

Wilson Foundations

Level 3

Summary

***Please don't feel overwhelmed by the amount of information. As we've learned over the course of the school year, you just build one layer at a time, one step at a time....Just take one unit, look at the words and sentences in the resource pages for those words and be the one to walk your child through the new concept. YOU CAN DO IT!!!!!! It's good to stretch your brain and keep it learning new things!!!!

Wilson Language *Fundations* ~Level 3

UNIT 1:

REVIEW of syllable types:

- Closed Syllable – only 1 vowel, followed by one or more consonants (closed in), vowel sound is short.
- Closed Syllable Exceptions – follow the same pattern as closed syllables, but have a long vowel sound instead of short...the exceptions are taught as glued sounds are are: -ild, -ind, -old, -olt, -ost.
- Vowel-Consonant-e Syllable – a vowel, then a consonant, then an e. The first vowel is long, and the e is silent.
- Vowel-Consonant-e Exception Syllable – The exception, -ive, can also be a suffix (active). It has a short i sound instead of the expected long sound.
- Open Syllable – This syllable has only 1 vowel, which is the last letter in the syllable. The vowel has the long sound.
- Consonant-le Syllable – This syllable has only 3 letters; a consonant, an l, and an e. The e is silent. It is the vowel. Every syllable needs a vowel. The consonant and the l are sounded like a blend. This syllable is always the last syllable in a multi-syllabic word.
- R-controlled Syllable – This syllable contains a single vowel followed by an r. The vowel is not short or long...it is controlled by the r.
- Double-Vowel Syllable – Two vowels together represent one sound, so they are considered D syllables.

Students learn a new spelling for the sound /ch/:tch as in catch. They choose tch if it follows a short vowel (batch, twitch, stretch, crutch, chomp, crunch, brunch, pinch)

They will also learn that w and qu change the sound of a: wash the squash; (swap, squat, want, wash, watch, waltz, wasp, squash)

CODING PRACTICE:

crunch
c

stretch
c

watch
c

/ò/ /
squash
c

scold
X

solve
c (reminder: The letter 'v' never ends a word)

UNIT 2:

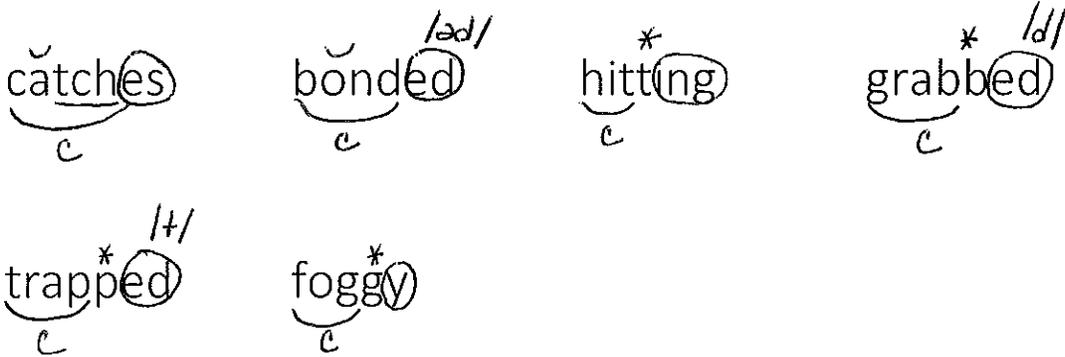
Suffixes: Remind students to always start with the baseword when reading or spelling words with SUFFIXES. A suffix can be a vowel suffix (starts with a vowel), or a consonant suffix.

A reminder that when making a word plural, you usually add just an -s, but if the word ends in s, x, z, ch, or sh....you add an -es...(The word is impossible to say if you just try to add an s!)

There are also some irregular plurals that students just have to learn as unusual. (half – halves, woman – women, child – children, man – men, knife – knives)

- Learn to identify a 1-1-1 word. This word has 1 closed syllable, 1 vowel, and 1 consonant after the vowel. Become a 1-1-1-syllable detective!!!!
- If adding a vowel suffix to these words, double the final consonant. (tipping, chopping, napped, plugged, shopper, quitting)
- If adding a consonant suffix, simply add the suffix. (shipment, gladly, flatly, banker)

CODING PRACTICE:



UNIT 3:

REVIEW of the vowel-consonant-e syllable division

Review of rules for syllable division:

- Divide between 2 consonants. (reptile, submit)
- When there is only 1 consonant, that consonant is often needed to close in the first syllable. (habit, relish) If that doesn't work, then try making the first syllable open.
- With 3 consonants between 2 vowels, including a digraph, the digraph stays together. If there is only a digraph between the 2 vowels, keep it together to close in the first syllable (nutshell, rocket)
- In a word with 3 consonants between 2 vowels and no digraph, almost always, 2 of the consonants go the second syllable. (contract, explode)

CODING PRACTICE:

rōpē
v-e

fīrē mān
v-e e

cōnfūse
e v-e

UNIT 4 :

REVIEW of the vowel-consonant e exception syllable (-ive) olive, captive....see summary of syllable types at the beginning of these pages (Unit 1).

Adding suffixes to v-c-e words:

- When they add a consonant suffix, they simply add it. (hopes, hopeful, safely)
- When they add a vowel suffix, the e must drop from the end. (hope + ing = hoping, confusing, included, bravest)

CODING PRACTICE:

captive
c vxe

actively
c vxe

hoping
v-e

demonstrated
c c v-e

clapped
c

griped
v-e

gripped
c

hopping
c

hoping
v-e

UNIT 5:

*The schwa sound:

The schwa sound is indicated by an upside down lower case e above the vowel, which is sounded like a short u or occasionally a short i.

If the regular expected sound of the vowel doesn't work when sounding out the word, we think to ourselves... "Uhhhh?" That is the sound. The vowel is called a reduced vowel, almost seeming to be swallowed up.

You can explain that the schwa occurs in the unaccented syllable. Let them hear lots of multi-syllable words and listen for which syllable is accented before you try to find the syllable that is not accented! To explain "accented", share that when a word has more than one syllable, we might emphasize one of the syllables more than the other. The syllable that is said clearly is called the accented syllable. Your voice tends to go up on the accented syllable.

The symbol for a schwa looks like an upside down e.

(travel, wagon, seven, method, tonsil, pretzel, salad)

When et is at the end of a multi-syllable word, the e usually sounds like short i. (rocket, jacket) The /it/ sound will only have 2 options for spelling: it or et.

Schwa in an open syllable with a:

In the word 'extra', the a sounds like a short u. This happens whenever the letter a ends a multisyllabic word in an open syllable. It also often happens when the letter a begins a word in an open syllable. (alone, amaze, extra, Alaska)

This letter a would be marked as an open exception syllable...

In a word like compliment or animal, that letter i does not make a long sound as expected. Instead it says short i or short u. It would be marked as a schwa sound and would be an open exception syllable.

The letter i says short i or short u when the open syllable is followed by a consonant (apricot, indicate).

When the letter i is followed by a vowel, it sounds like a long e (champion, patio, medium).

Remember that y works as a vowel in open syllables, saying long i at the end of one-syllable words like cry and long e at the end of multisyllabic words like baby. It also says long i at the end of some multisyllabic words such as deny.

CODING PRACTICE:

wagon
c e

seven
c e

random
c e

planets
c e

salad
c e

UNIT 6:

Review Open Syllables

Multisyllabic words with a short vowel that end in y get an extra consonant to help close in the first vowel to make it short (bunny).

*Soft sounds of c and g:

- c followed by e, i, or y makes the s sound.
- g followed by e, i, or y makes the j sound. (cent, cycle, giant, apology)

CODING PRACTICE:

fancy
/ē/

Alaska
ə ə
c c

abandon
ə ə ə
c c c

extra
ə ə
c c

patio
/ē/ ə
c c o

confident
ə ə ə
c c c

medium
- /ē/ ə
o c

studio
/ē/ ə
o c o

imitate
ə ə ə
c c v-e

UNIT 7:

*The 'y' and suffix spelling rule:

- If y follows a consonant in an open syllable, change the y to i when adding ANY suffix. The i retains the original sound (empty + ness = emptiness, cry + es + cries)
- When the suffix begins with the letter i, do NOT change the y to i, just add the suffix (babyish),
- To pluralize words ending in y in an open syllable, follow the y spelling rule and add the suffix –es. (babies, chilliest, luckier)
- If a word ends in a y, after a consonant, change the y to an i and add –es to form the plural (duty/duties, family/families)
- If a word ends in an o in an open syllable, they add –es (potatoes).

Reminder that the letter y usually says long i in one-syllable words and long e in 2 syllable words (cry baby)

CODING PRACTICE:

emptied

tries

happier

fried

duties

luckiest

laziest

UNIT 8:

Review the consonant-le syllable

The consonant-le syllable is the final stable syllable...meaning that it is only found at the end of multisyllabic words and has little variation.

- Has only 3 letters: a consonant, an l, and an e
- The e is silent. It is the vowel. Every syllable needs at least 1 vowel. The consonant and the l are sounded like a blend.
- This syllable is always the last syllable in a multi-syllabic word.

In a word like tackle, or pickle, ck stays together since it is a digraph, to close in the vowel and make it short. The last syllable is still a consonant-le syllable even though the k went with the c to stay together. Only the 'l' is sounded.

Reminder that EVERY syllable needs a vowel!!!!

Adding suffixes to consonant-le syllables...follow the silent e spelling rule

- Settling (drop the e to add the vowel suffix)
- Settlement (keep the e to add the consonant suffix)

Consonant-le exception: In words ending with stle, both t and e are silent...the four letters are read /sl/ (castle, whistle)

Sometimes when you hear the l sound at the end of a word, it might be a schwa spelling; el or al. Just remember that consonant-le is much more common....but check the dictionary if you're not sure. (bagel, model, label)

tion and sion both say /shun/, but only sion says /zhun/. Use your spelling option procedure for deciding. (Write options down and see which one looks right. If you're still not sure, ask a friend, or go to the dictionary.)

CODING PRACTICE:

stable settlement settling hustle

UNIT 9:

Review of r-controlled syllable

- This syllable has a single vowel followed by an r
- The vowel is not long or short....it is CONTROLLED by the r.
- This syllable can be combined with other syllables in a longer word.

There is an EXCEPTION to the r-controlled rule:

- If the r is followed by another r, the vowel ahead of the r is usually short. (carry, berry)

Reminder that words do not end in v. The letter e always volunteers to do the job and be at the end.

The combination of ar and or can make a different sound (beggar and doctor), when they are at the end of a word with more than one syllable.

- The most common spelling is er at the END of a multi-syllable word.
- Even though ar and or can sometimes spell that sound at the end of a word, it will never be spelled ir or ur, so you can eliminate those from your option.

-er and -or can be suffixes too! (singer, actor) If a word has a base word, the sound at the end will always be spelled -er or -or.

They have learned that the letter w changes the sound of the letter a (wash squash). W also changes the sound of ar and or (warm, worm).

-ward is a new suffix (backward, westward). The ar is affected by the w, but is also controlled by the r!

The 1-1-1 spelling rule with r-controlled syllables: (tar, fir, stir) The same questions apply as in closed syllable words!

- Is this a 1 syllable word that is r-controlled?
- Does it have 1 vowel?
- Is there only 1 consonant after the vowel?
- Is it a 1-1-1 word?

When a consonant suffix is added, you simply add it without changing anything. (thinly)

When a vowel suffix is added, the last consonant is doubled. (thinner)

CODING PRACTICE:

carry /ē/

surrender

starring*

staring^{-e}

UNIT 10:

Review the double vowel syllable

- Some new spellings for the long a sound...they already know ai-bait and ay-play. We are adding – igh-eight, ei-vein, and ea-steak. They learned in level 2 that ea says long e for eat and that is the most common, but it can sometimes say long a too.
- Ay is almost always used for the long a found at the END of words. The only other option is – igh, but it is rare.
- The long a sound in the middle of a word is usually spelled with ai or with a-consonant-e in the middle of a syllable. The –ei and –ea are only sometimes used.

Now 9 possibilities for long e:

- E-e, e, ee, ea, ey, y, i, ie, and ei...The new key words for ei-ceiling and ie-piece. Remember that you will use y or ey at the end of most words, and just a few words end in ie like goalie and rookie. Also remember that ei and ie are not used very often, so when in doubt, go with the others we have learned.

Now 7 possibilities for long a:

- A-e, a, ai, ay, igh, ei, and ea... Again, remember that the new ones are not very common.

*Eat bread and steak!.....3 sounds of ea....ea-eat, ea-bread, and ea-steak

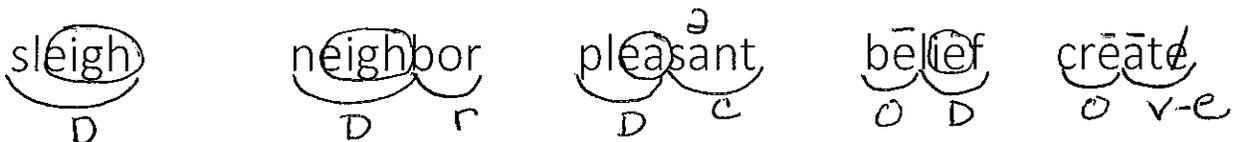
Other sounds: igh-light, ui-suit, and oo-book

To add suffixes to words ending with a vowel team:

- Whenever a suffix is added to a word that ends in y in an open syllable, the y changes to i before the suffix is added. This happens if the final syllable is open. (empty-emptied-emptiness)
- Words ending in y follow the y spelling rule ONLY if the final syllable is open.
- In words ending in y in a “d” syllable, you simply add the suffix without changing the y. (enjoyed, enjoyment, enjoyable)

D syllable exception: When the vowel team sound doesn't work, now and then the vowels split and divide into separate syllables. (create) This makes it the exception to the rule☺

CODING PRACTICE:



UNIT 11:

Contractions

Sometimes, it sounds better to squish 2 words together. We replace the left out letter or letters with an apostrophe. This is called a contraction. Does not – doesn't, what is – what's, should not –shouldn't, are not – aren't, she is – she's, what is – what's...

Some contractions are a bit rebellious. Will not – won't, must not – mustn't (and we don't pronounce the first t), can not – can't, do not – don't...changes the o sound.

See the resource pages for this unit for the list of contractions presented for use at this point.

Contractions

aren't	can't	couldn't	didn't	doesn't	shouldn't
mighn't	mustn't	hadn't	hasn't	isn't	wasn't
weren't	wouldn't	won't	don't	it's	he's
she's	that's	what's	where's	who's	

UNIT 12:

Review the soft sounds of c and g

Reminder that when c is followed by e, i, or y, it makes the s sound.

When g is followed by e, i, or y, it makes the j sound.

In a word like concentrate, you know the first c will make the /k/ sound because it's followed by an o. The next c would make an /s/ sound because it's followed by an e.

In a word like price, the final e has 2 jobs...it makes the i say its name (make the long sound), and it makes the c take the s sound.

In a word like prince, there are 2 consonants in-between the vowel and final e, so the vowel stays short and the e is just there to make the c take the s sound.

dge-fudge

- J is another letter like v that will not allow itself to be last in a word (fudge is not fuj!)
- dge is called a trigraph, like tch because there are 3 letters, but just 1 sound!
- dge and tch are found after a short vowel

When you're trying to spell a word like dance....if you wrote "dans", you would make someone think that it was a plural word, like a lot of dans????? So, choose the other option: dance.

The silent e spelling rule still applies (dancing, convincing)

CODING PRACTICE:

concentrate
/k/ /s/ v-e
c c

suggest
/g/ /j/

replace
/s/ v-e
c

plunge
/j/ c

convincing
/s/ e
c c

judge
c

gentle
/j/ -te
c

UNIT 13:

Digraphs ch and ph, Silent letter combinations:

- ch-chorus....they know ch -chin
- ph-phone

Choices for the sound of /k/ - k, c, ck, ch

Silent letter combinations:

- wr- r, wrist
- rh-r, rhyme
- gn-n, gnat
- kn-n, knife
- mn-m, column
- mb-b, lamb
- gh-h, ghost

Words with silent letters are tricky, and you just have to practice them.

CODING PRACTICE:

^{/k/}
chorus
r c

^v ^ə ^{/f/}
atmosphere
c c v-e

^v
knock
c

^v ^v
column
c c

UNIT 14:

2 more glued sounds: ture – capture (pasture, furniture), and tu-spatula (actual)

2 more letter combination sounds: ti-patient, and ci-glacier

Some advanced suffix endings: -ous, -al, -ent, and -an. When ci and ti attach to these suffixes, they say /sh/ and become part of the word. (patient, precious, cautious, special, martial, musician, Martian)

Notice either the ti or ci just before these suffixes. These 2 letters connect the suffix to the rest of the word and make the last syllable in the word.

CODING PRACTICE:

actual
/chü/

patient
/sh/

crucial
/sh/