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 /o/ as in *boat*
- **ow** says /o/ as in *snow* *
- **oe** says /o/ 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.*
**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

<table>
<thead>
<tr>
<th>Day</th>
<th>Words to Dictate</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Review Words</td>
<td>beef, hockey, faint, broil</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current Words</td>
<td>loaf, toe, glow, charcoal, thrown</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trick Words</td>
<td>Monday, whose, Tuesday, ready, cousin</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sentence</td>
<td>Joan likes butter on her toast</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Words to Dictate</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Review Words</td>
<td>shipment, fistful, limitless, freshen</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current Words</td>
<td>showing, roasted, lowest, coaster, foamy</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trick Words</td>
<td>lose, tomorrow, world, city, beautiful</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sentence</td>
<td>Molly has grown six inches this year</td>
</tr>
</tbody>
</table>
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.
**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**
  - 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
  - aprr___ch

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

**oa words**

________________________
________________________
________________________
________________________

**oe words**

________________________
________________________
________________________
________________________
**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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Current Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Trick Words

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sentence

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
</table>