

Dear Family:

In Unit 13, work continues with the “**D**” *syllable type*.

Three more combinations are added to the list of vowel combinations:

**oa** says /ō/ as in **boat**

**ow** says /ō/ as in **snow\***

**oe** says /ō/ as in **toe**

We will also spend some time reviewing basewords and suffixes. Be sure that your child spells the baseword first and then adds the suffix. Also, emphasize the difference between **vowel suffixes** (start with a vowel) and **consonant suffixes** (start with a consonant).

Sincerely,

\*Note: The **ow** also says /ou/ as in **plow** or **cow**. We will work 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	<b>Review Words</b>	→	beef	hockey	faint	broil	
On Tuesday Dictate	<b>Current Words</b>	→	loaf	toe	glow	charcoal	thrown
On Wednesday Dictate	<b>Trick Words</b>	→	Monday	whose	Tuesday	ready	cousin
On Thursday Dictate	<b>Sentence</b>	→	Joan likes butter on her toast.				

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	shipment	fistful	limitless	freshen	
On Tuesday Dictate	<b>Current Words</b>	→	showing	roasted	lowest	coaster	foamy
On Wednesday Dictate	<b>Trick Words</b>	→	lose	tomorrow	world	city	beautiful
On Thursday Dictate	<b>Sentence</b>	→	Molly has grown six inches this year.				

**Do the “Fill In the Word” Activity**

Have your child read the sentences and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

charcoal	rainbow	toad	toast	goat
boat	yellow	roast	coat	road

- 1 The pig \_\_\_\_\_ is a fun event!
- 2 Dad got \_\_\_\_\_ for the grill.
- 3 Come see the \_\_\_\_\_ in the sky!
- 4 Tim’s yellow \_\_\_\_\_ is wet from the snow.
- 5 That is a \_\_\_\_\_ croaking in the grass.
- 6 Dad wants a \_\_\_\_\_ that he does not have to row.
- 7 The farmer likes the \_\_\_\_\_ better than the mule.
- 8 The potholes in the \_\_\_\_\_ make Mom drive slow.
- 9 Tim likes jam on his \_\_\_\_\_.
- 10 \_\_\_\_\_ is my favorite color.



### 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 capitalization, and write the corrected word on the line.

1 Joan went fishing in the sail **bote** \_\_\_\_\_


2 Did the **coech** think it was a **gole** \_\_\_\_\_


3 I like to **flote** on a raft in the river \_\_\_\_\_


4 Get **charcole** to have a barbecue \_\_\_\_\_


5 Will Sue come visit on **tuesda** \_\_\_\_\_

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

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

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

2  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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



## Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**oa or oe**

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cockr\_\_\_ch  
 charc\_\_\_l  
 t\_\_\_ster

**oa or oe**

---

r\_\_\_st  
 thr\_\_\_t  
 t\_\_\_s

**oa or oe**

---

tipt\_\_\_  
 b\_\_\_rd  
 d\_\_\_

**oa or oe**

---

h\_\_\_  
 t\_\_\_st  
 appr\_\_\_ch

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

**oa** words

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**oe** words

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WEEK 1

Monday

Tuesday

cousin

WEEK 2

lose

tomorrow

beautiful

→ **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



## Current Words



1

2



3

4



## Trick Words



5

1



2

3



4

5



## Sentence



1

