Dear Family:

Thus far, your child has learned many new things about words with the Fundations program. I am so thankful to have you assisting me in this endeavor.

In Unit 8, I will review the **consonant-le syllable**. This syllable is considered a “final stable” syllable. It is always the last syllable in a word and it has only three letters: a **consonant**, an **l** and an **e**. The **e** is the vowel and it is silent. The **consonant** and the **l** are sounded out like a blend. I will remind students that the **consonant-le syllable** is always the last syllable in a multisyllabic word. Take a look at the following examples and how we mark them:

\[
\begin{align*}
\text{simple} & \quad \text{table} \\
\text{c} & -\text{l} & \text{o} & -\text{le}
\end{align*}
\]

I will then introduce the **consonant-le exception**. This includes words that end with **stle**. Both the **t** and **e** are silent so **stle** is read as /sl/. Examples of the **consonant-le exception** include castle and whistle:

\[
\begin{align*}
\text{castle} & \quad \text{whistle} \\
\text{c} & -\text{t} & \text{c} & -\text{le}
\end{align*}
\]

I will teach students all the different ways to spell the /l/ sound in a final syllable (as in **table**, **label** or **final**) and how to mark the schwa in these words:

\[
\begin{align*}
\text{label} \\
\text{o} & -\text{l}
\end{align*}
\]

Students will also learn how to add suffixes to **consonant-le syllables**. To add a suffix to a **consonant-le syllable**, students must follow the silent **e** spelling rule; they will drop the **e** to add a vowel suffix (settle - settling) and keep the **e** to add a consonant suffix (settle - settlement).

In week 3, students will learn about another final stable syllable. This one is also always the last syllable in a word. It always has four letters: either the glued sound **tion** or **sion**. Students will learn that **tion** says /shan/ as in vacation and **sion** says /shan/ as in mansion and /zhun/ as in television. The syllables are boxed as welded sounds:

\[
\begin{align*}
\text{mansion}
\end{align*}
\]

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.

- Coco Coco
- Gaga
- Elm Court
- Austria
- Gibraltar
- Oana
- Edward
- California

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

Coco Coco

Gaga

Elm Court

Austria

Gibraltar

Oana

Edward

California

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

FUNDATIONS® LEVEL 3 HOME SUPPORT PACK PAGE 70 ©2012 Wilson Language Training Corporation. All Rights Reserved. Permission to photocopy granted.
Do the “Syllable Division and Marking” Activity

Have your child read the words and write the syllables on the lines. “Scoop” and mark each syllable as closed, open or consonant-le (c for closed, o for open, -le for consonant-le). In closed syllables, be sure to mark the short vowels with a breve (˘), in open syllables mark the long vowels with a macron (¨), and cross out the silent e in the consonant-le syllable.

- **bugle** = bu o gle
- **candle** = __ __
- **sample** = __ __
- **able** = __ __
- **puzzle** = __ __
- **staple** = __ __
- **cable** = __ __
- **bottle** = __ __

Do the “Fill in the Word” Activity

Have your child fill in the blanks with the words from above (you will not use all the words). Read the completed sentences.

1. The kids can handle that simple _____________________.
2. Tom will play the ____________________ in the band.
3. Are you ________________ to go to the game?
4. Do not disrupt the baby with the _________________.
5. Try a ________________ of my chicken salad!
**Guess Which One**

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

<table>
<thead>
<tr>
<th>principal</th>
<th>principle</th>
</tr>
</thead>
</table>

1. The ____________ grinned when the kids did well.

2. What is the strongest ____________ in your life?

3. She is the ____________ for all the grades in this school.

4. My life ____________ is to try to be a little happier every year.

5. I am confident that the ____________ has worked at her job for ten years.

**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 each word and mark any consonant-le syllables. Be sure to cross out the silent e! Find and mark three consonant-le exceptions. Be sure that the silent e and the silent t are crossed out in consonant-le syllable exceptions.

- bugle  
- gobble  
- fumble  
- castle  
- tickle  
- bundle  
- staple  
- tumble  
- maple  
- razzle  
- whistle  
- scramble  
- tattle  
- pickle  
- hustle

Sentence Creation

Create two sentences, using at least one word above in each sentence.

1

2
Do the “Connect the Word” Activity

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

<table>
<thead>
<tr>
<th>ta</th>
<th>zle</th>
</tr>
</thead>
<tbody>
<tr>
<td>rid</td>
<td>ble</td>
</tr>
<tr>
<td>driz</td>
<td>dle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>han</th>
<th>le</th>
</tr>
</thead>
<tbody>
<tr>
<td>dim</td>
<td>ple</td>
</tr>
<tr>
<td>freck</td>
<td>dle</td>
</tr>
</tbody>
</table>

table

---

<table>
<thead>
<tr>
<th>drib</th>
<th>ble</th>
</tr>
</thead>
<tbody>
<tr>
<td>raf</td>
<td>le</td>
</tr>
<tr>
<td>buck</td>
<td>fle</td>
</tr>
</tbody>
</table>

---

---
Guess Which One

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

<table>
<thead>
<tr>
<th>where</th>
<th>wear</th>
<th>weight</th>
<th>wait</th>
</tr>
</thead>
</table>

1. If you can _____________ for the bus, it will take you to the castle.
2. Why are you going to _____________ the ugliest dress?
3. Danny, _____________ is the most amazing bagel store?
4. The _____________ of the cat was not predictable. It was much bigger than I thought!
5. Beth will have to scramble to find pants to _____________ in the colder weather.

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 “Combine the Word and Suffix” Activity

Have your child circle the suffixes below and highlight or underline the letter that begins each suffix. If the suffix begins with a vowel, put a line through the silent e. Write the complete word on the line provided. Be sure to “drop” the e when adding a vowel suffix.

settle –ment = settlement
sprinkle –er = ____________
fumble –ing = fumbling
freckle –s = ____________
giggle –s = ____________ little –est = ____________
sizzle –er = ____________ crumble –ing = ____________
tickle –ing = ____________ cuddle –ed = ____________
wiggle –ed = ____________ pebble –s = ____________

Do the “Proofreading Sentences” Activity

Have your child look at the underlined words in each sentence. They are spelled incorrectly. Write the sentence correctly on the lines below. Check for correct use of capital letters and punctuation and proofread carefully!

1  Chad grumbls when He has to do his _tods

2  the littlst child is the last in the lunch _n

3  i am _ec of this _rizzleing cold fog?
**Guess Which One**

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

<table>
<thead>
<tr>
<th>week</th>
<th>weak</th>
<th>meet</th>
<th>meat</th>
</tr>
</thead>
</table>

1. Do you have a lot of plans for next ________________?
2. The ____________ man was crumbling from the weight of the boxes.
3. These ladies at table seven want salad because they do not like ________________.
4. We will ________________ at his home every ________________ to do the puzzles.
5. This small, ________________ runt puppy likes to snuggle.

**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. ______________________________________