

Dear Family:

Foundations 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**  
r

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**  
c r

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**  
c r

**warm**  
r

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

**carry** /ē/  
o

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**  
r

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

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.





 \_\_\_\_\_  
 *Roro Roro*  
 \_\_\_\_\_  
 \_\_\_\_\_





 \_\_\_\_\_  
 *Portugal*  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 *Lisbon*  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 *Brad*  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 *Fatima*  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 *Tortuga*  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 *Romania*  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 *Port Laven*  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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**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

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.

er

ir

ur



## 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.



thirty

return

army

cherry

carrot

sorry

perfect

tardy

forbid\*

inform\*

dirty

spark\*

terrible

harsh\*



## 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.

heard

herd

- 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  = dollar    instruct  = \_\_\_\_\_

soft  = soft    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.

berry

bury

- 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.

word	1 syllable: closed or r-controlled	1 vowel	1 consonant after the vowel
stir	✓	✓	✓
star			
work			
fur			
warm			
tar			
start			



## 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 stir + ing the cake batter. stirring
- 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.

wabble	word	worth	waddle	want
wart	swat	watch	warmth	waffle
swap	worst	swarm	warp	worm

<b>wa</b>
_____

<b>war</b>
_____

<b>wor</b>
_____



## 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 \_\_\_\_\_  
\_\_\_\_\_