



Do the "Sentence Marking" Activity

Have your child read the sentences and scoop into phrases. Highlight or box the exception sounds.

- 1 Which man is the best host?
- 2 Wind up the top and let it spin.
- 3 Jess has a bad cold.
- 4 Did you find the lost cat?
- 5 Who sold the most in the class?
- 6 The van hit the post with a jolt.
- 7 Can you help me find the path?
- 8 Use the bolt to lock the gate.
- 9 The small child will nap in his crib.
- 10 Jan was kind to the old man.

WEEK 1

done

goes

pretty

→ **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

Dear Family:

Even though you might want your child to read to you, it is very important that you continue to read to your child. Reading aloud builds your child's vocabulary and understanding, introduces your child to different language patterns, and identifies reading as a pleasurable activity. Reading to your child at bedtime is a good way to get "settled" while building their skills.

Some books that are recommended to read aloud to a second grader are:

George's Marvelous Medicine by Roald Dahl (Puffin, 1981)
The Hundred Dresses by Eleanor Estes (Houghton Mifflin Harcourt, 2004)
I Like This Poem: A Collection of Best-Loved Poems Chosen by Children for Other Children by Kaye Webb (Penguin, 1979)
The Littles by John Peterson (Scholastic, 1993)
Matilda by Roald Dahl (Penguin, 2007)
The Mouse and the Motorcycle by Beverly Cleary (HarperCollins, 1990)
Something Big Has Been Here by Jack Prelutsky (HarperCollins, 2010)
Stone Fox by John Reynolds Gardiner (HarperCollins, 1983)

In Unit 4, I am reviewing the suffixes **-s**, **-es**, **-ed** and **-ing**. Your child will learn that **-ed** might sound like /ed/ as in **rented**, /d/ as in **banged**, or /t/ as in **fished**. I will also be introducing the new suffix endings of **-er** and **-est**. We will discuss the comparison endings **long**, **longer** and **longest**. It is important that your child **underline the base word** and **circle the suffix**.

Lastly, I will introduce additional new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year.

oa says /ō/ as in **boat**
ow says /ō/ as in **snow**
ou says /ou/ as in **trout**
oo says /ü/ as in **school**
ue says /ü/ as in **blue**
ew says /ü/ as in **chew**

oe says /ō/ as in **toe**
 and /ou/ as in **plow**
 and /ü/ as in **soup**
 and /ü/ as in **book**
 and /ü/ as in **rescue**

Thank you again for your help.

Sincerely,

