

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 /**ər**/. The keywords are:

er - **her** - /**ər**/

ir - **bird** - /**ər**/

ur - **burn** - /**ər**/

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 /**ər**/ 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

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

On Monday Dictate	Review Words	→	invite	these	born	captive	
On Tuesday Dictate	Current Words	→	twirl	surf	fern	hurt	first
On Wednesday Dictate	Trick Words	→	picture	learn	know	again	earth
On Thursday Dictate	Sentence	→	The milk spilled on my shirt.				

WEEK 2

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

On Monday Dictate	Review Words	→	birch	turn	girl	curl	
On Tuesday Dictate	Current Words	→	termite	sturdy	thirsty	lobster	disturb
On Wednesday Dictate	Trick Words	→	circle	because	day	should	see
On Thursday Dictate	Sentence	→	The birds sing in the morning.				



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:

c ū p

open:

h ē o

v-e:

b ā k e v-e

r-controlled:

p ā r k r

whirl

w h i r l
r

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.

for	ber
num	ker
hor	est
ba	net

ter	der
ru	sty
thir	mite
or	ler

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.

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.

WEEK 1
































picture

learn

earth

- **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	
