Dear Family, Your child is learning to read words that have two to four syllables.

To help you read a word you don’t know, you can divide it into sections called **syllables**. Every **syllable** has a vowel.

**Example:** pump • kin

**Pumpkin** has two vowels and two **syllables**. You can sound out *pump* and *kin* to make *pumpkin*.

- Try reading the list of words below. Break up each word into **syllables**, as you read.

  better    yesterday    between    another
  anything    children    together    today
  always    remember    because    summer

- **More Fun**: Draw lines to separate the **syllables** in the words above.
Dear Family, Your child is learning to read compound words, which are two or more words put together, like sandbox.

Sometimes two or more words are put together to make a new word. For example, sand + box makes sandbox. This is a **compound word**.

- Practice reading the word list below. Then draw a line between the words that make up the **compound word**.

  **Example:** sand/box

  roadrunner
  afternoon
  breakfast
  bathtub
  textbook
  summertime

- **More Fun:** Look for compound words in books you read.

Child’s signature __________________________________________

Parent’s (Learning Partner’s) signature ________________________

3/Uses Structural Analysis to Decode Words/2
Dear Family, Your child is learning to read compound words, which are two or more words put together.

- Read the compound words below:
  
  | airport | basketball | farmhouse |
  | driveway | daydream | railroad |
  | footstep | headlight | paintbrush |

- Write the compound word that best fits into each sentence:
  
  1. Can you throw the________________through the hoop?
  2. The old________________is way out in the country.
  3. I had a________________about flying in the air.
  4. The________________tracks cross the road here.
  5. We watched the planes land at the_______________.
  6. The________________leads up to the garage.
  7. I thought I heard a________________outside!
  8. Use this________________to paint the porch.
  9. The________________on the train is very bright.

Child’s signature _______________________________________

Parent’s (Learning Partner’s) signature _____________________

3/Uses Structural Analysis to Decode Words/3
Adapted from Spelling By Writing, Carl Smith, Family Learning Association, 1998.