Dear Families,

In Unit 8, students will be introduced to *consonant blends*. A *blend* is two consonants together that each make a sound. For example, in the word "s t o p" the /s/ and the /t/ each make a sound.

A blend is different than a *digraph*, which has two letters but only one sound. In the word "shop" – the /sh/ makes only one sound.

Blends can come at the beginning of a word, such as " $\underline{s} \underline{t} \underline{o} p$ ", or at the end of a word, like " $\underline{p} \underline{e} \underline{s} \underline{t}$ ". Words in this unit that have blends will have four sounds and will require four taps. Remember, in a blend, each sound gets a separate tap.

Digraph blends will also be taught. A digraph blend is a digraph blended with another consonant such as \mathbf{n} and \mathbf{ch} in the word " $\mathbf{lu} \, \mathbf{n} \, \mathbf{ch}$ " or \mathbf{sh} and \mathbf{r} in the word " $\mathbf{sh} \, \mathbf{r} \, \mathbf{ed}$ ". Words in this unit with digraph blends will also have four sounds.

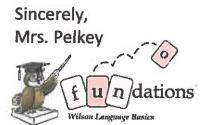
We will continue to practice adding the suffix -s onto the end of words to make them plural, such as "flips" and "shreds".

Sample words:

s e <u>n t</u>	m u <u>s t</u>	p o <u>n d</u>	<u>d r</u> u m	<u>c r</u> i b	<u>s t</u> e p
<u>t h</u> u <u>m</u> <u>p</u>	<u>s t</u> a <u>s h</u>	b e <u>n c h</u>	<u>s h r</u> u b s	<u>s t</u> e p s	<u>gr</u> ips

^{*}Blends are marked with a line under each consonant.

The Homework Guide will help reinforce our new phonics concepts at home. Used the lined paper included to complete the dictation for Week 1 and Week 2. You may also help your child to complete the "Match Blend Search" and the "Blend and Digraph Blend Detective" activities. Be sure to make time to practice the new trick words! As always, feel free to ask if you have any questions!



^{*}Digraphs are marked with one line under the two consonants.

^{*}Digraph blends have a line under the consonant and one line under the digraph.

^{*}Be careful of tr and dr blends, as in trip and drop. Students often think tr is spelled "chr" and dr is spelled "ir".



Review **consonant blends** with your child during the next 2 weeks.

Follow These 4 Steps:

- **1.** Dictate the word and have your child echo the word.
- **2.** Have your child tap out the sounds. This is extremely important. Each sound must be tapped on a

- different finger. The word "stop" will have four taps. 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. Remember, it is helpful if you say the letters as your child writes.

			WEEK 1		
	_			g the 4 steps listed abo	
On Monday Dictate	Review Words	→	sock	jam	which
On Tuesday Dictate	Current Words	\rightarrow	flip	camp	test
On Wednesday Dictate	Trick Words	>	would	could	should
On Thursday Dictate	Sentence	\rightarrow	Could Be	th mend the rip in	the dress?

WEEK 2							
Dictate the words a	nd sentence to y	our	child following	the 4 steps listed	above.		
On Monday Dictate	Review Words	\rightarrow	just	grass	swim		
On Tuesday Dictate	Current Words	\rightarrow	clams	bench	shrubs		
On Wednesday Dictate	Trick Words	>	over	her	number		
On Thursday Dictate	Sentence	\rightarrow	Bill went c	over to the rand	eh.		





Do the "Match Blend Search" Activity

Have your child match a **word beginning** with a **word ending** to make a word. Have him or her write all the words on a separate sheet of paper and then read the words.

Word Beginnings	Word Endings	
br	it	
sk	all	
sm	ip	
sn	ap	
sp	ing	





Do the "Blend and Digraph Blend Detective" Activity

Have your child read the words. Underline the blends and digraph blends with two separate lines. Example: $b \ l \ u \ sh$, $sh \ r \ e \ d$

glad	grin	plug	
trot	grab	shred	
twig	bench	squish	
chomp	flip	punch	
munch	cross	self	

The words **flip** and **shred** are Word of the Day words that were discussed in class and entered into your child's Student Notebook. Ask your child to use the words in sentences to demonstrate meaning.

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Date:

UNIT 8

Writing Grid for Word and Sentence Homework

卷	Review Words	****
	y—————————————————————————————————————	
_	1 2	
粒		*
	3	
**************************************	Current Words	
	1 2	- Subm
-3		
心	Trick Words	
Sur Sur		
Final Control		- Rum
E-739		
₩		
ENIMA.		- Finny
E-133		
*	Sentence	
EWMA.	1	
₩		
FRANKIN -		
<u>حين</u>		

Nar	77.01
TAME	110.

Date:

(8)

Writing Grid for Word and Sentence Homework

Review Words		
Rama 1	2	
-		
Frank 3		
£3		&
Current Words		
£		
SWAM I	2	MUNE
****	Trick Words	***************************************
Final 3	1	Fanna)

Final 2	3	MANUE
3		
Sentence		***************************************
		
Rinny 1		RWMs
****		***************************************
RIVAN		

Plnow	
Plnos	
Pinous	

over

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

WEEK 1