

Dear Family:

In Unit 11, 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 four 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**”.

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
<b>Miss Rumphias</b>	Cooney, Barbara
<b>My Father's Dragon</b>	Stiles Gannett, Ruth
<b>Mio, My Son</b>	Lingren, Astrid
<b>James and the Giant Peach</b>	Dahl, Roald
<b>Fantastic Mr. Fox</b>	Dahl, Roald
<b>Indian in the Cupboard</b>	Reid Banks, Lynne
<b>Trumpet of the Swan</b>	White, E. B.
<b>Mrs. Piggle-Wiggle</b>	MacDonald, Betty



## 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 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Write the letters.

#### WEEK 1

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

On Monday Dictate	<b>Review Words</b>	→	sting	chunks	jam
On Tuesday Dictate	<b>Current Words</b>	→	tomcat	catfish	bathmat
On Wednesday Dictate	<b>Trick Words</b>	→	people	Mr.	Mrs.
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	split	blast	glass
On Tuesday Dictate	<b>Current Words</b>	→	shellfish	tiptop	sunfish
On Wednesday Dictate	<b>Trick Words</b>	→	years	says	little
On Thursday Dictate	<b>Sentence</b>	→	Did Brad get the sunfish?		

#### WEEK 3

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

On Monday Dictate	<b>Review Words</b>	→	blink	crunch	stumps
On Tuesday Dictate	<b>Current Words</b>	→	picnic	tonic	plastic
On Wednesday Dictate	<b>Trick Words</b>	→	good	very	own
On Thursday Dictate	<b>Sentence</b>	→	The dog in the bathtub is frantic!		



## 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  
pub  
ex  
cob  
up  
ab  
den  
nap  
chip

### Last Syllable Column

set  
tub  
lic  
pect  
web  
set  
sent  
tist  
kin  
munk

WEEK 1

people

Mr.

Mrs.

WEEK 2

years

says

little

WEEK 3

good
























































very

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

UNIT  
**11**

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