

Dear Family:

I have a lot to share this week. The students are becoming good readers and quite good spellers, and thank you for your help.

Once again, in Unit 10 a new syllable type is introduced. This new syllable type is called the “D” *syllable* because it contains a double vowel combination, two vowels next to one another such as **ai** in the word **bait**. This syllable is marked:

bait  
d

There are several of these vowel combinations in the “D” syllable, but in this Unit we will be working on the **ai** and **ay** combination.

**ai - bait - /ā/**      **ay - play - /ā/**

These sounds were introduced earlier in the year, but now we will focus on them in more detail for both reading and spelling.

Reading this new syllable type will not be as difficult as the spelling. Spelling will be a challenge for this syllable type just as it was in the r-controlled syllable. The long sound /ā/ is found in three types of syllables: the vowel-consonant-e, the open, and the “D” syllable. Therefore, your child will need to make decisions as to what option to select when spelling a word. Some parents have asked about electronic spell checkers. These can be used as well as a dictionary in order to determine the correct spelling whenever a word has options. With either, you may help your child determine the correct option.

Please let me know if your child is having difficulty with this work.

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>	→	cursive	short	flute	exhale	
On Tuesday Dictate	<b>Current Words</b>	→	spray	faint	hay	trail	bay
On Wednesday Dictate	<b>Trick Words</b>	→	always	great	away	country	family
On Thursday Dictate	<b>Sentence</b>	→	Mark picked a daisy for Beth.				

#### WEEK 2

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

On Monday Dictate	<b>Review Words</b>	→	score	polish	maze	smallest	
On Tuesday Dictate	<b>Current Words</b>	→	birthday	explain	runway	airport	crayon
On Wednesday Dictate	<b>Trick Words</b>	→	American	school	answer	picture	thought
On Thursday Dictate	<b>Sentence</b>	→	The rain did not delay the baseball game.				





## Do the "Find the Syllable Type" Activity

Have your child circle the words containing a double vowel syllable and cross out any word that does not have a double vowel syllable.

grain

day

give

braid

waited

prayer

~~orbit~~

maze

brain

staying

faint

clay

gold

tardy

plain

Have your child write the double vowel syllable words from above on the lines below and mark them up.

grain  
 d

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





## 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.

**ai** or **ay**

Sund \_\_\_\_\_

f \_\_\_\_\_nt

subw \_\_\_\_\_

**ai** or **ay**

d \_\_\_\_\_sy

rem \_\_\_\_\_n

spr \_\_\_\_\_

**ai** or **ay**

tr \_\_\_\_\_l

runw \_\_\_\_\_

p \_\_\_\_\_nting

**ai** or **ay**

del \_\_\_\_\_

pl \_\_\_\_\_

afr \_\_\_\_\_d

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

**ai** words

---



---



---



---



---



---

**ay** words

---



---



---



---



---



---

WEEK 1

great

country

away

WEEK 2

America




school


thought




→ **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




 **Review Words**


 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 \_\_\_\_\_




 \_\_\_\_\_

 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 \_\_\_\_\_




 **Current Words**


 \_\_\_\_\_  
 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 \_\_\_\_\_




 \_\_\_\_\_


 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 \_\_\_\_\_



 **Trick Words**

 \_\_\_\_\_  
 5 \_\_\_\_\_ 1 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_


 \_\_\_\_\_  
 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_

 4 \_\_\_\_\_ 5 \_\_\_\_\_  
 \_\_\_\_\_

 **Sentence**

 \_\_\_\_\_  
 1 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_