Dear Family:

So far, I have only introduced /ar/ and /or/ in the r-controlled syllable type. The other three vowels e, i, u, are also affected by the letter r. All three (er, ir, and ur) have the same sound /ar/. The keywords are:

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er - her - /ar/  ir - bird - /ar/  ur - burn - /ar/
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These r-controlled combinations are not usually difficult for reading but they can be tricky for spelling. When you dictate a word that has an /ar/ sound, and your child is not sure if the letter should be an er, ir or ur, use a dictionary in order to check for the correct spelling.

Is it time for a trip to the library? You may want to select one of the following books. They might be a bit more difficult, but can be read by a second grader with your help.

*The Stories Julian Tells* by Ann Cameron (Random House, 1987)

*Amber Brown Is Not a Crayon* by Paula Danzinger (Putnam & Grosset, 1994)

*Eddie's Menagerie* by Carolyn Haywood (Morrow, 1978)

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

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>→ invite  these  born  captive</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>→ twirl  surf  fern  hurt  first</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>→ picture  learn  know  again  earth</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>→ The milk spilled on my shirt.</td>
</tr>
</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>On Monday Dictate</th>
<th>Review Words</th>
<th>→ birch  turn  girl  curl</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday Dictate</td>
<td>Current Words</td>
<td>→ termite  sturdy  thirsty  lobster  disturb</td>
</tr>
<tr>
<td>On Wednesday Dictate</td>
<td>Trick Words</td>
<td>→ circle  because  day  should  see</td>
</tr>
<tr>
<td>On Thursday Dictate</td>
<td>Sentence</td>
<td>→ The birds sing in the morning.</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 syllables.

closed:  
cup  hé  bake  park

whirl  lunch

birch  twirl

me  flu

time  cry

birth  math

skirt  plane

turn  home

tent  dirt

Answer Key

closed:  
tent, lunch, math

open:  
me, flu, cry

v-e:  
plane, home, time

r-controlled:  
all other words
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.

<table>
<thead>
<tr>
<th>for</th>
<th>ber</th>
</tr>
</thead>
<tbody>
<tr>
<td>num</td>
<td>ker</td>
</tr>
<tr>
<td>hor</td>
<td>est</td>
</tr>
<tr>
<td>ba</td>
<td>net</td>
</tr>
<tr>
<td>ter</td>
<td>der</td>
</tr>
<tr>
<td>ru</td>
<td>sty</td>
</tr>
<tr>
<td>thir</td>
<td>mite</td>
</tr>
<tr>
<td>or</td>
<td>ler</td>
</tr>
</tbody>
</table>

Have your child write the words from above on the lines below and then scoop or underline the syllables.

___________________________________________________________________________  ______________________________________________________________________
___________________________________________________________________________  ______________________________________________________________________
___________________________________________________________________________  ______________________________________________________________________
___________________________________________________________________________  ______________________________________________________________________
___________________________________________________________________________  ______________________________________________________________________
___________________________________________________________________________  ______________________________________________________________________
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.

Options:
carpenter  porcupine  carton  number  horn
shortstop  morning  corn  bakery  order

1. My dog was struck by ___________________ quills.
2. In baseball, I like to be the _________________.
3. The ________________ of milk is on the shelf.
4. The bird sang in the _________________.
5. Dad likes to honk the _________________.
6. This cake is from the _________________.
7. The ________________ made that bench.
8. Did you ________________ a hamburger?
9. Ten is an even _________________.
10. I like to have ________________ with hotdogs.
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.

WEEK 1

earth

learn

picture