

Dear Family:

The end of the year is fast approaching. Your child has been working very hard to master all the language concepts and your help is appreciated. As mentioned in my previous letter, practice is very important. The “D” syllable has several combinations, many of which have more than one sound such as the **ow** in **snow** and in **plow**. In this Unit, we will work with several sounds with reading and spelling options.

**oo** says /ü/ as in **school**

**ou** says /ü/ as in **soup**

**ue** says /ü/ as in **blue** and /ū/ as in **rescue**

**ew** says /ü/ as in **chew**

The **oo** also says /ü/ as on **book** but this will not be introduced at this time. All combinations have the /ü/ sound and once again your child may not have difficulty when reading the word in context, but spelling could be a problem. Once your child makes a choice for spelling the word, use a dictionary or spell checker to check. If neither is available, you may indicate whether or not the choice is correct.

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>	→	panther	duke	messes	drank	
On Tuesday Dictate	<b>Current Words</b>	→	pouch	soup	rooster	argue	stew
On Wednesday Dictate	<b>Trick Words</b>	→	January	have	February	put	July
On Thursday Dictate	<b>Sentence</b>	→	The bird flew into the nest.				

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	join	graze	queen	splendid	
On Tuesday Dictate	<b>Current Words</b>	→	true	blooming	outline	drew	round
On Wednesday Dictate	<b>Trick Words</b>	→	enough	would	special	was	paste
On Thursday Dictate	<b>Sentence</b>	→	I will have soup for lunch.				



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllable.

drew draw  
d

blue \_\_\_\_\_

cue \_\_\_\_\_

hoop \_\_\_\_\_

soup \_\_\_\_\_

trout \_\_\_\_\_

round \_\_\_\_\_

group \_\_\_\_\_

argue \_\_\_\_\_

true \_\_\_\_\_

chew \_\_\_\_\_

due \_\_\_\_\_

hoop \_\_\_\_\_

pouch \_\_\_\_\_

drool \_\_\_\_\_

stew \_\_\_\_\_

shoot \_\_\_\_\_

snout \_\_\_\_\_

igloo \_\_\_\_\_

new \_\_\_\_\_



**Do the “Match the Syllable” Activity**

Have your child read the syllables on the left and right. Have them match the syllables to form real words.

roo	loo
sham	ster
ig	plain
com	poo

val	grew
out	ter
mil	ue
win	dew

Have your child write the words from above on the lines below.

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**Do the “Sentence Correction” Activity**

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, adding punctuation, and write the corrected word on the line.

**1** The flowers should be in **blume** soon \_\_\_\_\_




**2** What time did the **ruster** begin to crow \_\_\_\_\_




**3** David quickly **outgrue** his snow boots \_\_\_\_\_




**4** Is it not wise to **argew** with the umpire \_\_\_\_\_




**5** The boys will swim in the **pule** \_\_\_\_\_

Have your child choose two sentences to write on the line below. Have him/her add punctuation and proofread carefully.

**1**  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2**  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

WEEK 1

January

February

July

WEEK 2





enough





special





paste





- **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





 \_\_\_\_\_  
 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  






 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  






 \_\_\_\_\_  
 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  





 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 5 \_\_\_\_\_ 1 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_ 3 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 4 \_\_\_\_\_ 5 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 1 \_\_\_\_\_  


 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
