Dear Family:

Fundations Unit 9 reviews the **r-controlled syllable**. This syllable contains a single vowel that is directly followed by the letter **r**. The **r** changes the sound of the vowel. For example, in the word *bark*, the vowel *a* has neither the short nor the long vowel sound – instead the sound is "controlled" by the **r**. This type of syllable is marked as follows:

```
 bark
```

The vowel is circled with the letter **r** to emphasize that the two letters form the sound together.

The **r-controlled syllable** can be combined with other syllables to make multisyllabic words. Therefore, we will not only review how to read and spell r-controlled syllables in isolation, but also combined with other syllable types and marked like this:

```
 expert
```

In the second week, students will learn that at the end of a multisyllabic word /ər/ can be spelled with **er**, **ar**, or **or** (as in *beggar*) and that **ar** and **or** are affected by a **w** or **qu** proceeding it (as in *worm*). These are marked like all other **r-controlled syllables**:

```
 doctor
 warm
```

Students will also learn that there is an **exception** to the **r-controlled syllable**. If the **r** is followed by another **r**, the proceeding vowel is often short, as in the word *carry*. These exceptions are marked this way:

```
 carry
```

Finally, students will learn that the **1-1-1 spelling rule applies to r-controlled words** (1-1-1 words have 1 syllable, 1 vowel and 1 consonant after the vowel). This means that when the baseword is a closed or r-controlled syllable with only one consonant following one vowel, you double the final consonant on the baseword if adding a vowel suffix. For example, the **r** is doubled in the 1-1-1 word *stir* when adding a vowel suffix and the word is marked this way:

```
 stir + ing = stirring
```

Thank you for encouraging your child to apply these rules in all of their work!

Sincerely,
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.

- Roro Roro
- Portugal
- Lisbon
- Brad
- Fatima
- Tortuga
- Romania
- Port Laven

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.

- Row Row Row
- Portugal
- Lisbon
- Brad
- Fatima
- Tortuga
- Romania
- Port Laven

Backward Slant, most commonly used by left-handed students.
Do the “Syllable Division and Marking” Activity

Have your child underline or “scoop” the syllables in the words below and mark the syllable types (c for closed, o for open, v-e for vowel-consonant-e, -le for consonant-le and r for r-controlled) and vowels.

- lantern
  - c
  - r
- thirty
- cursive
- perhaps
- turnip
- enter
- purple
- birthmark
- sturdy
- concern
- surpass
- thirsty

Do the “Sounds of /ər/” Activity

Have your child find all the words with an r-controlled sound of /ər/ and write them in the correct columns below.
**Do the “Find the RR Exception” Activity**

Have your child find and circle all the words with the r-controlled RR exception. Scoop and mark the syllable types in those words.

<table>
<thead>
<tr>
<th>/c/</th>
<th>/e/</th>
<th>/o/</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td>thirty</td>
<td>return</td>
</tr>
<tr>
<td>army</td>
<td>cherry</td>
<td>carrot</td>
</tr>
<tr>
<td>sorry</td>
<td>perfect</td>
<td>tardy</td>
</tr>
<tr>
<td>forbid*</td>
<td>inform*</td>
<td>dirty</td>
</tr>
<tr>
<td>spark*</td>
<td>terrible</td>
<td>harsh*</td>
</tr>
</tbody>
</table>

**Sentence Creation**

Have your child select two of the starred words and write a sentence (one sentence for each). The sentence should use the word correctly and demonstrate its meaning.

1. 

2. 
**Guess Which One**

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

<table>
<thead>
<tr>
<th>heard</th>
<th>herd</th>
</tr>
</thead>
</table>

1. Have you ________________ about the amazing shortstop and his slide at home plate?
2. In the church backyard there is a ________________ of barnyard animals.
3. You can find a ________________ of zebra in Africa.
4. I just ________________ a chirp from that parrot!
5. The girl ________________ the whistle as the ship docked.

**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 “Syllable Division and Marking” Activity

Have your child underline or “scoop” the syllables in the words below and mark the syllable types (c for closed, o for open, v-e for vowel-consonant-e, -le for consonant-le and r for r-controlled) and vowels.

- lantern
- number
- turtle
- survive
- return
- surprise
- burlap
- temper
- thunder
- circular
- sunburn
- ruler

Do the “/ər/ Spelling Option” Activity

Have your child complete each word by writing or, ar or er in the box. Don’t forget to use a dictionary or spell checker to be sure you added the correct ending! Then, write the whole word on the line and if the word has a suffix, underline the baseword and circle the suffix.

- doll ar = dollar
- instruct
- soft er = softer
- spid
- janit
- quick
- calend
- invent
**Guess Which One**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>berry</td>
<td>bury</td>
</tr>
</tbody>
</table>

1. That bush has a very odd tasting _____________.
2. Did they _____________ that old lantern in the yard?
3. What is your favorite kind of _____________?
4. They do not know what _____________ is used in that pink drink.
5. My cat thinks he is a dog! He will _____________ his fish if you let him!

**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 “Find the 1:1:1 Words” Activity

Have your child put a ✓ in each column that applies to the word on the left and an ✗ if it does not apply. If there is a ✓ in all three columns, the word is a 1:1:1 word. Circle all the 1:1:1 words.

<table>
<thead>
<tr>
<th>word</th>
<th>1 syllable: closed or r-controlled</th>
<th>1 vowel</th>
<th>1 consonant after the vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>stir</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>star</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>warm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do the “Fill In the Word” Activity

Have your child use each of the 1:1:1 words above to complete the sentence below. Write the 1:1:1 word with its suffix on the line provided. Don’t forget to double the final consonant when adding a vowel suffix!

1. Mark is ✓  + [ing] the cake batter. ✓  
2. The _____y dog barked when the cat came in his territory. __________
3. The film will be _____ + [ing] the most popular actor. __________
4. The city just _____ + [ed] that long drive. __________
**Do the “W Effect” Activity**

Have your child read the words below. Circle the **w** and the letter(s) it affects (it will affect r-controlled sounds). Then, write the words in the correct columns below and read the words.

<table>
<thead>
<tr>
<th>wabble</th>
<th>word</th>
<th>worth</th>
<th>waddle</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>wart</td>
<td>swat</td>
<td>watch</td>
<td>warmth</td>
<td>waffle</td>
</tr>
<tr>
<td>swap</td>
<td>worst</td>
<td>swarm</td>
<td>warp</td>
<td>worm</td>
</tr>
</tbody>
</table>

- __wa__
- __war__
- __wor__
Guess Which One

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

| warn | worn |

1. Did you ________________ Ben about the quick temper of the boss?

2. You have ________________ that shirt with the collar before.

3. Walter did not ________________ Sammy about the sharp left turn.

4. I told my sister that her dress was a bit old and ________________.

5. I wanted to ________________ Barry that the film was terrible, but I did not have time.

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. ______________________________________________________________________