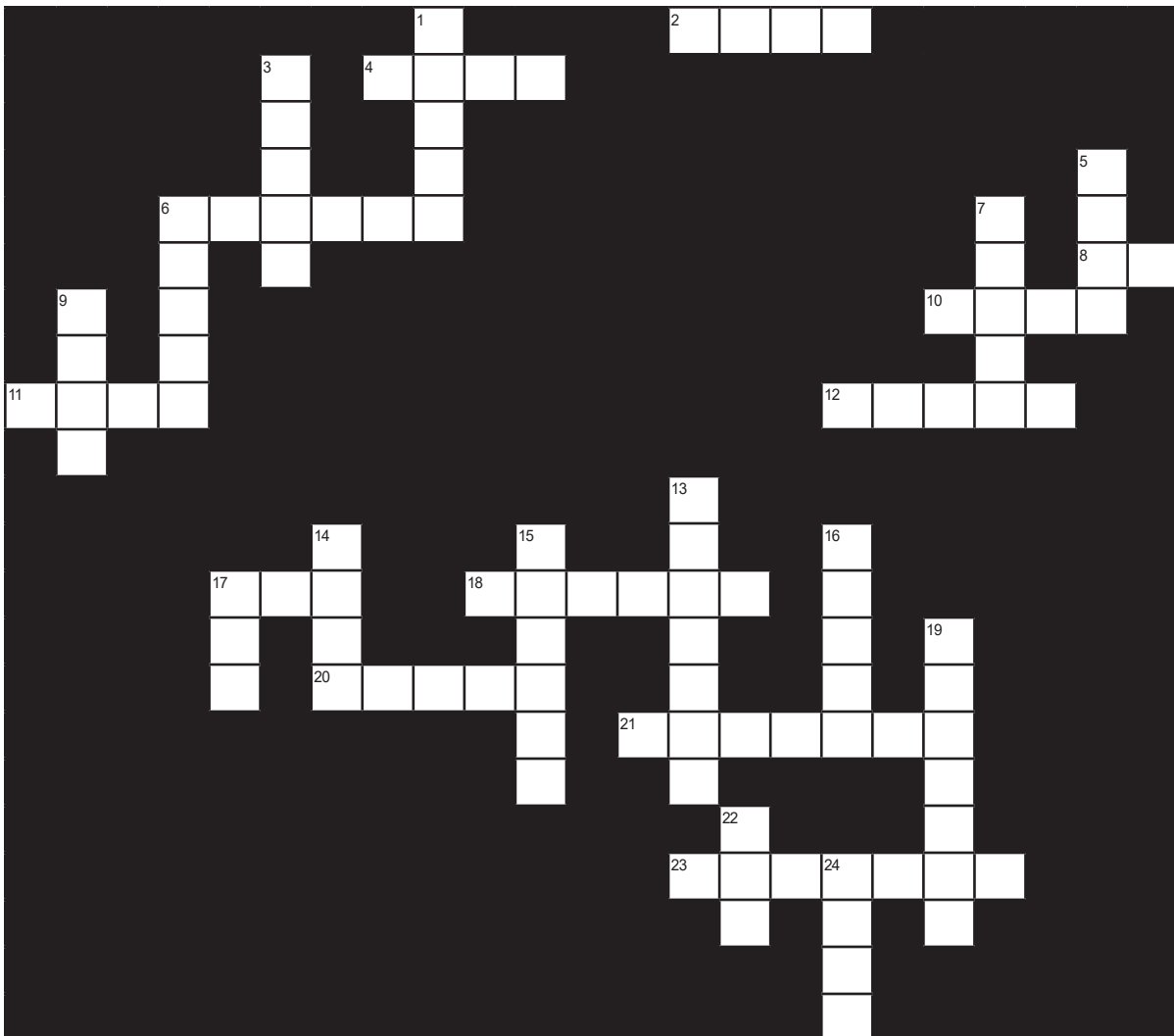
- 2 _____



Sound Alikes Review Units 1-5

Word Box

know	some	missed	mind	father
no	sum	mist	mined	farther
which	banned	plain	fined	weather
witch	band	plane	find	whether
son	guest	mail		
sun	guessed	male		





Sound Alikes Review Units 1-5 (continued)

Across

2. There are seven _____ fish in the tank.
4. _____ is not as thick as fog.
6. Bret _____ the bus and had to ask Mom to drive him to class.
8. I yelled “ _____!” at the dog but he did not stop.
10. That _____ has a trumpet that makes a lot of racket.
11. Did you _____ the lost bag?
12. When will the _____ land if it is bad weather?
17. My _____ has a talent for band class.
18. Dad _____ Jake from running in the home.
20. Mom will dress up like a _____ and scare the kids.
21. This wet _____ has lasted much too long.
23. I _____ the number of pens in the bucket, but I was not close.

Down

1. He was _____ when he drove too fast.
3. Brad will be my _____ at the dinner.
5. Jill has a quick _____ so she will solve the math problem.
6. They _____ for gold in the pond but had no luck.
7. I like _____ donuts best.
9. He drives a _____ truck.
13. Frank does not know _____ or not he will pitch at the game.
14. Do you _____ much about animals?
15. My _____ is quite old and does not like to travel.
16. _____ project is yours?
17. That hot _____ is making my back red.
19. The Jackson family home is _____ from the city than the Smith family home.
22. Please add the _____ of the bill and tell me if I owe you cash.
24. Will you help me with _____ math problems?