

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 **sn**ow**** and in **pl**ow****. In this Unit, we will work with several sounds with reading and spelling options.

oo says /ü/ as in **sch**oo**l** and /ü/ as in **bo**o**k**

ou says /ü/ as in **so**u**p***

ue says /ü/ as in **bl**ue**** and /ü/ as in **res**ue****

ew says /ü/ as in **ch**ew****

The **oo** also says /ü/ as in **bo**o**k** 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,

*Note: The **ou** also says /ou/ as in **tr**ou**t**. You may remember working on this sound in Unit 14.



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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** and /ü/ as in **book**

ou says /ü/ as in **soup***

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

ew says /ü/ as in **chew**

The **oo** also says /ü/ as in **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,

Mrs. Campbell

*Note: The **ou** also says /ou/ as in **trout**. You may remember working on this sound in Unit 14.





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	Review Words	→	panther	duke	messes	drank
On Tuesday Dictate	Current Words	→	pouch	soup	rooster	argue stew
On Wednesday Dictate	Trick Words	→	January	cousin	February	only July
On Thursday Dictate	Sentence	→	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	Review Words	→	join	graze	queen	splendid
On Tuesday Dictate	Current Words	→	true	blooming	outline	drew round
On Wednesday Dictate	Trick Words	→	enough	brought	special	December thought
On Thursday Dictate	Sentence	→	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 drew
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.



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

December

→ **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