

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,





# 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>	→	frogs	printing	chunk	cliff		
On Tuesday Dictate	<b>Current Words</b>	→	printed	kindest	stronger	tallest	listed	
On Wednesday Dictate	<b>Trick Words</b>	→	please	again	animal	done	goes	
On Thursday Dictate	<b>Sentence</b>	→	Mom will get lunches and drinks again.					

**WEEK 2**

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

On Monday Dictate	<b>Review Words</b>	→	softest	swinging	oldest	flex		
On Tuesday Dictate	<b>Current Words</b>	→	spilled	splashed	spelled	drilled	brushed	
On Wednesday Dictate	<b>Trick Words</b>	→	animal	used	use	again	sure	
On Thursday Dictate	<b>Sentence</b>	→	Stan spilled milk on his desk.					



## Do the “-ed Suffix” Activity

Underline the baseword and circle the suffix in each word below. Read the word. Write /t/, /d/, or /ed/ above the suffix to indicate the sound.

hosted

stamped

 spelled<sup>/d/</sup>

scolded

bumped

thrilled

called

honked

mended

punted

dented

trashed

pressed

crunched

twisted

landed

winked

banged

Write the **ed** words in the correct column below.

**ed = /ēd/****ed = /d/****ed = /t/**

hosted

spelled

pressed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and underline the baseword and circle the suffix.

lungs    lung⑤ \_\_\_\_\_    fixes    \_\_\_\_\_

filling    \_\_\_\_\_    taller    \_\_\_\_\_

softest    \_\_\_\_\_    folded    \_\_\_\_\_

filmed    \_\_\_\_\_    flossed    \_\_\_\_\_

twins    \_\_\_\_\_    tosses    \_\_\_\_\_

waxing    \_\_\_\_\_    kicker    \_\_\_\_\_

dullest    \_\_\_\_\_    punted    \_\_\_\_\_

banged    \_\_\_\_\_    sniffed    \_\_\_\_\_

pills    \_\_\_\_\_    mixes    \_\_\_\_\_

singing    \_\_\_\_\_    golfer    \_\_\_\_\_



## Do the "Fill in the Sentence" Activity

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word only once.

drenched   spilled   expected   limped   landed

- 1 Jack \_\_\_\_\_ up the steps with his sprained leg.
- 2 The tot \_\_\_\_\_ the milk on the den rug.
- 3 Mr. Bant \_\_\_\_\_ Jen to win the contest.
- 4 Pam was \_\_\_\_\_ after the kids tossed her in the pond.
- 5 Jim \_\_\_\_\_ on the grass when he fell.

Write the **ed** word from each sentence on the line. Then choose **ed** sound (/ēd/, /d/, or /t/).

1 limped      ed says    / t /

2 \_\_\_\_\_      ed says    / \_\_\_\_ /

3 \_\_\_\_\_      ed says    / \_\_\_\_ /

4 \_\_\_\_\_      ed says    / \_\_\_\_ /

5 \_\_\_\_\_      ed says    / \_\_\_\_ /

WEEK 1

again

please

animal

WEEK 2

sure

used

use

→ **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

