

In this unit, students will review words with diphthongs and long vowel sound-spelling patterns. They will also review common prefixes and derivational suffixes.

### What will my student learn?

Students will continue to review reading and spelling words with specific spelling patterns. This will include words with **separated digraphs**, such as /ae/ > 'a\_e' (*cape*), and **words with vowel teams**, such as /ae/ > 'ai' (*aim*), 'ay' (*away*), and 'eigh' (*eight*). Students will review **tricky spellings** (*book/moon*), the **hard and soft 'c' and 'g'** (*cake/cent, cage/glass*), and **words that end in /v/ and /j/** (*love, huge*). They will review two of the major syllable types, **VCe** (*grape•vine*) and **vowel team** (*lay•out*), and **affixes** including *re-*, *pre-*, *mis-*, *-ness*, *-ly*, and *-ous* (*redo, pretest, misled, happiness, quickly, dangerous*).

### What will my student read?

In Unit 2, students will read fifteen fiction and nonfiction passages that include words with the target skills they just learned. Students will practice reading with proper speed, accuracy, and prosody. Here are two examples:

- “How to Sketch a Giraffe” is an instructional text about drawing. Students will read the passage and identify words that have a hard ‘c’ and a soft ‘g’, words that use the prefix *dis-*, and multisyllabic words that have VCe syllables.
- “Zoila’s Sleigh” is a story about a winter adventure. Students will read the passage and identify words with the /oi/ sound, words with the /ou/ sound, words with the /ae/ sound spelled ‘eigh’, and words that end in *-ous*.

### How can I promote learning at home?

Consider doing these activities with your student to promote continued learning:

#### Describe characters

Pause a show or movie to ask your student to describe a character’s action using an *-ly* word. (*He happily opened the gift. She quickly left the party.*)

#### Home hunt

Have your student look for objects in your home that have the hard and soft ‘g’ and ‘c’ sounds. Create a list together. (*glasses, gate, gym bag, pencil, cup*)

**Set a timer**

Set a timer for one minute, and have your student name as many words as they can with separated digraphs /ae/ > 'a\_e', /ie/ > 'i\_e', and /oe/ > 'o\_e'. (*cake, same, fame, hike, mile, smile, hope, joke, vote*)

**Draw silly pictures**

Have your student come up with a few words that have 'ou', 'ow', or 'ough'. Ask them to draw a silly picture using the words they came up with and then describe it to you. (*The clown is upside down.*)