

Dear Family:

Now that your child is comfortable with the closed syllable type and suffix endings, I am going to review how to combine syllables to form ***multisyllabic words***. Your child will put two closed syllables together, such as **bathtub**.

Your child will learn that when there are three consonants together, the blend usually goes with the second syllable to divide the word, as in the word **children (chil dren)**. When reading a multisyllabic word, an important strategy for him/her is to scoop with his/her finger under each syllable.

I will also be introducing the new suffix endings **-ful, -ment, -ish, -ness, -less, -able, and -en**. Remember to have your child underline the base word and circle the suffix.

Lastly, I will introduce the following sounds:

**au** says /o/ as in **August**

**aw** says /o/ as in **saw**

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	<b>Review Words</b>	→	string	stuffs	crunches	bang
On Tuesday Dictate	<b>Current Words</b>	→	punish	cabin	chipmunk	sonic sandblast
On Wednesday Dictate	<b>Trick Words</b>	→	against	knew	know	sure again
On Thursday Dictate	<b>Sentence</b>	→	We know the bell will disrupt the class.			

#### WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	clinic	singing	public	submit
On Tuesday Dictate	<b>Current Words</b>	→	childish	handful	kindness	shipment limitless
On Wednesday Dictate	<b>Trick Words</b>	→	always	often	once	against know
On Thursday Dictate	<b>Sentence</b>	→	I was thankful for his kindness.			



**Do the “Divide Into Syllables” Activity**

Divide each word below into syllables. Read the word. Write the syllables on the lines.

slingshot = sling shot

goblin = \_\_\_\_\_

publish = \_\_\_\_\_

blindfold = \_\_\_\_\_

nutmeg = \_\_\_\_\_

himself = \_\_\_\_\_

invents = \_\_\_\_\_

dentist = \_\_\_\_\_



**Do the “Mark the Syllable” Activity**

Have your child scoop the two syllables. Mark the syllables with a **c** to indicate a closed syllable. Put a breve above the vowels. Read words.

nŭtshĕll  
c c

muffin

cobweb

tennis

submit

catfish

picnic

mix-up

cannot

edit

unless

disrupt

satin

public

shellfish

nutmeg

Edwin

polish

insist

Boston

pilgrim




**Do the "Sentence Correction" Activity (Week 2)**


Tell your child that some words in the sentences below are spelled incorrectly. Have him or her proofread the sentence and write the corrected word on the line and add punctuation.


- 1 The class was respectfull to the flag \_\_\_\_\_
- 2 The wild kids had a punishmet \_\_\_\_\_
- 3 We will thank Tom for his kindnes \_\_\_\_\_
- 4 We sat on the clif at sunset \_\_\_\_\_
- 5 Was Jack childesh \_\_\_\_\_


Have your child choose two sentences to write on the line below. Have him or her add punctuation and proofread carefully.


**1**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_


**2**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

WEEK 1

against

knew

know

WEEK 2

always

often

once

→ **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

## Review Words

3 4

## Current Words

1 2

## Current Words

3 4

## Trick Words

5 1

## Trick Words

2 3

## Trick Words

4 5

## Sentence

1

## Sentence

Dear Family:

These past few weeks have been busy in Level 2 of Foundations\*! We are now about to review the second syllable type. It is often referred to as the **v-e syllable**, which stands for **vowel-consonant-e** (any vowel or consonant). It is important for your child to recognize the pattern of this syllable, therefore I spend time going from a closed syllable such as **cap** to a v-e syllable such as **cape**. It is the vowel **e** at the end of the word that is silent but makes the first vowel say its name. We mark these words:

**c a p e**  
v-e

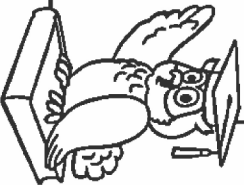
Your child will combine closed and v-e syllable words such as **reptile**.

I will also teach your child that when the consonant **s** is between two vowels as in the word **rose**, that **s** may have the /z/ sound. Another example is the word **wise**. However, in the word **base** the **s** has its regular sound of /s/. When you dictate a word that has an **s** between two vowels and your child is not sure if the letter should be an **s** or **z**, a dictionary may be used to check it. Lastly, I will teach that words in English do not end with the letter **v**. Therefore, some words have an **e** at the end but the vowel is still short (**have, give**). The **e** is there for the **v**. The suffix **-ive** will be added to the suffixes that we add to words.

I have enclosed a page with the double vowel teams. Review these with your child and keep them handy for reference when your child is reading. Please let me know if you have any questions or concerns about your child's progress.

Sincerely,

*Mrs. Campbell*



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**c a p e**  
v-e

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