

Dear Family:

Things are progressing nicely in class and the students are learning more about words every day. I am so glad you are sharing in this experience with us.

In Unit 10, we will review the **double vowel syllable** which we also call the **“D” syllable**. It contains two vowels next to one another such as **ai** in the word **bait**. In Foundations, these are called “vowel teams.” We will not only be reviewing, but will be learning some new vowel teams as well. This **“D” syllable** is marked as follows:

b(ai)t
d

Your child will learn the following new vowel teams:

/ā/
eigh - eight - /ā/
ei - vein - /ā/
ea - steak - /ā/

/ē/
ei - ceiling - /ē/
ie - piece - /ē/

/ë/
ea - bread - /ë/

/ī/
igh - light - /ī/

/ü/
oo - book - /ü/

/ü/
ui - suit - /ü/

We will be adding suffixes to words ending in vowel teams and mark them as follows:

play + ed = pl(aye)d
d

Lastly, your child will learn that sometimes when two vowels are together, they do not make a combined sound. (When this happens, it is an exception to the double vowel syllable.) For example, the **ea** is not working as a vowel team in the word **create**.

This unit is full of new and review information. Spelling the **“D” syllable** can be challenging. It is a good idea to let your child use a spell checker and dictionary to determine correct spelling. You also may help your child determine the correct option.

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

Sincerely,



Name: _____



Date: _____











Cursive Connectives Practice Review Worksheet





Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in **previous Units**. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.





    Nona Nona



    Denmark





    Holland

    Kingston

    Mama

    Warsaw

    Morocco

    Nigel

Forward Slant, most commonly used by right-handed students.

Name: _____

Date: _____



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Denmark

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Backward Slant, most commonly used by left-handed students.



Do the “Double Vowel Teams” Activity

Have your child read the words and write them in the correct /ā/ sound column below. If a word has two /ā/ spellings, write it in more than one column.

crayon	daily	flavor	space
vein	explain	great	decade
train	maybe	bear	birthday
rainfall	subway	sleigh	mermaid
weigh	airplane	tear	neighbor

a	a-e	ai	ay	eigh	ei	ea



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

sale

sail

- 1 I hope that rainbow coat is on _____!
- 2 My aunt wants to know if any berry cake is for _____.
- 3 The ship uses a _____ to move fast when in a strong wind.
- 4 Martha will get that toaster when there is a big _____.
- 5 Can you fix that rip in the ship's white _____?



Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly *and* demonstrate the meaning of the word.

- 1 _____

- 2 _____



Do the “Double Vowel Teams” Activity

Have your child read the words. Then, write the words in the correct /ē/ sound column below.

increase

sheet

silly

relief

flea

ceiling

chimney

indeed

remind

baby

Pete

reason

e	y	e-e	ee	ea	ey	ei	ie



Do the “Divide the Double Vowel Team Words” Activity

Have your child read the words and divide them by writing the syllables on the lines. Mark the syllable types and vowels. Mark the sound of **ea** in the bars (/ĕ/ or /ē/ or /ā/).

unreal = ūn real / ē / steamer = _____ / ___ /

feather = _____ / ___ / steak = _____ / ___ /

peanut = _____ / ___ / meadow = _____ / ___ /

break = _____ / ___ / leather = _____ / ___ /

heaven = _____ / ___ / eagle = _____ / ___ /



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

led

lead

break

brake

- 1 The tow truck came when my car did not _____ and I drove into the wall.
- 2 I hear so much giggling in the school hall that a class must be taking a _____.
- 3 Be careful or you will _____ that vase!
- 4 My dad _____ the last team to the championship.
- 5 The elevator is made of a metal stronger than _____.



Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly *and* demonstrate the meaning of the word.

- 1 _____

- 2 _____

- 3 _____

- 4 _____



Do the “Double Vowel Sounds” Activity

Have your child select the correct spelling of the sound from the top of the box to complete the words correctly. Use a dictionary or spell checker as needed!

ay	ai	eigh
del_____	w_____	
f_____nt	cr_____on	
sl_____	br_____d	
spr_____	fr_____	
n_____bor	Thursd_____	
expl_____n	gr_____n	

igh	y	i
f_____t	fr_____	
l_____lac	s_____	
n_____t	t_____ny	
s_____lent	tr_____	
sk_____line	m_____grate	
del_____t	m_____ty	



Do the “Adding Suffixes” Activity

Have your child underline the basewords and circle the suffixes in the words below. Write the baseword on the line provided.

enjoyed^{ed} enjoy _____

bashful _____

destroying _____

jerseys _____

cookies _____

playful _____

payment _____

brownies _____

enjoyable _____

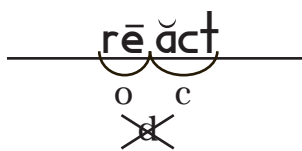
stayed _____



Do the "D Syllable Exception" Activity

Have your child break up the following words into syllables and mark each syllable, as well as the double vowel syllable exception (**c** for closed, **o** for open, **v-e** for vowel-consonant-e, **-le** for consonant-le, **r** for r-controlled, and **d** for double vowel).

create =


react =


quiet =

ruin =

violin =

Iowa =

video =

museum =

poem =

rodeo =



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

pail

pale

- 1 Mr. Wilson will haul the shells to the hotel in a _____.
- 2 After he saved the shot, the goalie looked quite _____.
- 3 That heavy _____ has many wet towels in it.
- 4 The _____ green coat is such a lovely shade!
- 5 As soon as we started swimming, the sky turned from _____ pink to dark gray.



Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly *and* demonstrate the meaning of the word.

- 1 _____

- 2 _____
