

Dear Family:

Unit 17 is the last one in Foundations® 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:

b ū g l e
o -le

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 (Morrow, 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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**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 purple
 r -le

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.



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.

WEEK 1

trouble

couple

young

→ **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.

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words



1

2



3

4



Current Words



1

2



3

4



Trick Words



5

1



2

3



4

5



Sentence



1

