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:  
*The Castle in the Attic* by Elizabeth Winthrop. Holiday House, 1985  
*The School Mouse* by Dick King-Smith. Hyperion, 1995

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 baseword 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 /ɔ:/ as in boat
- **oe** says /ɔ:/ as in toe
- **ow** says /ɔ:/ as in snow and /ou/ as in plow
- **ou** says /ou/ as in trout and /u:/ as in soup
- **oo** says /u:/ as in school
- **ue** says /u:/ as in blue and /u:/ as in rescue
- **ew** says /u:/ as in chew

Thank you again for your help.

Sincerely,
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.

<table>
<thead>
<tr>
<th>WEEK 1</th>
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<tbody>
<tr>
<td>Dictate the words and sentence to your child following the 5 steps listed above.</td>
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<tr>
<td>On Monday Dictate</td>
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<tr>
<td><strong>Review Words</strong></td>
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<tr>
<td>On Tuesday Dictate</td>
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<td><strong>Current Words</strong></td>
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<td>On Wednesday Dictate</td>
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<td><strong>Trick Words</strong></td>
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<td>On Thursday Dictate</td>
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<td><strong>Sentence</strong></td>
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<tr>
<th>WEEK 2</th>
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<tbody>
<tr>
<td>Dictate the words and sentence to your child following the 5 steps listed above.</td>
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<tr>
<td>On Monday Dictate</td>
</tr>
<tr>
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<td><strong>Sentence</strong></td>
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</tbody>
</table>
Do the “-ed Suffix” Activity

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

hosted  stamped  spelled /ʌ/
scolded  bumped  thrilled /d/
called  honked  mended /d/ 
punted  dented  trashed /ɪd/
pressed  crunched  twisted /ɪd/
landed  winked  banged /t/

Write the ed words in the correct column below.

ed = /ʌd/  ed = /d/  ed = /t/

hosted  spelled  pressed
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  

fixes  

filling  
taller  

softest  
folded  

filmed  
flossed  

twins  
tosses  

waxing  
kicker  

dullest  
punted  

banged  

sniffed  

pills  
mixes  

singing  
golfer  

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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 (/ɛd/, /d/, or /t/).

1. limped __________ ed says /t/
2. __________ ed says /___/
3. __________ ed says /___/
4. __________ ed says /___/
5. __________ ed says /___/
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 twice with his or her finger and spell it aloud, and then have your child write it with his or her finger on the table while naming each letter.

WEEK 1
animal
their
even

WEEK 2
use
used
here