

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 1 - Review: short vowels a, e, i, o, u

Review: al, all; /l/ spelled le, el

L1 tall taller tallest  
L2 wiggle dabble nimble tremble  
L3 tunnel camel nickel panel  
L4 patter better winner stopper  
L5 unpack unlock unstuck

High frequency words:

we, white, they, have, little, now, we, want

S1 We helped Bert stir the white batter.

S2 They have little turnips.

S3 Now we want tarts.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student sign\_\_\_\_\_

Parent sign\_\_\_\_\_

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 2 - Camera card /k/, spelled k

L1 kilt skill skillet

L2 kit skit skirt skin

L3 park milk ask mask

L4 kitchenkettle kitten

High frequency words: put, to

S1 The children put on masks for the skit.

S2 Ken went to the market with Mark.

S3 The kitten slept in the dark kitchen.

When done, sign the paper and have your child return it to me. I will be keeping track of those who practice.

Student

sign\_\_\_\_\_

Parent

sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 3 - Gong card, /ng/ sound,  
spelled \_ng,

nk (ng helper k)

L1 king bring fing.er sing.er

L2 sink drink think shrink

L3 rank bank sank thank

L4 sink.ing wink.ing sing.ing

swing.ing

High frequency words: are

S1 Hank and Jack are in the  
garden.

S2 The singer sang a song at the  
park.

S3 The students are sitting on the  
swings

at the park.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student

sign\_\_\_\_\_

Parent

sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 4-

Quacking ducks card, /kw/ sound, spelled  
qu

L1	quilt	quit	quick	quack
L2	quart	quart.er		quill
L3	squirt	squir.rel	squad	

squint

High frequency words: sees

S1 Hugo sees the quick  
squirrel.

S2 Mark naps under a quilt.

S3 The kitten squirmed.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—



Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 5, Yaks card, /y/ sound,  
spelled y\_

L1 yell yet yarn  
yard

L2 click stuck black speck

L3 prob.lem rock.et trem.ble

High frequency words: wants, around

S1 Greg wants to plant bulbs in the  
yard.

S2 Lil wants the red yarn for art  
class.

S3 Ben stepped around the black mud.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student

sign\_\_\_\_\_

Parent

sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 6 - Review: Yaks card, /y/  
sound, spelled y\_

Gong card, /ng/ sound, spelled ng, n  
helper K

Quacking duck card, /qu/ sound, spelled  
qu

L1 yard yell yelp yarn

L2 clang cling thing string

L3 plank sank think thank

L4 quiz quill quart squint

High frequency words: are, eating, look,

S1 Ducks are eating in the  
barnyard.

S2 Look at the tall camel.

S3 Quint saw some squirrels.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 7 - Long A card, /a/ sound,  
spelled a & a\_e

L1 April      able      paper      staple

L2 late      skate      sale      whale

L3 came      trade      shake      chase

L4 mad      made      plan      plane

High frequency words:      together

S1 The table is made of maple.

S2 Kate and Jane ate pancakes and  
bacon together.

S3 Dale got skates and games at the  
yard  
sale.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 8 -

Sausages card, /s/ sound, spelled ce & ci\_

L1 sent cent center circus  
circle

L2 race face space place

L3 ace brace grace trace

L4 pass pace lass lace

High frequency words: give, to, use

S1 Give the cake to Cedric.

S2 Grace and Tate use backpacks.

S3 Take the ashes and cinders to  
the  
dump.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student

sign\_\_\_\_\_

Parent

sign\_\_\_\_\_

—



Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)  
repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 9 - Review:

when a syllable ends in a vowel, the vowel is long sound,

when it ends in a consonant, the vowel is short sound

L1 sta.ble      racer      mis.take  
a.wake

L2 hand.shake      par.ade      cup.cake

L3 com.et      rub.ber      hap.pen      pen.cil

L4 cra.dle      can.dle      pa.per      pan.el

High frequency words: were

S1 The small piglets were in the wet mud

in the barnyard.

S2 An octopus swims in the water.

S3 Jack sits in the shade.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student

sign\_\_\_\_\_

Parent

sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 10 - Long I card, /i/ sound,  
spelled i, i\_e

L1 I'm I'll find wild

L2 spider tiger pilot title

L3 bike lime smile shine

L4 bit bite hid hide

High frequency words: please, put

S1 Jill hiked nine miles up the  
hill.

S2 Please put Nick's bike and  
wagon

inside the shed.

S3 The wild tiger can't escape.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 11 -

Long O card, /o/ sound, spelled o, o\_e

L1 open robot protect program

L2 hole joke home throne

L3 go old cold most

L4 mop mope rob robe

High frequency words: once, read

S1 Once upon a time an old man sat  
on  
a golden throne.

S2 I can read the note on white  
paper.

S3 Blake broke the zipper on his  
jacket.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 12 - Review: Long vowel  
spelling

L1 weather feather instead thread

L2 bike scrape globe white

L3 potato cargo pilot spider

L4 label labor paper title

High frequency words: goes, to, water

S1 Shane goes to the park on  
his bike.

S2 The colt ate a tomato.

S3 Rosa used a hose to water  
the  
garden.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign \_\_\_\_\_

Parent  
sign \_\_\_\_\_

—



Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 13 - Review: Long vowel  
spelling

L1 woke smoke spoke

L2 bit bite not note mat

L3 ice rice price

L4 Joe's Shane's Ida's

High frequency words: from, two, to

S1 Brice's home is a mile from the  
wild  
water ride.

S2 Two mice ran on the spice  
rack.

S3 Jack and Jake raced to the  
finish line.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 14 - Vacuum card, /v/ sound,  
spelled v

L1	van	vase	vote	visit
L2	save	shave	stove	drove
L3	dive	drive	driver	alive
L4	river	seven	never	clever

High frequency words: to, again

S1 Today five men visited the  
vacant  
lot with Robert.

S2 Dave gave his sister a silver  
bracelet.

S3 Jessica and Fred drove the can to  
the  
cave again.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign\_\_\_\_\_

Parent  
sign\_\_\_\_\_

—

Dear Parents/Guardians,

We want to make sure your child knows the sound/spelling cards and can read the words on this page easily.

Help your child:

- say: the name of the card, the sound, the spelling(s)
- practice blending the words below
  - say each sound within the word
  - blend the sounds together to form the word (do not tell your child the word)
    - repeat each word 3 times
  - if he/she can read the words, don't blend, just read
  - practice many times until he/she can read the words easily

Thank you,

Unit 4 Lesson 15 -

Long U card, /u/ sound, spelled u,  
u\_e

L1 unite universe bugle cucumber

L2 use fuse amuse amusement

L3 music mule mute muse

L4 cub cube cut cute

High frequency words: to

S1 Vann drove the students to the  
amusement park.

S2 Mom cut the cucumber in slices.

S3 The mule likes to kick the fence.

When done, sign the paper and have your child return it to me.  
I will be keeping track of those who practice.

Student  
sign \_\_\_\_\_

Parent  
sign \_\_\_\_\_

—