

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 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    | <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>   | → | water                          | knew   | know     | day month       |
| On Thursday Dictate  | <b>Sentence</b>      | → | We sat at the cliff at sunset. |        |          |                 |

#### 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>   | → | Mr.                              | Mrs.    | only     | been from          |
| 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





water





knew





know





- **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





 \_\_\_\_\_  
 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  






 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  






 \_\_\_\_\_  
 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  





 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 5 \_\_\_\_\_ 1 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_ 3 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 4 \_\_\_\_\_ 5 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 1 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
