

Dear Family:

Foundations® 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:

tallest

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*ing shipment

Once again thank you for your interest and help 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.

lele lele

ehek

hbhb

kfkf

helf

keb

heel

elk

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



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lele lele

eh eh

hshs

kfkf

heff

keeb

heel

elk

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/

-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> <u>ed</u>	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 _____
