

Lesson 2: Vowel Teams Review (5 Days)

Getting Started



Facts and Definitions

- Long vowel sounds can be spelled in many different ways.
- It's important to consider the position of the letters that make long vowel sounds in words.

Lesson Focus

- Sight words for Lesson 2: "place," "says"
- Word building for Lesson 2: long *a* spellings (a-e, ai, ay), long *i* spellings (i-e, igh, ie, y), long *e* spellings (e-e, ea, ee), long *o* spellings (o-e, ow, oa, oe), long *u* spellings (u-e, ou, ui, ew, ue)

Skills

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Know spelling-sound correspondences for additional common vowel teams
- Identify words with inconsistent but common spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension
- Read grade-level text with purpose and understanding
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Materials

- | | |
|-----------------------------------|--------------------------------|
| • colored pencils | • scissors |
| • glue or glue stick | • Shared Reading pages (kit) |
| • highlighters or colored pencils | • sight word cards (kit) |
| • laminated writing sheet (kit) | • sticky notes (kit) |
| • lowercase letter cards (kit) | • thin dry-erase markers (kit) |
| • paper plates (kit) | • word building cards (kit) |
| • readers (kit) | |

Introduction

This week, your child will practice what she knows about vowel teams that make long vowel sounds. Specifically, she will review (or learn) the following long vowel sound patterns. (Note that a vowel with a line across the top indicates a long vowel sound.)

- | | |
|-----------------|---------------------|
| • ā: ai, ay | • ō: ow, oa, oe |
| • ē: ee, ea | • ū: ue, ew, ou, ui |
| • ī: y, igh, ie | |

Your child will work with the following sight words this week: "place" and "says."

NOTE: Moving forward, some activity pages will include written instructions. Encourage your child to

read these on her own, and provide support as needed.

The "Age 5-7 Sight Words, Part 2" page shows another group of sight words covered in the Age 5-7 level of reading. Ask your child to read this list aloud. Keep track of words she may struggle with. For example, you can make a light mark in the box beside words she needs to continue reviewing, and you might make flashcards of words that she needs to practice reading (or use the cards from the Age 5-7 kit).

Activities

Activity 1.1: Shared Reading

The "Shared Reading Semester 1, Lesson #2" works a little differently than the previous ones. Here, you read the parent lines, and your child reads the child lines. This lesson will review many of the vowel sounds in the message, so it's ok if your child doesn't remember them from last year. As she reads her lines, encourage her to point to the words, along with individual letters and blends.

Parent: Tell me, tell me, do you know
How to spell long *a*, long *o*?

Child: "Bake" and "rain" and "break" and "play,"
These are words long *a* can say.

Parent: "Snow" and "globe" and "toad" and "toe,"
These all make a great long *o*.

Child: This week I will also see
More ways to spell long *i*, *u*, *e*!

Next, pose the following questions:

- What vowel sound do "bake," "rain," "break," and "play" make? (long *a*)
- What are two words that rhyme with "see"? (Examples: me, bee, tree, knee)
- Can you name two words that rhyme with "snow"? (Examples: no or know, toe, grow, dough)

Activity 1.2: Identifying Consonants and Vowel Patterns

Ask your child to name the vowels in the alphabet (*a, e, i, o, u*), and remind her that the vowels can make different sounds depending on where they are and what other letters they're combined with in a word. Explain that she's going to be working with many different vowel patterns during this lesson.

Write "cat" and "box" on the laminated writing sheet in one color, and ask your child to read the words aloud. Now, pose the following questions:

- What are the consonants in these words? (*c, t, b, x*)
- What are the vowels in these words? (*a, o*)
- In what ways are these words similar? (Answers will vary. Your child may note they each have only three letters, that they both have short vowels, and that they both begin and end with a single consonant.)

Help your child notice the arrangement of the consonants and vowels in "cat" and "box." You want her to see that both words have a short vowel sound in the middle of single consonants. Ask, "What other words can you come up with that are spelled like 'cat' and 'box' with short vowel sounds between single consonants?" Examples include *pig, bet, nut, dog, and ham*.

Now, write the words "lake" and "hike" on the sheet, and then pose the following questions after your child has read the words aloud:

- What type of vowel sound do both of these words have? (long)
- What makes the vowel sound long in these words? (the silent *e* at the end of each word)

Help your child cut out the words on the "Consonant and Vowel Patterns" page, and number three different paper plates with 1, 2, and 3. Place "fit" on plate #1, "make" on plate #2, and "mast" on plate #3. Tell your child to read these words aloud. Then, pointing to each word individually, ask, "What do you notice about the consonants and vowel(s) in this word? How many are there? And where are they?"

Now, give your child one word at a time from the remaining cut-out words, and tell her to read it aloud and place it on the correct plate based on its spelling. Ask, "Based on the consonants and vowels in this word and where they are, which plate does this word belong on?"

She should place the words as follows:

- Plate #1: fit, hat, get, not, cut
- Plate #2: make, time, note, cute, tape
- Plate #3: mast, bell, soft, jump, land

Once your child has placed the words correctly, allow her to glue them to the plates, and ask the following questions:

- How do the words on Plate #1 differ from the words on Plate #2? (Plate #1 has words with short vowel sounds while plate #2 has words with long vowel sounds made by the silent *e*.)
- How do the words on Plate #2 differ from the words on Plate #3? (Plate #2 has long vowel words that end with silent *e* while Plate #3 has words that end with two consonants and have a short vowel sound.)
- How are the words on Plates #1 and #3 similar? (All of these words have a short vowel sound.)

Activity 1.3: Sight Words

Introduce this week's sight words using the following sight word cards: "place" and "says." Read the words as you point to them, and then ask your child to read them to you. Ask, "Which of these words has a long *a* sound?" (place) Point out that the word "say" has the long *a* sound, too, but when we add *s* to it to make "says," the vowel sound becomes more like the short *e* sound.

Use the words in the following sentences to point out the difference:

- We say we want to go to the farm.
- She says she doesn't want to go there.

As needed, also continuing reviewing the Age 5-7 sight words from the Introduction to this lesson.

Day 2**Activity 2.1: Long *a* Spellings**

Write "frame" on the laminated writing sheet and ask your child to read it. Ask her what makes this word have the long *a* sound (the silent *e*). Now write "say," "grain," and "break" on the laminated writing sheet and read them aloud. Ask, "What do all of these words have in common?" Help her see that they all have the long *a* sound. Tell her that *ai*, *ay*, and *ea* are three other ways to make the long *a* sound. Ask your child to read each word aloud, providing support as needed.

Your child will first read the words on the "Long *a* Spellings" page. If needed, remind her of the sound that *sh* makes. Then, using colored pencils, she will color each of the words based on its long *a* spelling as directed at the top of the page. Make sure that she understands how to do this.

She should color the words as follows:

- red: came, brave, shape, shade
- green: tray, spray, stay, play
- yellow: mail, brain, trail, train
- blue: steak, great, break

When she has finished coloring the words, pose the following questions:

- In what ways is the long *a* sound spelled in these words? (with silent *e*, *ai*, *ay*, *ea*)
- Where does the *ay* spelling appear in each word? (at the end)
- Where do the *ai* and *ea* spellings appear in each word? (in the middle)

Help her place this page in the Word Collection folder or binder.

Activity 2.2: Long *i* Spellings

To begin, provide time for your child to watch the video at the following web link. Tell her to pay attention to the different spellings for long *i*.

**IE I-E -IGH -Y**www.beyondthepage.com/link/11243/

Tell your child that the letter *y* is usually a consonant but can sometimes be a vowel. Write the following words on the laminated writing sheet and ask your child to identify the vowel sound:

my, by, why

She should note that the words all have a long *i* sound. Tell her that when *y* comes at the end of a word and makes the long *i* sound, the *y* is treated as a vowel.

Your child will complete the "Long *i* Spellings" pages by first reading the words provided on the first page. Explain word meanings as needed. As needed, remind your child that *ch* makes the /ch/ sound and *qu*

makes a /kw/ sound, and then encourage her to sound out the words "chime" and "quite."

Next, she will cut the words out and will place them in the correct columns depending on the spelling of the long *i* sound in each word. Once she's placed each word in a column, check her work and help her correct any mistakes. When the words are placed correctly, she will glue them to the page. Place the page in the Word Collection folder or binder.

After your child has completed this activity, pose the following question: "In what ways can the long *i* sound be spelled?" (with silent *e*, *igh*, *y*, *ie*) Explain that the most common long *i* spelling is with the silent *e*.

Your child should place the words in the columns as follows:

- (i-e): quite, chime, white, stripe
- (y): sky, try, shy, dry
- (igh): sigh, night, bright, flight
- (ie): pie, tie, flies, spied

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Day 3

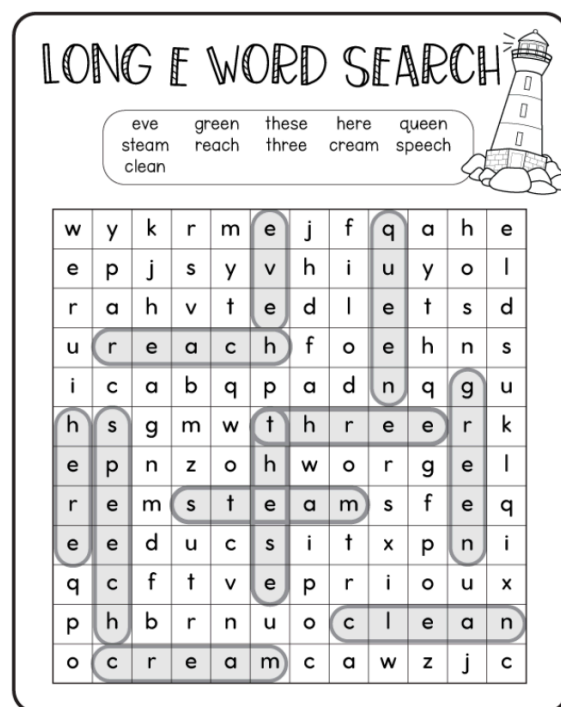
Activity 3.1: Long *e* Spellings

Give your child highlighters or colored pencils in three different colors. Your child will complete the "Long *e* Word Search" page by first reading the words provided at the top of the page. Tell her that all of these words contain the long *e* sound. After she has read them aloud, ask her to identify the ways long *e* is spelled in these words. Your child should find that this page shows three different ways to spell long *e*: with silent *e*, *ee*, *ea*.

Next, she will highlight or shade the words in different colors based on their long *e* spellings. For example, all words that have the long *e* sound spelled *ee* will be highlighted/shaded in the same color. Another color will be used for words in which the long *e* sound is spelled using *ea*, and a third color for words with silent *e*.

Have her begin by highlighting or shading one word for each long *e* spelling, making sure to use a different color for each spelling. Then, she will highlight/shade the other words based on these first ones.

After your child has read the words at the top of the page and has identified the long *e* spelling in each, she will find the words hidden in the word search at the bottom of the page and will highlight or circle each word in the color that corresponds to its long *e* spelling (as noted at the top of the page). The words can be found going left to right or top to bottom.



Activity 3.2: Long o Spellings

Write the following words on the laminated writing sheet:

globe, show, coat, foe

Have your child read the words, helping her sound them out as needed. Ask her, "What do all of these words have in common?" While she may say that they all have only one syllable or are short in length, the important thing for your child to see is that all of the words have the long *o* sound. Ask, "What are the different long *o* spellings?" (with *ow*, *oa*, *oe*, silent *e*)

Give your child the "Long o Spellings" page. Ask her to read aloud the words in each column. Tell her that you will read some words to her and that for each word she should first point to the column that the word belongs in. If the column is not correct, ask her to try again. If she needs to, she can use the lowercase letter cards and *oa*, *oe*, and *ow* word building cards as needed to help her build the words. Then ask her to write the word in that column. When she is done, help her correct any misspellings.

Call out these words in random order:

- oa: roam, goat, coast
- oe: toe, woe, doe
- ow: own, grow, low
- o_e: hole, doze, hope

Activity 3.3: Sight Words

Provide time for your child to read all of the sight word cards from this lesson and Lesson 1. Ask your child the following questions:

- Which of these words has a long *i* sound? (while)
- Which of these words has a long *a* sound? (place)

As needed, also continue reviewing the Age 5-7 sight words from the Introduction to this lesson.

Day 4

Activity 4.1: Long u Spellings

Write "tube" and "mule" on the laminated writing sheet, and ask your child to read each word slowly. Explain to her that long *u* has two sounds: /yu/ as in "mule" and /oo/ as in "tube." Tell your child that the silent *e* is one way to spell these long *u* sounds. Now write "stew," "clue," "fruit," and "you" on the laminated sheet. Tell her that these words also contain the long *u* sound, and ask her to read them. Ask her which letters are making the long *u* sound in each word. She should identify *ew*, *ue*, *ui*, and *ou*.

Your child will complete the "Long u Spellings" pages by first reading the words provided on the first page. Explain word meanings as needed. Next, she will cut the words out and will place them in the correct columns depending on the spelling of the long *u* sound in each word. Once she's placed each word in a column, check her work and help her correct any mistakes. When the words are placed correctly, she will glue them to the page. (Assist with cutting and pasting as needed.)

After your child has completed this activity, pose the following questions:

- "In what ways can the long *u* sound be spelled?" (with *ou*, *ui*, *ew*, *ue*, or silent *e*).
- Where do the spellings *ou* and *ui* appear in words? (in the middle)
- Where do the spellings *ew* and *ue* usually appear in words? (at the end)
- Which of these words has the /yu/ sound of long *u* that is found in "mule"? (huge, cute, few)
- What does long *u* sound like in the other words? (/oo/ as in "flew")

Your child should place the words in the columns as follows:

- | | |
|---|-------------------------------------|
| • (u-e): huge, cute, flute, chute, rude | • (ew): few, chew, crew, grew, flew |
| • (ou): soup, group, wound | • (ue): blue, glue, true, dues |
| • (ui): fruit, suit | |

Place the page in the Word Collection folder or binder.

Activity 4.2: Fill in the Blanks

Your child will fill in the blanks to spell the words pictured on the "Fill in the Blanks" pages. She should use each vowel team shown in the box at the top of the first page only once. To review the sounds that the teams make, ask her what vowel sound each one makes:

- | | |
|-------------------|--------------------|
| • ai, ay (long a) | • igh, ie (long i) |
| • ee, ea (long e) | • ow, oe (long o) |

You may want to confirm first that she understands what word each picture depicts. Explain any words that she may be unfamiliar with. Encourage her to complete the words she feels sure of first and to cross off each vowel team as she uses it. Once she's spelled all of the words, ask her to read them aloud.

Answer Key:

- | | |
|---------------------|---------------------|
| • soup, soap | • fruit, teeth, hay |
| • pie, beach | • toe, glue, dew |
| • sail, light, crow | |

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Day 5

Activity 5.1: Word Scramble

Ask your child to place the lowercase letter cards in ABC order so that she can see all of them. Then, say the letters in the groups shown in the following list (one group at a time). Your child will select those letters and use them to make long vowel words. Explain that she must use all of the selected letters and that she can only use each letter only once.

Encourage her to use what she knows about long vowel spellings to make words. Say, "If you know you have to make a long vowel sound, how can you use the letters provided to do that?" If she struggles with a word, you can provide hints by giving the first letter or two or by giving a clue about the word's meaning.

- | | |
|---------------------------------------|-----------------------|
| 1. a k e l f (flake) | 7. y t a s (stay) |
| 2. c b e u (cube) | 8. r i v d e (drive) |
| 3. k c e h e (cheek) | 9. l a t i r (trail) |
| 4. s b a t e (beast, beats, or baste) | 10. i t e (tie) |
| 5. g i h t l (light) | 11. a t o f l (float) |
| 6. o s w n (snow, owns, or sown) | 12. h e c w (chew) |

Activity 5.2: Reader #2 — *A Thump on a Cold Night*

Your child will read *A Thump on a Cold Night* on her own before reading it aloud to you. As needed, explain to her any terms that may be unfamiliar to her, such as "doe" (a female deer) or "broth" (liquid used to make soup). Encourage her to take her time and point to each word as she reads it. Use the sounding-out tips from Lesson 1 to help your child sound out words she isn't sure how to pronounce. When she finishes reading the story to you, ask the following questions:

- Who does the doe meet on the trail? (a bear)
- What do the animals eat at the feast? (soup and fruit; she may also mention pie)
- What causes the noise the animals hear? (a frog jumping from a log)
- Do you like snow? Why or why not?

Learning Gates

Have your child take the [Learning Gates quiz](#) for this day.

Wrapping Up

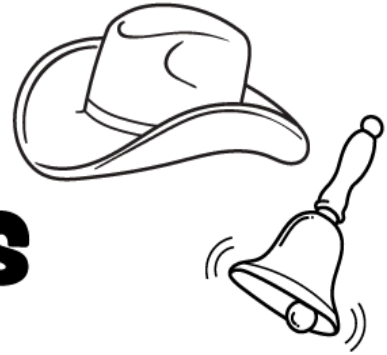
Give your child the plates, activity pages, and word sorts that she completed during this lesson, and ask her to read words aloud as you point to them. Select words that she struggled with during the lesson so that she has a chance to practice reading them.

Life Application

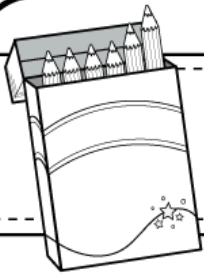
Write long vowel words that include vowel blends on sticky notes and hide them around the house for your child to find. When she finds a word, she should bring it to you and read it aloud. Encourage her to try to use the words in sentences. Possible words: *frame, grew, bright, beach, rain, spray, float, group*.

☐ in☐ make☐ my☐ on☐ so☐ could☐ are☐ out☐ am☐ had☐ many☐ come☐ one☐ other☐ little☐ not☐ may☐ know☐ there☐ has☐ over☐ how☐ look

Consonant and Vowel Patterns



get	cute	fit
jump	hat	time
not	make	note
soft	bell	mast
cut	tape	land



Long a Spellings

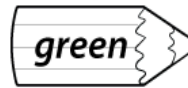
silent e



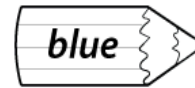
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steak

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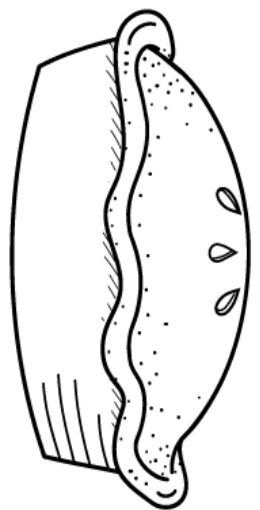
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shape

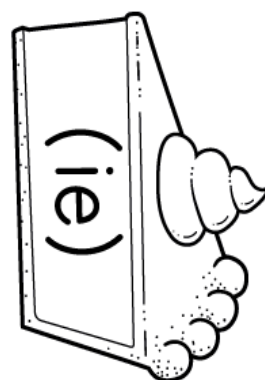
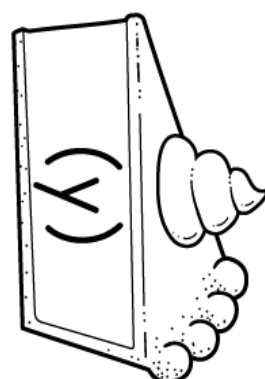
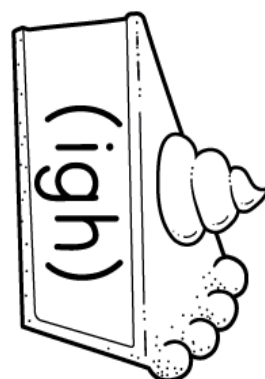
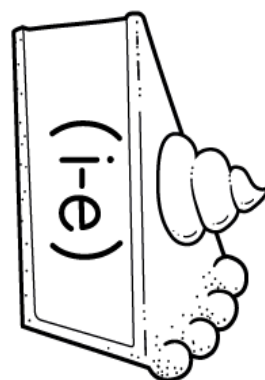
train

Long i Spellings

Read the words. Cut out the words. Place each word where it belongs on the next page.



night	shy	quite	flight
pie	stripe	try	chime
sky	tie	bright	dry
white	spied	flies	sigh



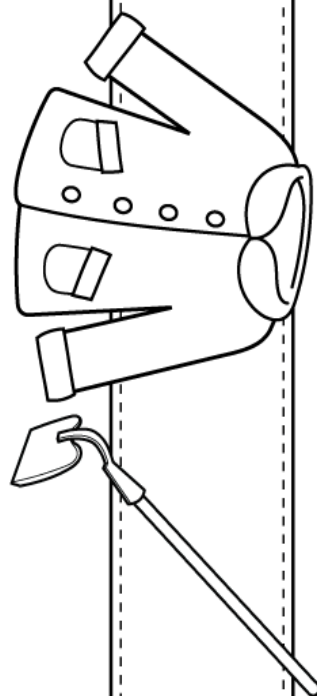
LONG E WORD SEARCH

eve green these here queen
 steam reach three cream speech
 clean



w	y	k	r	m	e	j	f	q	a	h	e
e	p	j	s	y	v	h	i	u	y	o	l
r	a	h	v	t	e	d	l	e	t	s	d
u	r	e	a	c	h	f	o	e	h	n	s
i	c	a	b	q	p	a	d	n	q	g	u
h	s	g	m	w	t	h	r	e	e	r	k
e	p	n	z	o	h	w	o	r	g	e	l
r	e	m	s	t	e	a	m	s	f	e	q
e	e	d	u	c	s	i	t	x	p	n	i
q	c	f	t	v	e	p	r	i	o	u	x
p	h	b	r	n	u	o	c	l	e	a	n
o	c	r	e	a	m	c	a	w	z	j	c

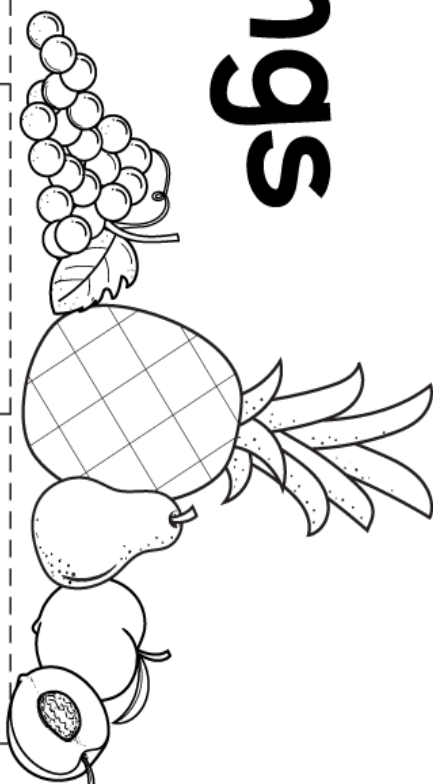
Long o Spellings



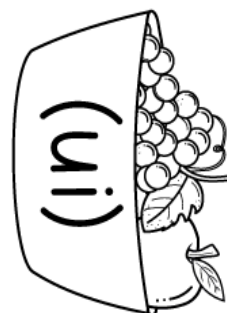
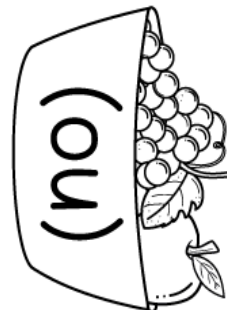
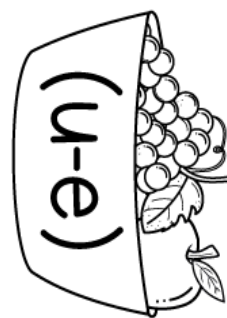
oa	ow	oe	o-e
coat	blow	hoe	pole

Long u Spellings

Read the words. Cut out the words. Place each word where it belongs on the next page.

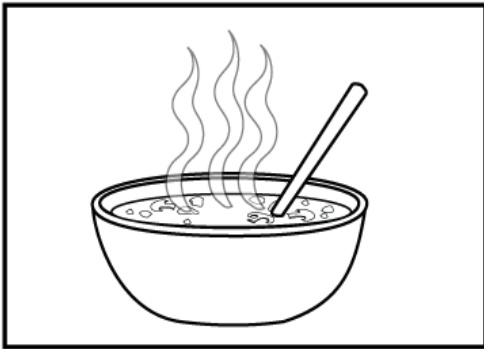


huge	fruit	glue	flute	chew
wound	cute	true	flew	rude
crew	few	soup	blue	dues
suit	chute	grew	group	

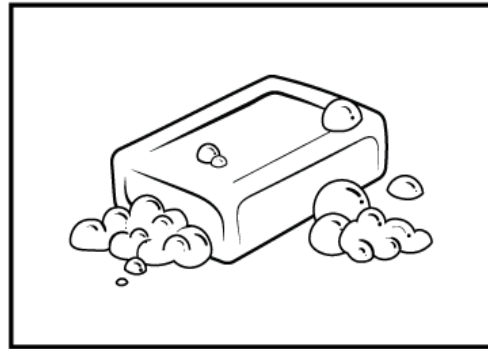


Fill in the Blanks

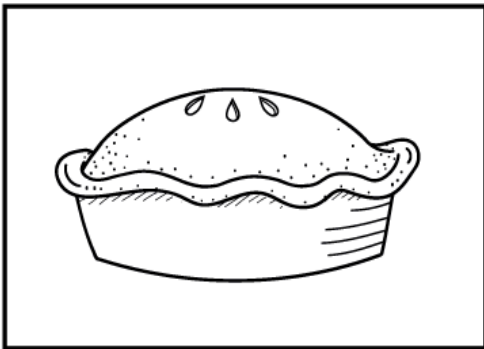
ai	ee	igh	ow	oa	ew	ui
ay	ea	ie	oe	ue	ou	



s _ _ _ p



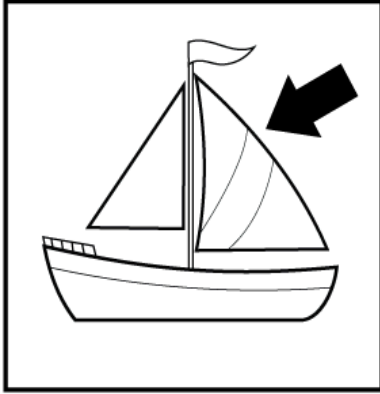
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p _ _ _



b _ _ _ ch



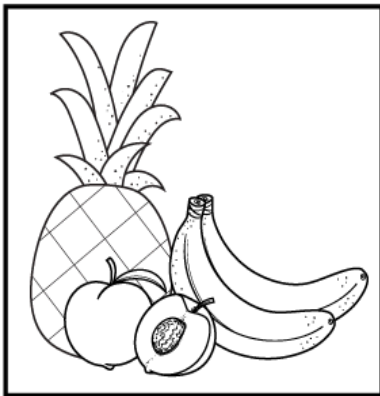
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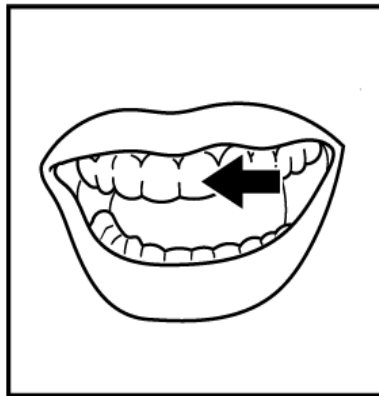
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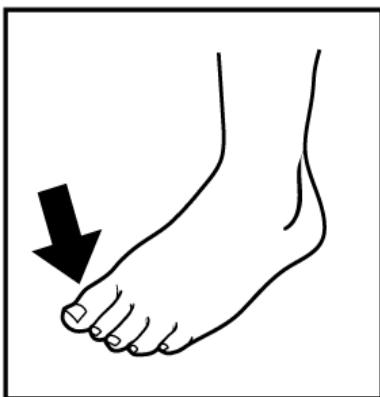
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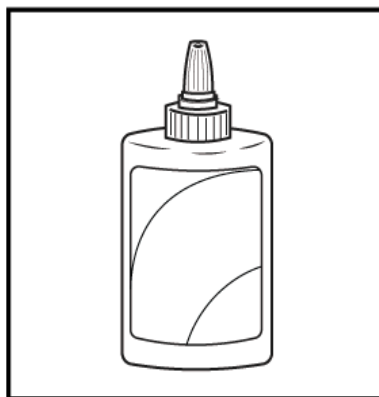
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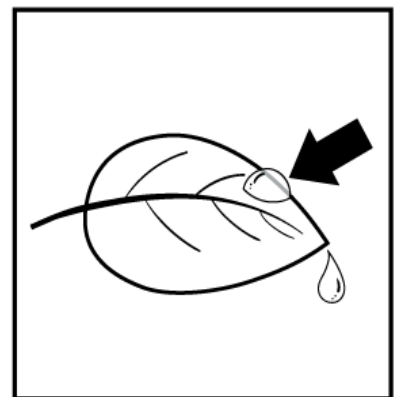
h _ _ _



t _ _ _



gl _ _ _



d _ _ _