

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,





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	→	beef	hockey	faint	broil	
On Tuesday Dictate	Current Words	→	loaf	toe	glow	charcoal	thrown
On Wednesday Dictate	Trick Words	→	Monday	other	Tuesday	who	cousin
On Thursday Dictate	Sentence	→	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	Review Words	→	shipment	fistful	limitless	freshen	
On Tuesday Dictate	Current Words	→	showing	roasted	lowest	coaster	foamy
On Wednesday Dictate	Trick Words	→	lose	two	dance	your	beautiful
On Thursday Dictate	Sentence	→	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

cockr___ch
 charc___l
 t___ster

oa or oe

coc___
 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

oe words

WEEK 1

Monday

Tuesday

cousin

WEEK 2





lose





dance





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.





Writing Grid for Word and Sentence Homework





 _____
 _____
 1 _____ 2 _____






 _____
 _____
 3 _____ 4 _____






 _____
 _____
 1 _____ 2 _____





 _____
 _____
 3 _____ 4 _____


 _____
 _____
 5 _____ 1 _____


 _____
 _____
 2 _____ 3 _____


 _____
 _____
 4 _____ 5 _____


 _____
 _____
 1 _____


 _____
 _____
 _____
