

Dear Family:

In Unit 12, 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 three 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**” and words with closed and vowel-consonant-e syllables combined, like “**reptile.**”

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	Publisher / Date
<i>Charlotte's Web</i>	White, E.B.	HarperCollins; 1974
<i>A Child's Garden of Verses</i>	Stevenson, R.L.	HarperCollins; 2011
<i>Fantastic Mr. Fox</i>	Dahl, R.	Alfred A. Knopf; 1970
<i>Homer Price</i>	McCloskey, R.	Penguin; 1976
<i>Mr. Popper's Penguins</i>	Atwater, R.	Little, Brown Books for Young Readers; 1992
<i>Ramona Quimby, Age 8</i>	Cleary, B.	HarperCollins; 1992
<i>Read-Aloud Rhymes for the Very Young</i>	Prelutsky, J.	Random House Children's Books; 1986



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 5 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds in one syllable words. Do not tap trick words (in bold).
3. Have your child name each syllable in two syllable words. Then name and write the first syllable, and name and write the second syllable.
4. Have your child tell you the letters that go with those sounds.
5. Write the letters.

WEEK 1

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

On Monday Dictate	Review Words	→	stinging	chunks	tame
On Tuesday Dictate	Current Words	→	tomcat	catfish	bathmat
On Wednesday Dictate	Trick Words	→	people	month	none
On Thursday Dictate	Sentence	→	Beth did not miss the sunset.		

WEEK 2

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

On Monday Dictate	Review Words	→	shellfish	tiptop	sunfish
On Tuesday Dictate	Current Words	→	cupcake	inside	fireman
On Wednesday Dictate	Trick Words	→	been	own	want
On Thursday Dictate	Sentence	→	Did Brad get the little sunfish?		

WEEK 3

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

On Monday Dictate	Review Words	→	include	athlete	springtime
On Tuesday Dictate	Current Words	→	picnic	tonic	plastic
On Wednesday Dictate	Trick Words	→	Mr.	Mrs.	friend
On Thursday Dictate	Sentence	→	Did Mrs. White panic?		



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
 ex
 cob
 up
 ab
 den
 nap
 chip

Last Syllable Column

set
 tub
 pect
 web
 set
 sent
 tist
 kin
 munk



Do the "Match Syllables" Activity

Have your child read the syllables on each side of the box. Draw a line to connect the syllables to form real words.

sun	cake
lap	rise
cup	top

pic	ball
mis	nic
soft	take

sun	ic
ath	lete
top	shine

dis	ment
pave	side
in	like

Have your child write the words above and read the words.



Do the "Read and Divide Words with Two Syllables" Activity

Have your child read the word. Have them scoop each word into syllables, then write the syllables on the lines.

pancake

= pan cake

reptile

= _____

admire

= _____

explode

= _____

intake

= _____

pavement

= _____

include

= _____

baseball

= _____

costume

= _____

bedtime

= _____

panic

= _____

plastic

= _____

picnic

= _____

topic

= _____

WEEK 1

people

month

WEEK 2

been

little

WEEK 3

want

Mr.

Mrs.

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.

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family:

You and your child have been doing some wonderful work together. In Unit 13 I am going to add one more **suffix ending** to words. This time the suffix **'es'** will be added to the words. This suffix will be added to closed syllable words such as the word **"lunches."** The baseword is **lunch** and the suffix is **es**.

As a reminder: the procedure for reading the words **lunches** and **wishes** is to read the baseword first and then say it with the suffix as follows:

lunch - lunches **wish - wishes**

To spell a word with a suffix ending, your child hears the entire word **lunches** but then must be able to separate **lunch** from the suffix **es**.

Therefore, after echoing the word **lunches** you may ask, **"What is the baseword?"** Your child should answer, **"lunch."** Then tap out /l/ /u/ /n/ /ch/, say the letters **l - u - n - c - h**, and add the suffix **'es'**.

I am planning to be in this Unit for three weeks. If you think your child needs more practice, do not be concerned, because Unit 14 reviews all the word structure and concepts we have learned; thus your child will be getting additional practice with these procedures.

Sincerely,





Homework Guide

Review the **closed syllable** baseword with the suffix endings of 's' and 'es' with your child during the next 2 weeks.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: **"wishes"**
2. Have your child separate the baseword from the suffix and tap out

the baseword. Child says, **"wishes"** then, **"wish"** then taps out /w/ /i/ /sh/. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with the sounds of the baseword.
4. Have your child write the letters of the baseword then add **es**. It is helpful if you say the letters as your child writes them.

WEEK 1

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

On Monday Dictate	Review Words	→	straps	pins	napkin
On Tuesday Dictate	Current Words	→	rashes	lunches	wishes
On Wednesday Dictate	Trick Words	→	word	work	write
On Thursday Dictate	Sentence	→	Ben wishes his friend luck.		

WEEK 2

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

On Monday Dictate	Review Words	→	index	quakes	clicking
On Tuesday Dictate	Current Words	→	dishes	bunches	pinches
On Wednesday Dictate	Trick Words	→	their	being	first
On Thursday Dictate	Sentence	→	Jim brushes the lint off the rugs.		

WEEK 3

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

On Monday Dictate	Review Words	→	trombones	confuse	tribes
On Tuesday Dictate	Current Words	→	boxes	finishes	punishes
On Wednesday Dictate	Trick Words	→	look	good	new
On Thursday Dictate	Sentence	→	Janet dresses for work.		



Do the “Find the Baseword and Suffix” Activity

1. Have your child read the list of words below.
2. Next, you read a word from the list below. Do not have your child look at the list. Have your child repeat the word, then tell you the baseword. Do all of the words.
3. Have your child underline the baseword and circle the suffix (s, ed, ing). For example: stoves

flakes

pinching

bathtubs

cakes

brings

sunsets

finishing

inhales

likes

cupcakes

laptops

invented

stoves

napkins

**Do the "Make it Plural" Activity**

Have your child read the baseword. Circle the suffix **-s** or **-es** that is needed to make it plural. Write the whole word. (The **-es** suffix is added to words ending in **s**, **z**, **x**, **sh**, and **ch**.)

Baseword	Circle Suffix to Make it Plural	Write Word
bunch	s es	_____
cake	s es	_____
brush	s es	_____
fox	s es	_____
napkin	s es	_____
class	s es	_____

WEEK 1

word

work

write

WEEK 2

their

being

first

WEEK 3

look

good

new

→ **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.

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1

Dear Family

The end of the year is fast approaching. The last Unit of Foundations® reviews the word structure and concepts learned this year.

These last two weeks bring us to the end of a very exciting year. Thank you so very much for helping to make this program a success.

I encourage you to continue working with your child during the summer vacation. If possible, take time out each day to read with your child. I sincerely hope that you have an enjoyable summer.

Please let me know if you have any concerns.

Sincerely,





Homework Guide

Review the closed syllable baseword with the suffix endings of **s**, **es**, **ed**, and **ing**.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: **“drilling”**
2. Have your child separate the baseword from the suffix and tap out the baseword. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. It is helpful if you say the letters as your child writes them.

WEEK 1

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

On Monday Dictate	Review Words	→	squints	cobwebs	taxes
On Tuesday Dictate	Current Words	→	invented	drilling	jumping
On Wednesday Dictate	Trick Words	→	water	called	another
On Thursday Dictate	Sentence	→	Yes, Mom is still thinking of the kids.		

WEEK 2

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

On Monday Dictate	Review Words	→	sunfishes	rocks	albums
On Tuesday Dictate	Current Words	→	sandblasted	hunting	standing
On Wednesday Dictate	Trick Words	→	day	may	way
On Thursday Dictate	Sentence	→	Jill stands with hands on her hips.		



Do the "Mark My Words" Activity

Read the words with your child. Have your child mark up the following concepts.

- Box the welded sounds
- Star the bonus letter
- Underline digraphs, blends, and digraph blends
- Underline baseword and circle suffix
- Mark v-e syllables

fan

brake

cross

scrunch

lungs

ropes

tall

taxes

blimp

inches

thinking

fireman



Do the "Add the Suffix" Activity

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or 'scoop' the syllables in the base word and circle the suffix. For example: **publishing**

cave + s = _____

invent + ed = _____

disrupt + ed = _____

wish + es = _____

spell + ing = _____

crush + es = _____

camp + ing = _____

insist + ed = _____

explode + s = _____

WEEK 1

water

called

WEEK 2

day

may

way

→ **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.

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3 4

5 6

Handwriting practice lines for Review Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The numbers 1 through 6 are placed on the bottom line of each row. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a frog.

Trick Words

7 1

2 3

Handwriting practice lines for Trick Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The numbers 7, 1, 2, and 3 are placed on the bottom line of each row. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a frog.

Sentence

1

Handwriting practice lines for Sentence. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number 1 is placed on the bottom line of the first row. The lines are decorated with small icons: a cloud with a sun, an airplane, a flower, and a frog.