

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:

simple
c -le

table
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:

castle
c ~~stle~~

whistle
c ~~stle~~

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:

label
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:

mansion

Sincerely,

The 3rd Grade Teachers



Fundamentals Grade 3

UNIT 8

Skill Words:

The skill words below may not be the tested words. These words reflect the skills/patterns taught in this unit. Our focus is on learning word patterns, not memorizing specific words.

Sound Alike Words:

Your child should be able to read and spell **sound alike words** from memory in order to match spelling with meaning.

Trick Words:

Your child should be able to read and spell **trick words** from memory. Trick words do not follow usual spelling patterns, they are "tricky" and need to be memorized.

Week 1:

Skill Words:

stable
scribble
tangle
tremble
scramble
tickles
rectangle
freckles
squabble
bottle

Sound Alike Words:

principal/principle

Trick Words:

could

Sentence:

You will find eight saddles in the stable.

Week 2:

Skill Words:

label
legal
final
novel
level
model
fumbled
tickling
simplest
struggling

Sound Alike Words:

wear/where weight/wait

Trick Words:

beautiful

Sentence:

Look for the label between the straps.

Week 3:

Skill Words:

instruction
location
function
definition
investigation
tradition
comprehension
extension
division
confusion

Sound Alike Words:

week/weak meet/meat

Trick Words:

trouble

Sentence:

There was a lot of confusion after the explosion.

Name: _____

Date: _____

UNIT

8



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: _____

UNIT

8



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Coco Coco

Gaga

Elm Court

Austria

Gibraltar

Gama

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 gl̄e
 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

Name: _____

Date: _____



WEEK 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.

| | |
|------|-----|
| ta | zle |
| rid | ble |
| driz | dle |

table

| | |
|-------|-----|
| han | le |
| dim | ple |
| freck | dle |

| | |
|------|-----|
| drib | ble |
| raf | le |
| buck | fle |

**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 _____
