

Dear Family:

Fundations® Unit 3 is a one-week quick review. We will first review the **vowel-consonant-e syllable**, also called the **v-e syllable** (the dash represents any consonant). It is made up of a **vowel**, then a **consonant**, then an **e**. The first vowel is long and it is marked with a macron (¯). The **e** is silent. Here is an example of how to mark a v-e syllable word:

pīnē
v-e

I will then review the two **u** sounds in a **v-e syllable**: /ū/ as in mule and /ü/ as in rule and remind students that **s** can say /z/ when it is between two vowels as in the words **nose**, **rose**, and **wise**.

Because the **v-e syllable** can be combined with other syllables to make multisyllabic words, I will re-teach syllable division principles. Multisyllabic words with a **v-e** syllable can be marked like this:

vōlūmē
c v-e

I will explain that although the **v-e syllable** is usually the final syllable of a word (as in **include**), it sometimes can be found in the first syllable of compound words (as in **baseball**). Lastly, we will reinforce the reading and spelling procedures for two-syllable words with both closed and vowel consonant-e syllables. All of these review concepts are important to prepare students for a new spelling rule which will be taught in Unit 4.

This packet contains plenty of activities to help emphasize the above concepts. Thank you for your help and be sure to have fun! Please write down any questions you might have for me and I will get back to you.

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.





 _____
 *pisi pisi*
 _____
 _____





 _____
 *jiri*
 _____
 _____





 _____
 *tutu*
 _____
 _____

 _____
 *pju*
 _____
 _____

 _____
 *wist*
 _____
 _____

 _____
 *swipe*
 _____
 _____

 _____
 *rupt*
 _____
 _____

 _____
 *just*
 _____
 _____

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

Name: _____

Date: _____



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pisi pisi

jiri

tutur

piju

wrist

swipe

rupt

just

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



Do the “Marking” Activity

Have your child underline or “scoop” each syllable. Write a **c** under the syllable if it is closed and a **v-e** under the syllable if it is vowel-consonant-e and mark the vowels. Read the words.

smōkē
v-e

globe*

bone

cōntāct
c c

snake

whip

code*

prize

spot

chimp

inspect*

ill

complex*

confuse

athlete



Sentence Creation

Select two of the starred words above. Write a sentence for each. Be sure the sentence clearly indicates the meaning of the starred word.

1

2



Do the "Connect the Word" Activity

Have your child read the closed and vowel-consonant-e syllables on each side of the box. Draw a line to connect syllables to form real words. Then, write the whole words on the lines below and read the words.

sun	cake
com	rise
cup	pare

sun	fuse
ath	lete
con	shine

sunrise

vam	ball
mis	pire
soft	take



Guess Which One

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

plain

plane

- 1 She wants the _____ cake.
- 2 The pants are _____ white.
- 3 It is so wet that the _____ cannot land.
- 4 The _____ milk will expire tomorrow.
- 5 Will the _____ be late if the fog does not lift?



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 _____
