

Dear Family:

In Unit 12, Foundations® introduces students to words that have more than one syllable. I need you to encourage your child to **scoop** each syllable when the word is read. For example, scoop the word **napkin** into two syllables like this:

n a p k i n

This is key in teaching a child to break down a word into its parts.

I will be working on **multisyllabic words** for the next three weeks.

Some words will be compound words or words that are made up of two parts. Each part can be a word by itself, for example, in the word “**sunfish**” - **sun** is a word and **fish** is a word.

Then, I shall work with words that have two consonants between the two vowels such as in the word “**magnet**” and words with closed and vowel-consonant-e syllables combined, like “**reptile**.”

The spelling procedure used to teach multisyllabic words is very important. (See the next page for these instructions.) Yes, there are several steps, however each is important to help develop the skill of breaking a word down into its parts.

Once again **thank you** for all of your help.

Sincerely,





How to Teach Spelling of Multisyllabic Words

The spelling procedure used to teach **multisyllabic words** is very important. You may want to keep these directions handy while working with your child.

1. Hand your child two blank index cards (or any blank paper).
2. Dictate a word such as **sunfish**.
3. Have your child repeat the word and place a blank index card down for each syllable.

Your child says "**sun**" and puts down one blank card.

Your child says "**fish**" and puts down another blank card.
4. Next, have your child touch the first blank card and spell the first syllable **s - u - n**, then write the syllable saying the letters: "**s - u - n, sun.**"
5. Next, have your child touch the second blank card and spell the second syllable **f - i - s - h**, then write the syllable saying the letters: "**f - i - s - h, fish.**"

Remember to continue reading aloud to your child.

Reading can be hard work for a First Grader. Find some time just to read aloud to your child so that he or she realizes that reading can be for pleasure! Try the books listed below.

Title	Author	Publisher / Date
<i>Charlotte's Web</i>	White, E.B.	HarperCollins; 1974
<i>A Child's Garden of Verses</i>	Stevenson, R.L.	HarperCollins; 2011
<i>Fantastic Mr. Fox</i>	Dahl, R.	Alfred A. Knopf; 1970
<i>Homer Price</i>	McCloskey, R.	Penguin; 1976
<i>Mr. Popper's Penguins</i>	Atwater, R.	Little, Brown Books for Young Readers; 1992
<i>Ramona Quimby, Age 8</i>	Cleary, B.	HarperCollins; 1992
<i>Read-Aloud Rhymes for the Very Young</i>	Prelutsky, J.	Random House Children's Books; 1986



Homework Guide

Review reading and spelling **multisyllabic words** with your child during the next 3 weeks.

Please refer to the directions for the multisyllabic spelling procedure in the letter.

Follow These 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds in one syllable words. Do not tap trick words (in bold).
3. Have your child name each syllable in two syllable words. Then name and write the first syllable, and name and write the second syllable.
4. Have your child tell you the letters that go with those sounds.
5. Write the letters.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	stinging	chunks	tame
On Tuesday Dictate	Current Words	→	tomcat	catfish	bathmat
On Wednesday Dictate	Trick Words	→	people	month	none
On Thursday Dictate	Sentence	→	Beth did not miss the sunset.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	shellfish	tiptop	sunfish
On Tuesday Dictate	Current Words	→	cupcake	inside	fireman
On Wednesday Dictate	Trick Words	→	been	own	want
On Thursday Dictate	Sentence	→	Did Brad get the little sunfish?		

WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	include	athlete	springtime
On Tuesday Dictate	Current Words	→	picnic	tonic	plastic
On Wednesday Dictate	Trick Words	→	Mr.	Mrs.	friend
On Thursday Dictate	Sentence	→	Did Mrs. White panic?		



Do the "Match and Memory Game" Activity

1. Write each syllable below on a blank index card.
2. Turn them over, with the First Syllables in one column and the Last Syllables in another column. ***Make sure to change the order of cards in the second column.***
3. Take turns flipping over a card from the First Syllables Column, then selecting one card from the Last Syllables Column to see if you can make a word. If it matches keep the word.
4. Read all matched words.

First Syllable Column

sun
bath
ex
cob
up
ab
den
nap
chip

Last Syllable Column

set
tub
pect
web
set
sent
tist
kin
munk



Do the “Match Syllables” Activity

Have your child read the syllables on each side of the box. Draw a line to connect the syllables to form real words.

sun	cake
lap	rise
cup	top

pic	ball
mis	nic
soft	take

sun	ic
ath	lete
top	shine

dis	ment
pave	side
in	like

Have your child write the words above and read the words.



***Do the “Read and Divide Words
with Two Syllables” Activity***

Have your child read the word. Have them scoop each word into syllables, then write the syllables on the lines.

pancake = pan cake reptile = _____

admire = _____ explode = _____

intake = _____ pavement = _____

include = _____ baseball = _____

costume = _____ bedtime = _____

panic = _____ plastic = _____

picnic = _____ topic = _____

WEEK 1

people

month

WEEK 2

been

little

WEEK 3

want

Mr.

Mrs.

own

→ **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.

Writing Grid for Word and Sentence Homework

Review Words



1

2



3



Current Words



1

2



Trick Words



3

1



2

3



Sentence



1



Dear Family:

You and your child have been doing some wonderful work together. In Unit 13 I am going to add one more **suffix ending** to words.

This time the suffix '**es**' will be added to the words. This suffix will be added to closed syllable words such as the word "**lunches**." The baseword is **lunch** and the suffix is **es**.

As a reminder: the procedure for reading the words **lunches** and **wishes** is to read the baseword first and then say it with the suffix as follows:

lunch - lunches

wish - wishes

To spell a word with a suffix ending, your child hears the entire word **lunches** but then must be able to separate **lunch** from the suffix **es**.

Therefore, after echoing the word **lunches** you may ask, "**What is the baseword?**" Your child should answer, "**lunch**." Then tap out /l/ /u/ /n/ /ch/, say the letters **l - u - n - c - h**, and add the suffix '**es**'.

I am planning to be in this Unit for three weeks. If you think your child needs more practice, do not be concerned, because Unit 14 reviews all the word structure and concepts we have learned; thus your child will be getting additional practice with these procedures.

Sincerely,

