

Dear Family:

Even though you might want your child to read to you, it is very important that you continue to read to your child. Reading aloud builds your child's vocabulary and understanding, introduces your child to different language patterns, and identifies reading as a pleasurable activity. Reading to your child at bedtime is a good way to get "settled" while building their skills.

Some books that are recommended to read aloud to a second grader are:

- George's Marvelous Medicine*** by Roald Dahl (Puffin, 1981)
- The Hundred Dresses*** by Eleanor Estes (Houghton Mifflin Harcourt, 2004)
- I Like This Poem: A Collection of Best-Loved Poems Chosen by Children for Other Children*** by Kaye Webb (Penguin, 1979)
- The Littles*** by John Peterson (Scholastic, 1993)
- Matilda*** by Roald Dahl (Penguin, 2007)
- The Mouse and the Motorcycle*** by Beverly Cleary (HarperCollins, 1990)
- Something Big Has Been Here*** by Jack Prelutsky (HarperCollins, 2010)
- Stone Fox*** by John Reynolds Gardiner (HarperCollins, 1983)

In Unit 4, I am reviewing the suffixes **-s**, **-es**, **-ed** and **-ing**. Your child will learn that **-ed** might sound like /ed/ as in **rented**, /d/ as in **banged**, or /t/ as in **fished**. I will also be introducing the new suffix endings of **-er** and **-est**. We will discuss the comparison endings **long**, **longer** and **longest**. It is important that your child **underline the base word** and **circle the suffix**.

Lastly, I will introduce additional new sounds. Your child will learn the keywords for these now, but we will still study them for reading and spelling in more detail later in the year.

oa says /ō/ as in **boat**
ow says /ō/ as in **snow**
ou says /ou/ as in **trout**
oo says /ü/ as in **school**
ue says /ü/ as in **blue**
ew says /ü/ as in **chew**

oe says /ō/ as in **toe**
 and /ou/ as in **plow**
 and /ü/ as in **soup**
 and /ü/ as in **book**
 and /ü/ as in **rescue**

Thank you again for your help.

Sincerely,

