Dear Family:

Unit 17 is the last one in Fundations® Level 2. The final syllable type is introduced in this Unit. The syllable is called the consonant-le syllable. This syllable is always at the end of a multisyllabic word such as bubble or bicycle. It always has only three letters: a consonant, then the letter l, and lastly a silent e.

We mark this syllable:

\[ \text{bugle} \]

The consonant will be different, but there is always an l and an e. It may be helpful to have your child identify the consonant-le in a word, then read the word. In the word bugle, isolate gle which will help identify the long u sound in bu because it is an open syllable. In the word struggle, isolate gle to identify the short u sound in strug because it is a closed syllable.

Knowing the six syllable types in English words will greatly help your child read and spell many words. Thank you for being your child’s Coach throughout this year. Your help is truly appreciated and has made a big difference. Of course I encourage you to read together all summer long. Make an effort to find books from different genres: fiction, fantasy, historical fiction, mystery, etc. Here are a few books to get you started:

- James and the Giant Peach by Roald Dahl (Knopf, 1961)
- Ramona Quimby, Age 8 by Beverly Cleary (Marrow, 1981)
- The Watsons Go to Birmingham: 1963 by Christopher Paul Curtis (Delacorte, 1995)

Sincerely,
Homework Guide

Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate: Review Words  ➔  lantern  edited  cheap  dunked
On Tuesday Dictate: Current Words  ➔  tickle  sparkle  freckle  pickle  snorkel
On Wednesday Dictate: Trick Words  ➔  trouble  school  couple  lose  young
On Thursday Dictate: Sentence  ➔  The other players tackle well.
**Do the “Find the Syllable Type” Activity**

Have your child circle the words containing a consonant-le syllable and cross out any word that does not have a consonant-le syllable.

- **turtle**
- beagle
- bold
- rescue
- fumble
- nibble
- thirsty
- staple
- purple
- needle
- base
- handle
- fizzle
- scribble
- moist

Have your child write the consonant-le syllable words from above on the lines below.

- turtle
- beagle
- bold
- rescue
- fumble
- nibble
- thirsty
- staple
- purple
- needle
- base
- handle
- fizzle
- scribble
- moist
Do the “Read, Write and Mark” Activity

Have your child read the following words, copy them on the line and mark up the syllables.

- purple
- apple
- turtle
- bugle
- beagle
- juggle
- needle
- fizzle
- cradle
- nibble
- staple
- muzzle
- gobble
- jumble
- candle
- wiggle
- table
- simple
- riddle
- puzzle
Do the “Match the Syllable” Activity

Have your child read the syllables on the left and right and match the syllables to form real words.

bu  ple

dim  gle

jum  ble
trem  gle

hud  ble

jug  dle

Have your child write the words from above on the lines below.

_________________________________________________________________________

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Do the “Find the Consonant-le Syllable” Activity

Read the sentences with your child. Have your child find the words with the consonant-le syllable. Have your child circle them and divide the words by underlining each syllable.

1  The club must have a **raffle** and, hopefully, make some cash.

2  Did the kids struggle with the puzzle?

3  Could you staple these tests and pass them to the kids in the class?

4  Jake attempted to juggle with eggs!

5  We must try to get the opponent to fumble the ball.

6  Henry will get the bundle in the van and put it in the pantry.

7  I will sit in the pony’s saddle.

8  Do not disrupt the baby in the cradle.

9  This is a simple spelling quiz.

10 The bottle is empty, but the baby is still expecting more.
Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.
# Writing Grid for Word and Sentence Homework

## Review Words

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## Sentence

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