

Dear Family:

The past few weeks have been busy ones! We have been working on three-sound words, and sentences as well as “trick” words. Thank you for working with your child. Your help reinforces what is being taught in school. Please continue your good work. We are about to begin Unit 3.

In class, I am working on **consonant digraphs**. A consonant digraph is two consonants together that make one sound such as “**s**” and “**h**” together make the sound of /**sh**/. Because a consonant digraph makes only **one sound**, they only get **one tap**. For example, the word “**sh o p**” has three taps even though there are four letters because there are only three sounds to the word.

I have been working on the following consonant digraphs:

**sh - ship - /sh/**

**ch - chin - /ch/**

**ck - sock - /k/**

**wh - whistle - /w/**

**th - thumb - /th/**

Your child knows that the sound /**k**/ at the end of a word is usually spelled with the letters “**ck**”.

Homework for the next three weeks will include these consonant digraphs as well as “**qu**” which is referred to as the “chicken letter” because “**q**” always has his buddy “**u**” right next to him in words in the English language.

Sincerely,



ch



chin

/ch/

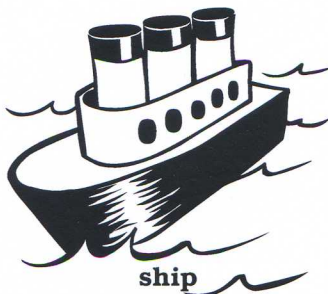
ck



sock

/k/

sh



ship

/sh/

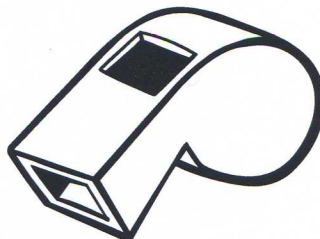
th



thumb

/th/

wh



whistle

/w/

→ Add this page to your child's notebook of sounds.



## Suggested Reading

During the next few weeks, reading to your child at bedtime might be a good way of getting “settled” while at the same time accomplishing many benefits.

The following list of books are excellent ones to read aloud to a First Grade Student. This list is taken from the book, ***Straight Talk About Reading***, by Susan Hall and Louisa Moats. This book is written for parents and you might find it helpful.

### Reading aloud...

- familiarizes your child with concepts of print.
- builds your child’s vocabulary.
- introduces your child to different language patterns.
- identifies reading as a pleasurable activity.

Title	Author	Publisher / Date
<b><i>The Children’s Book of Virtues</i></b>	Bennett, W.	Simon & Schuster; 1995
<b><i>The World of Pooh</i></b>	Milne, A. A.	Penguin; 1954
<b><i>The American Girls Collection</i></b>	Various authors	Pleasant Company.
<b><i>Mr. Popper’s Penguins</i></b>	Atwater, R. & F.	Little, Brown Scholastic; 1966
<b><i>Pippi Longstocking</i></b>	Lindgren, A.	Viking Press; 1978
<b><i>The Boxcar Children</i></b>	Warner, G. C.	Alfred Whitman; 1977
<b><i>Charlotte’s Web</i></b>	White, E. B.	Harper & Row; 1980



## Homework Guide

Review the **consonant digraphs** (**sh, ch, th, wh, ck**) and **chicken letter and his buddy** (**qu**), with your child during the next 3 weeks.

If your child gets stuck on a word, have your child look up the sounds in his or her notebook of sounds.

### Follow These 4 Steps:

1. Dictate (say) the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words.
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters.

#### WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	log	fog	sip
On Tuesday Dictate	<b>Current Words</b>	→	fish	math	chop
On Wednesday Dictate	<b>Trick Words</b>	→	to	a	was
On Thursday Dictate	<b>Sentence</b>	→	Jog to the shop.		

#### WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	yet	tub	pat
On Tuesday Dictate	<b>Current Words</b>	→	ship	deck	quick
On Wednesday Dictate	<b>Trick Words</b>	→	for	he	is
On Thursday Dictate	<b>Sentence</b>	→	Dad is quick with math.		

#### WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	mad	fix	web
On Tuesday Dictate	<b>Current Words</b>	→	path	chat	shop
On Wednesday Dictate	<b>Trick Words</b>	→	as	his	has
On Thursday Dictate	<b>Sentence</b>	→	Which fish did Tom get?		



## Do the “Digraph Detective” Activity

**Have your child read the following sentences.**

Read these several times. There is no need to do this all at one sitting.

1. **Underline** all of the digraphs (**sh**, **ch**, **th**, **wh** and **ck**) in each sentence.
2. **Circle** the “chicken letters”, **qu**.
3. Have your child **write** the words with a digraph below each sentence.

Jack got in the tub and had a bath.

Chad hit his chin on the bed.

Dad let Beth pack the cash in the bag.

Which quick cat got the six fish?

Did Dad get that at the shop?

WEEK 1

to

a

was

WEEK 2

is

he

for

WEEK 2

as

his

has

- **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

Writing grid consisting of 15 rows. Each row is a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The grid is decorated with small illustrations at the ends of each line: a sun behind a cloud on the top line, a bird on the middle line, a flower on the bottom line, and a cartoon frog on the bottom line.