*English Instructional Plan – Syllable Generalizations: Vowel Teams Grades 2-3*

**Primary Strand: Reading 2.3, 3.3**

**Integrated Strand/s: Communication and Multimodal Literacies 2.1, 3.1**

**Essential Understanding:**

All students should:

* understand the need to apply word-analysis skills to decode words

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* apply knowledge of regular and irregular vowel patterns to decode words
* apply knowledge of ambiguous vowel patterns (e.g., *ou/ow, oi/oy, oo, aw*) to decode words
* apply knowledge of the change in tense (*-ed*), number (*-s*), and degree (*-er and -est*) signified by inflected endings to decode words
* decode regular multisyllabic words to read fluently

**Primary SOL:**

2.3e) Blend and segment multisyllabic words at the syllable level.

3.3 a) Use knowledge of regular and irregular vowel patterns.

b) Decode regular multisyllabic words.

**Reinforced (Related Standard) SOL:**

2.4 c) Decode regular multisyllabic words.

d) Apply decoding strategies to confirm or correct while reading.

2.11h Use correct spelling for commonly used sight words, including compound words and regular plurals.

3.4c Apply meaning clues, language structure, and phonetic strategies to determine the

meaning of new words.

3.9j Use correct spelling including irregular plurals.

**Academic Background/Language:** Students should know that words can be broken into segments of sounds called syllables. Syllables must include a vowel and usually include consonants. Students should be able to identify and explain, open, closed, and VCE syllables.

## Materials

* Vowel team sort for teacher
* Vowel team word cards that can be cut apart – 2 of each word.
* Scissors
* Tape
* Reading Passage – 1 per student and a large copy for the teacher
* Highlighters, markers, or crayons
* Optional – vowel team sort of individual students

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Tell students that you will be sorting words into groups based on a pattern and they should try to figure out how you are sorting them. Model sorting the words by vowel teams. Make sure to read the words out loud so students can hear the vowel sounds, not just see the spelling patterns. Allow students to guess after you have sorted about half of the words. If students do not see the pattern, explain it to them. Lead a discussion about vowel teams (two vowels together making the long sound). Students should notice that vowel teams can be found in single syllable or multi-syllable words. When students are ready, allow them to help you place the remaining cards into the correct groups. This sort can be used as an anchor chart for vowel teams.
2. Tell the students that now they will get the opportunity to identify syllables with vowel teams. Demonstrate cutting a word such as frighten into syllables and identifying the vowel team. Pass out word cards and tell students to cut the word apart where they think the syllables should be split. Tell them to find their partner with the same word to see if they split their word the same way. Tell students they should be able to identify the vowel team in their word and explain how they knew how to split the word into the correct syllable.
3. After students have found their partners and agreed that they are correct, have them tape 1 set of the correctly cut word onto the vowel team anchor chart. When most students are finished, go over the chart together and discuss what vowel teams are present and how the students knew how to split the words. You may want students to use hand signals to show if they agree or disagree with how the words are split for whole class participation.
4. Lead a class discussion about how readers can use vowel teams to decode some unknown words. Then give students practice decoding nonsense words with vowel teams such as “cheadpit” and “mepglait” so that they must use this strategy to decode the words.

**Assessment (Diagnostic, Formative, Summative)**

* Give students a vowel team sort to complete independently. Students should be able to tell how they sorted their words by vowel teams and be able to read the words correctly.
* When students read independently, take note of who is able to identify vowel teams and who is able to use this strategy to decode words.

**Writing Connections:**

* During your writing block, do a mini lesson on how to spell multisyllabic words based on the students’ new knowledge of vowel teams.
* During your word study lesson have students spell single and multisyllabic words to check for understanding at the end of teaching that vowel team pattern.

**Extensions and Connections (for all students)**

* Play 4 in a row using multisyllabic words with vowel teams. This could be done in small group and/or during independent group.
* Use word cards and a blank game board to practice vowel team words. Students draw a card, read it, and tell what the vowel team is. If their partner agrees, they can roll a di and move their manipulative to the designated space.
* Use word cards, whiteboards and markers. Have students work in partners taking turns calling out multisyllabic words with vowel teams and writing the words down correctly showing how to divide the word.

**Strategies for Differentiation**

* Do this lesson in small group first if most students in the class do not have a firm concept of other common long vowels.
* Use sentence starters such as: I see the vowel team \_\_\_\_\_\_\_ in the word \_\_\_\_\_\_\_\_\_\_\_\_\_. I will divide this word into syllables between the letters \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Vowel Team Open Sort**

goat season soap paintbrush

lightning right mistreat oatmeal

upload remain sight daydream

beach sunlight claim sail

**Vowel Team Cut Apart Words**

exclaim reread delight

raisin toaster raisin

peanut coaster reason

indeed dismay below