

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	<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 "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

3 4

**Current Words**

1 2

3 4

**Trick Words**

5 1

2 3

4 5

**Sentence**

1