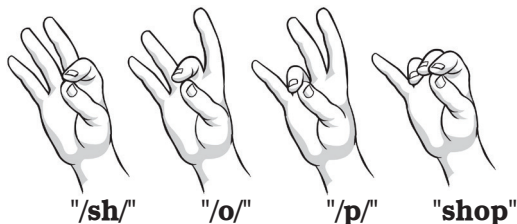


Dear Family:

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. 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:

wh - whistle - /w/

ch - chin - /ch/

sh - ship - /sh/

th - thumb - /th/

ck - sock - /k/

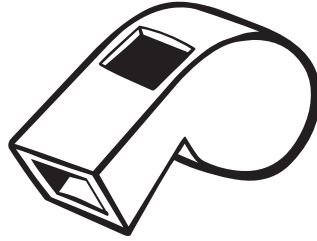
Your child knows that the sound **/k/** at the end of a word is usually spelled with the letters “**ck**.”

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

Sincerely,



wh



whistle

/w/

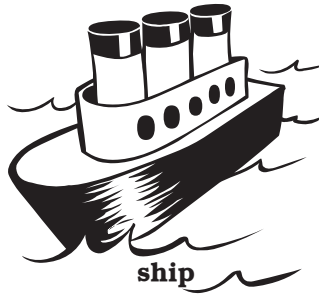
ch



chin

/ch/

sh



ship

/sh/

th



thumb

/th/

ck



sock

/k/

→ 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.

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
<i>Chicken Sunday</i>	Polacco, P.	Puffin; 1992
<i>Horton Hatches the Egg</i>	Seuss, Dr.	Random House; 1940
<i>The Little Engine That Could</i>	Piper, W.	Grosset & Dunlap; 2009
<i>Mr. George Baker</i>	Hest, A.	Candlewick; 2007
<i>Strega Nona</i>	dePaola, T.	Simon & Schuster; 1975
<i>Zoey and Sassafras</i>	Citro, A.	The Innovation Press; 2017



Homework Guide

Review the **consonant digraphs** (**wh**, **ch**, **sh**, **th**, **ck**) and **buddy letter** and his **buddy** (**qu**), with your child during the next 2 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 (in bold).
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	Review Words	→	log	fog	sip
On Tuesday Dictate	Current Words	→	fish	math	chop
On Wednesday Dictate	Trick Words	→	as	has	into
On Thursday Dictate	Sentence	→	Which fish did Tom get?		

WEEK 2

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

On Monday Dictate	Review Words	→	yet	tub	pat
On Tuesday Dictate	Current Words	→	ship	deck	quick
On Wednesday Dictate	Trick Words	→	we	he	be
On Thursday Dictate	Sentence	→	He is quick with math.		



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 (**wh**, **ch**, **sh**, **th** and **ck**) in each sentence.
- 2. Circle** the “buddy 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?

***Read Words with Digraphs***

Have your child tap out sounds, read the word, and write the letter(s) for each sound in the box.

dish

=

whiz

=

rich

=

luck

=

bath

=

rock

=

hush

=

chin

=

WEEK 1

as

has

to

into

→ **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 2

she

he

we

or

me

be

for

→ **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



Current Words



1

2



Trick Words



3

1



2

3



Sentence



1

