

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 d ren)**. 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 baseword 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	Review Words	→	string	stuffs	crunches	bang
On Tuesday Dictate	Current Words	→	punish	cabin	chipmunk	sonic sandblast
On Wednesday Dictate	Trick Words	→	against	knew	know	sure again
On Thursday Dictate	Sentence	→	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	Review Words	→	clinic	singing	public	submit
On Tuesday Dictate	Current Words	→	childish	handful	kindness	shipment limitless
On Wednesday Dictate	Trick Words	→	always	often	once	against know
On Thursday Dictate	Sentence	→	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
