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 /ʊ/ 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*

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 *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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Category</th>
<th>Words/Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>Review Words</td>
<td>panther, duke, messes, drank</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>pouch, soup, rooster, argue, stew</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>January, cousin, February, only, July</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>The bird flew into the nest.</td>
</tr>
</tbody>
</table>

### WEEK 2

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Category</th>
<th>Words/Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Monday Dictate</td>
<td>Review Words</td>
<td>join, graze, queen, splendid</td>
</tr>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>true, blooming, outline, drew, round</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>enough, brought, special, December, thought</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>I will have soup for lunch.</td>
</tr>
</tbody>
</table>
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  
- cue  
- soup  
- round  
- argue  
- chew  
- hoop  
- drool  
- shoot  
- igloo  
- blue  
- hoop  
- trout  
- group  
- true  
- due  
- pouch  
- stew  
- snout  
- 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. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
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

<table>
<thead>
<tr>
<th>Review Words</th>
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<tr>
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<th>Trick Words</th>
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