

Dear Family:

Fundations® Unit 2 reviews the following suffixes: **-s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ness, -ly, -ty, and -ment**. Suffixes are a letter or group of letters added at the end of a word or word part to form another word, as in **stronger** or **tallest**. Students will categorize these suffixes as **vowel suffixes** or **consonant suffixes**. Vowel suffixes begin with a vowel (**-es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y**) while consonant suffixes begin with a consonant (**-s, -ful, -less, -ness, -ly, -ty, and -ment**).

I will also re-teach the procedure for identifying basewords when reading or spelling words with suffixes. It is important that students identify and isolate the baseword before reading the whole word with the suffix added. For example, for the word **tallest**, students will say and spell **tall** before adding the suffix **-est**; **tall - tallest**. When marking a word with a suffix, underline the baseword and circle the suffix, like this:

tall**(est)**

In weeks 2 and 3, I will teach students how to identify **1-1-1 words**. A 1-1-1 word has 1 closed syllable, 1 vowel, and 1 consonant after the vowel.

A related lesson will teach students an important new spelling rule: when to **double the final consonant** of a 1-1-1 baseword. The final consonant is doubled when adding a vowel suffix (**ship + ing = shipping**) but not when adding a consonant suffix (**ship + ment = shipment**). When the final consonant is doubled, the extra p is starred and the word is marked this way:

ship**p*(ing)** ship**(ment)**

Once again thank you for your interest and help at home.

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.




   lele lele

   eh eh




   hb hb

   kf kf

   hf hf

   kb kb

   hee hee

   ek ek

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

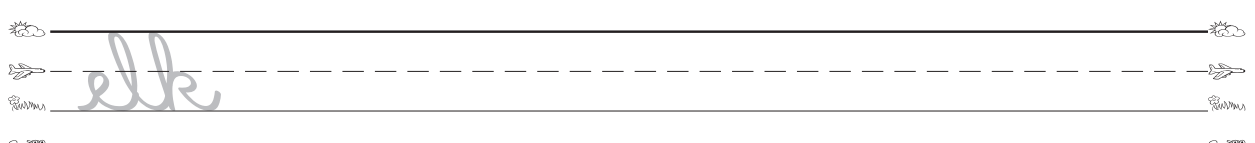
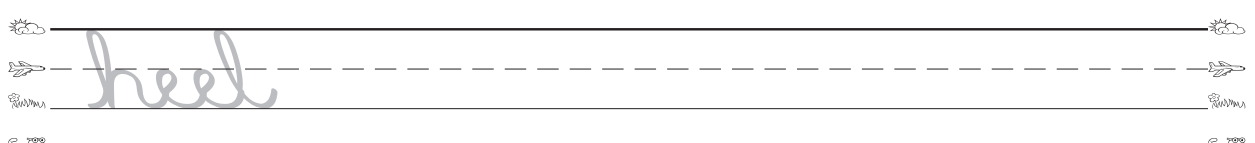
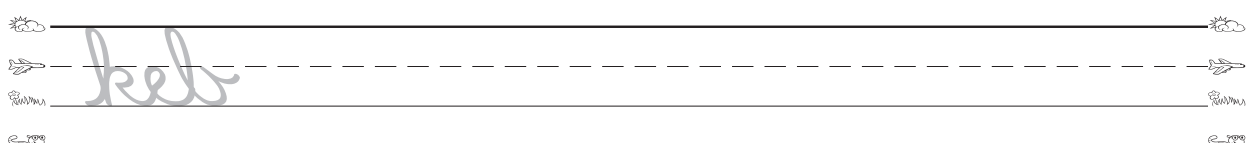
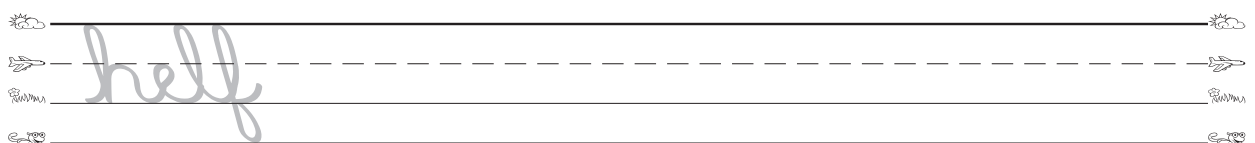
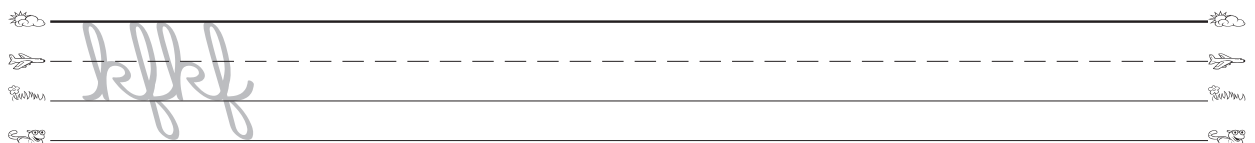
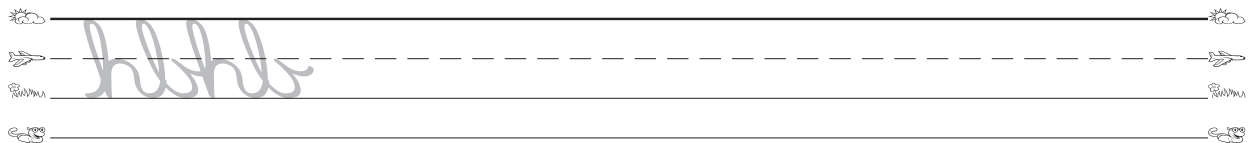
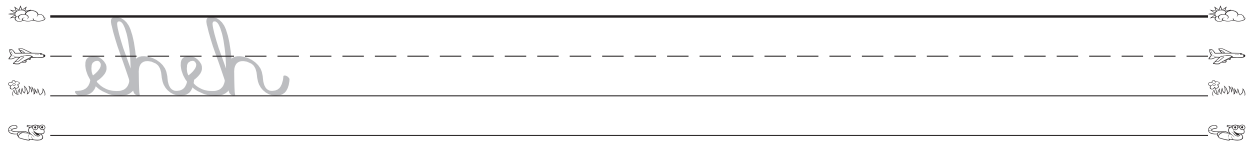
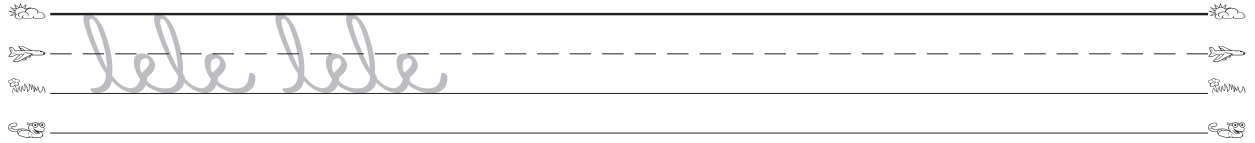
Name: _____

Date: _____



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



Do the "Guess Which Suffix" Activity

Have your child select a suffix from the top of each box to form a real word. Use each suffix listed at the top of the box only once. Write the suffix on the line and read the base word, then the whole word: "**pitch – pitches.**"

es s es

clock _____

bench _____

mess _____

ty ly ment

ship _____

strong _____

six _____

ful er y

fast _____

thank _____

grump _____

ive ment able

protect _____

depend _____

amuse _____

ful ness ing

spell _____

kind _____

bash _____

less ish en

quick _____

thank _____

self _____



Do the “Guess Which ED Sound” Activity

Have your child underline the baseword and circle the suffix in each word below. Read the baseword first, then the whole word and write the words in the correct column below.

hunted

pressed

crunched

hosted

banged

chilled

filmed

rented

winked

smelled

stamped

stranded

dressed

blended

stalled

-ed = /ĕd/ or /ĭd/
_____**-ed = /d/**
_____**-ed = /t/**



Guess Which One

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

son

sun

some

sum

- 1 His _____ is the tallest in the class.
- 2 Do you want _____ chilled milk?
- 3 The _____ helps plants get taller and stronger.
- 4 What is the _____ of that bill?
- 5 _____ bells are ringing!



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 “Divide the 1:1:1 Words” Activity

Have your child divide each word into baseword and suffix. Do not write the extra consonant if a consonant was doubled. Circle the basewords that are 1:1:1 words.

baseword - suffix	baseword - suffix
snipped = <u>snip</u> ed	cupful = _____
drummer = _____	flatter = _____
swishing = _____	nodded = _____
rusty = _____	chopping = _____
grabbed = _____	fistful = _____



Do the “Find the Suffix” Activity

Have your child underline the baseword and circle any suffixes (**ed**, **ing** or **s**). Then, write the words with a suffix on the lines below and read the words.

smelling	clocks	splash
dumping	strong	rested
held	pressed	wishes
_____	_____	_____
_____	_____	_____
_____	_____	_____



Guess Which One

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

banned

band

- 1 The golfer was _____ when he crashed the cart.
- 2 Why was she _____ from the class?
- 3 Bill is bashful when he sings with the _____.
- 4 The wild dog was _____ from the park.
- 5 Which _____ has the dullest song?



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 “Divide the 1:1:1 Words” Activity

Have your child divide each word into baseword and suffix. Do not write the extra consonant if a consonant was doubled. Circle the basewords that are 1:1:1 words.

	baseword - suffix		baseword - suffix
dressed	= <u>dress</u> - <u>ed</u>	mopped	= _____ - _____
melting	= _____ - _____	taxing	= _____ - _____
foxy	= _____ - _____	windy	= _____ - _____
quitter	= _____ - _____	yummy	= _____ - _____
mixed	= _____ - _____	waxed	= _____ - _____



Do the “Guess Which Suffix” Activity

Have your child select a suffix from the top of each box to form a real word. Use each suffix listed at the top of the box only once. Write the suffix on the line and read the baseword, then the whole word: “**pitch – pitches.**”

able es ive
act _____
send _____
floss _____

s ly ment
bad _____
ship _____
bell _____

ful er y
bash _____
tall _____
junk _____

ly ness ing
glad _____
dunk _____
flat _____



Guess Which One

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

guest

guessed

missed

mist

- 1 I did not know the math sum, but I _____.
- 2 He was running, but he still _____ the bus.
- 3 Will Ted be your _____ at the club?
- 4 The _____ is wet and thick, and I can not tell if there is a ship at the dock.
- 5 Did the _____ know that hunting was banned?



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 _____
