

Dear Family:

Thus far, your child has learned many new things about words with the Foundations 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:

**s i m p l e**  
c -le

**t a b l e**  
o -le

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:

**c a s t l e**  
c >le

**w h i s t l e**  
c >le

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:

**l a b e l**  
o c

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 /shun/ as in vacation and sion says /shun/ as in mansion and /zhun/ as in television. The syllables are boxed as welded sounds:

**m a n s i o n**

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.





    *Coco Coco*





    *Gaga*





    *Elm Court*

    *Austria*

    *Gibraltar*

    *Gana*

    *Edward*

    *California*

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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**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

Dana

Edward

California

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



## 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 = bū gl~~e~~  
          o       -le

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.

principal

principle

- 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

---



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## 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.

ta	zle
rid	ble
driz	dle

table

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han	le
dim	ple
freck	dle

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drib	ble
raf	le
buck	fle

---



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## Guess Which One

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

where

wear

weight

wait

- 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 chors

\_\_\_\_\_

\_\_\_\_\_

**2** the littlst child is the last in the lunch lin

\_\_\_\_\_

\_\_\_\_\_

**3** i am sic of this drizzleing cold fog?

\_\_\_\_\_

\_\_\_\_\_



## Guess Which One

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

week

weak

meet

meat

- 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 \_\_\_\_\_  
\_\_\_\_\_