

Dear Family:

In the last Unit, your child practiced the long **o** sound of **ow** as in **snow**. This letter combination actually has another sound as in the word **plow**. In Unit 14, we will work with this **/ou/** sound:

**ow** says **/ou/** as in **plow**

**ou** says **/ou/** as in **trout**

Once again, the reading of the words in context will be easier than spelling the word in isolation. Practice, practice, practice is key.

Thank you for your help.

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	<b>Review Words</b>	→	doe	train	spray	show
On Tuesday Dictate	<b>Current Words</b>	→	flower	cloudy	wow	scout power
On Wednesday Dictate	<b>Trick Words</b>	→	Wednesday	into	Thursday	some Saturday
On Thursday Dictate	<b>Sentence</b>	→	Do you like clam chowder?			

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	leak	stump	grove	massive
On Tuesday Dictate	<b>Current Words</b>	→	couch	shower	found	owl south
On Wednesday Dictate	<b>Trick Words</b>	→	bought	work	library	one piece
On Thursday Dictate	<b>Sentence</b>	→	Now we must jog to the tower.			



**Do the "Read, Write and Mark" Activity**

Have your child read the following words, copy them on the line and mark up the syllables.

flower flower  
          d     r

out \_\_\_\_\_

foul \_\_\_\_\_

loud \_\_\_\_\_

tower \_\_\_\_\_

south \_\_\_\_\_

now \_\_\_\_\_

found \_\_\_\_\_

frown \_\_\_\_\_

couch \_\_\_\_\_

clown \_\_\_\_\_

sound \_\_\_\_\_

count \_\_\_\_\_

lousy \_\_\_\_\_

scout \_\_\_\_\_

owl \_\_\_\_\_

ouch \_\_\_\_\_

shout \_\_\_\_\_

cloud \_\_\_\_\_

gown \_\_\_\_\_

**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.

pronounce    ground    loud    clown    south  
scoutmaster    powder    found    tower    chowder

- 1 The band was playing \_\_\_\_\_ music.
- 2 The \_\_\_\_\_ was very funny.
- 3 The baby fell on the wet \_\_\_\_\_.
- 4 The birds fly \_\_\_\_\_ in the winter.
- 5 The boys \_\_\_\_\_ several coins in the yard.
- 6 How do you \_\_\_\_\_ that word?
- 7 Now we must jog to the \_\_\_\_\_.
- 8 Sometimes \_\_\_\_\_ makes me sneeze.
- 9 Do you like clam \_\_\_\_\_?
- 10 My Dad is a \_\_\_\_\_.




**Do the “Sentence Correction” Activity**


Have your child proofread the sentence and add capitalization and punctuation. Also, have him or her circle the /ou/ sound.


- 1 mom picked up some baby powder at the store
- 2 do you like the sound of birds chirping
- 3 dad likes to take a nap on the couch
- 4 the king lost his crown
- 5 are they expecting rain showers on sunday


Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.


**1**


 \_\_\_\_\_


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
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 \_\_\_\_\_


**2**


 \_\_\_\_\_


 \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



**Do the "Pick the Right Vowel Team" Activity**

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

**ou or ow**

---

s\_\_\_nd  
cr\_\_\_n  
p\_\_\_der

**ou or ow**

---

tr\_\_\_sers  
fr\_\_\_n  
am\_\_\_nt

**ou or ow**

---

p\_\_\_nce  
all\_\_\_  
cr\_\_\_ch

**ou or ow**

---

cr\_\_\_d  
ch\_\_\_der  
disc\_\_\_nt

Have your child write the words from above on the lines below. Read the words.

**ou** words

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**ow** words

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WEEK 1

Wednesday

Thursday

Saturday

WEEK 2




bought




library




piece




- **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

