Dear Family:

To kick off Unit 7, I will introduce students to the **y and suffix spelling rule**, which states that if a **y** follows a consonant in an open syllable at the end of a word, it needs to be changed to an **i** when adding any suffix. The substituted **i** will sound like the original **y** (*empty + ness = emptiness*). In addition, I will teach students that when a suffix begins with **i**, the **y** does not change and the suffix is simply added (*baby + ish = babyish*). Here is an example of how to mark these types of words:

```
babyish
emptiness
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As part of this lesson, students will also learn how to pluralize words ending in **y**. When a word ends in a **y** after a consonant in an open syllable, students will know to follow the **y and suffix spelling rule** by changing the **y** to an **i**. They will then add **-es** to make the word plural (*family + es = families*). I will teach students that the suffix **-es** says /z/ when added to such words. Students will also learn how to pluralize words ending in an open syllable. They will add the suffix **es** to these words (*potato + es = potatoes*).

I hope you enjoy working on this unit. Feel free to let me know how the activities are progressing at home.

Sincerely,
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.

- xoxo xoxo
- zeze
- zux
- zeze
- zip
- xavi
- extra
- lazy

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

- xoxo
- zexe
- xavi
- extra
- lazy
Do the “Combine the Word and Suffix” Activity

Have your child combine the basewords and suffixes into words and write them on the lines. Read the words.

copy + er = ______copier_______  plenty + ful = _______________
smelly + er= _______________  baby + ing = _______________
lucky + er = _______________  sloppy + ness= _______________
copy + ing= _______________  fry + ed = _______________

Do the “Find the Correct Spelling” Activity

Have your child look at each pair of words and circle the correct spelling in each pair. Then, write the correct spelling on the lines below and read the word. Select one word and write a sentence.

| frostiest | frostyest |
| married  | marryed   |
| studying | studying  |
| sloppyness | sloppiness |

__________________________  _________________________

__________________________  _________________________

Sentence: ________________________________
**Do the “Divide the Words” Activity**

Have your child divide each word into baseword and suffix. Do not forget to change the i in the baseword back to a y if needed! Write the basewords on the lines below and then scoop the baseword into syllables and mark the sound of y (/e/ or /i/).

<table>
<thead>
<tr>
<th>Baseword - Suffix</th>
<th>Baseword - Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>emptied = empty + ed</td>
<td>crying = cry + ing</td>
</tr>
<tr>
<td>dried = ________ + ___</td>
<td>silliness = ________ + ___</td>
</tr>
<tr>
<td>babyish = ________ + ___</td>
<td>fried = ________ + ___</td>
</tr>
<tr>
<td>coziness = ________ + ___</td>
<td>plentiful = ________ + ___</td>
</tr>
</tbody>
</table>

\[
\text{empty}_0 \quad \text{empty}_0
\]

**Sentence Creation**

Select two words and write a sentence below.

1. __________________________________________

2. __________________________________________
Guess Which One

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

flour  flower

1. We use ____________ when we bake.
2. He spilled ____________ for the cake all over himself.
3. The dried ____________ in the vase still has its reddish petals.
4. Be sure to buy the right kind of ____________ to make the very best cake!
5. Put that ____________ by the sunniest spot 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 “Plurals” Activity

Have your child look at each pair of words and circle the correct spelling in each pair. Then, write the correct spelling on the lines below and read the word.

<table>
<thead>
<tr>
<th>puppys</th>
<th>puppies</th>
</tr>
</thead>
<tbody>
<tr>
<td>frys</td>
<td>fries</td>
</tr>
<tr>
<td>babies</td>
<td>babys</td>
</tr>
<tr>
<td>candies</td>
<td>candys</td>
</tr>
</tbody>
</table>

Do the “Multiple Suffixes” Activity

Have your child combine the basewords and suffixes into words and write them on the lines. Read the words.

chill + y + est = ________chilliest_________sun + y + est = ___________

luck + y + er = ___________ stick + y + er = ___________

fluff + y + er = ___________ stick + y + est = ___________

Select a word and write a sentence.
Guess Which One

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

thrown  throne

1. It is the duty of the king to sit on the ______________.

2. She had ______________ the extra candies in her pocket.

3. The messiest dress was ______________ in the trash.

4. The grand hall was empty until the golden ______________ was put there.

5. James had ______________ the spelling test in his bag when he tidied up his desk.

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. __________________________________________________________
   __________________________________________________________