

Fundations Unit 12: Multisyllabic Words

Dear Families,

In Unit 12, Fundations introduces students to words that have more than one syllable. I kindly ask that you encourage your child to scoop each syllable when the word is read. For example, scoop the word “**napkin**” into two syllables like this:

napkin

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 couple of 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 will introduce 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 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 your support!

Sincerely,
Mrs. Pelkey





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

= _____

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


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 _____ 

 _____ 

 _____ 

 _____ 

 _____ 

 _____ 

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.