

# Vowel Teams



 **Aligned with Common Core &  
Science of Reading**

# What Teachers Have Said...



**"Having the connection between the pictures and the words, the colors, and wide variety of activities has been helpful to my English learners who need those visual cues."**

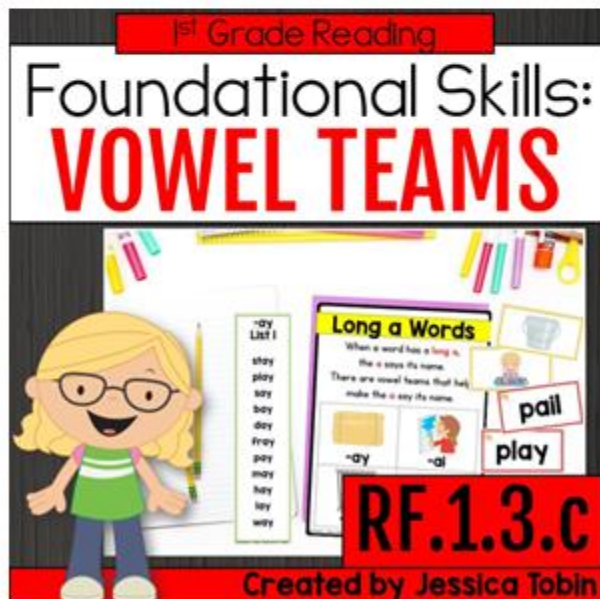
**"This resource is great! everything is already prepped for you, just a matter of putting together. I also, really like the simplicity in the lesson plans and how they each include MRS. Great resource!"**



# RF.1.3.c

This ELA unit provides resources to use while teaching the standard **RF.1.3.c** which states that students will be able to

**"Know final -e and common vowel team conventions for representing long vowel sounds."**



## Using This Unit

Let's look at the structure of this unit.

### Pre-Assessment

- There is one-page assessment included at the beginning of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your ELA block. For Foundational Skills, I suggest at least 10 minutes for your mini lesson at least twice a week, then 15-20 minutes+ for practice time (which can be done during small group, centers, or learning stations). Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Hands-On Centers

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

### Interactive Notebook Pieces

- Use these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Assessment

- There is two-page assessment included at the end of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

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# Lesson Plan #1

There is a lesson plan outline in this unit. Each lesson plan comes with 3-4 activities. They vary from whole group to partner to independent activities.

**Lesson Plan Outline (Dr. J.3.c Lesson 1)**

**Long Vowels**

- Long vowels say their name.
- They usually have a special spelling to show that they are long vowels.

Long Vowel	Spelling Examples
Long a	-ai, -ay, -a-e
Long e	-ee, -ea
Long i	-ie, -igh, -i-e
Long o	-oa, -oe, -ow, -o-e
Long u	-ui

**Long Vowel Cards:**

- Long Ee:** Mouth diagram showing the tongue position for the long 'e' sound.
- Long Ii:** Mouth diagram showing the tongue position for the long 'i' sound.
- Long Uu:** Mouth diagram showing the tongue position for the long 'u' sound.
- Long Oo:** Mouth diagram showing the tongue position for the long 'o' sound.
- Long Aa:** Mouth diagram showing the tongue position for the long 'a' sound.

**Long Vowel Sound Examples:**

- Long U says...** ū ū ū  
You can hear long **U** in... (Illustrations: umbrella, unicorn, under)
- Long O says...** ō ō ō ō  
You can hear long **O** in... (Illustrations: octopus, orange, owl, onion)
- Long A says...** ā ā ā ā ā  
You can hear long **A** in... (Illustrations: ant, apple, alligator, anchor, again)

**Word Cards:**

- hair
- flute
- breeze
- mail
- toe
- green
- sight

**Grid of Words and Illustrations:**

leaf	cup	can
tree	pot	car
pie	fries	dice
boat	bone	foot
soap	fruit	glass



# Lesson Plan #2

1st Grade Foundational Skills Lesson

**RF.1.3.c Lesson 2**

I can read and spell words such as silent e or

Know final -e and common vowel teams representing long vowel sounds

**Mini-Lesson Focus:**  
Silent E Words

**Activities to Teach:**

**Step 1:** Teacher will introduce a long vowel and (or create their own larger anchor chart). During creation, the teacher will focus on the sound the team makes and examples of each.

**Step 2:** Students will work with a partner to word card. They will color ONLY the letters that up the silent e pattern (vowel & silent -e). They will match the word strip to the picture card.

**Step 3:** Students will work with a partner to what the picture is showing. Then, they will CVC or the CVCe word to show the correct each word.

**Step 4:** Students will speed read two lists independently. Teacher can either display the board and have students work through orally, or each student can get their own on their own.

**Silent -e**

-Sometimes, a silent -e is put at the end of a word.

-This will change the short vowel into a long vowel.

cap cape

robe

cub

**Silent -e List 1**

plate  
tire  
robe  
pipe  
face  
take  
rode  
stone  
dune  
huge  
mute

**Silent -e List 2**

fire  
mane  
rate  
sale  
mice  
vine  
note  
cone  
fume  
dime  
gate

cape

bike

nose

vine

ake

kite

ode

ine

ge

oe

cub

pine

tube

ripe

mop

cute

# Lesson Plan #3

**4th Grade Foundational Skills Lesson**  
**RF.1.3.c Lesson 3**  
I can read and understand words with long vowels such as **ai** and **ay**.  
Know final -e and common vowel teams representing long vowels.

**Mini-Lesson**  
Long A Vowel

**Activities to Teach**  
Step 1: Teacher will introduce a long vowel (or create their own larger anchor chart).  
Step 2: Teacher will introduce a long vowel (or create their own larger anchor chart).  
Step 3: Teacher will introduce a long vowel (or create their own larger anchor chart).

**Long a Words**  
When a word has a **long a**, the **a** says its name.  
There are vowel teams that help make the **a** say its name.












**-ay List 1**  
stay  
play  
say  
bay  
day  
fray  
pay  
may  
hay  
lay  
way

**-ai List 2**  
maid  
paint  
wait  
bail  
plain  
claim  
snail  
trail  
faint  
rain  
braid

**a-e List 3**  
face  
fade  
brace  
flame  
race  
name  
maze  
pace  
cake  
space  
trade

**-ai**  
igh

**a-e Words**  
**-ai Words**  
**-ay Words**

rain   
ray   
page   
paint   
day   
play   
hail   
erase   
tray   
crate   
lay 



# Lesson Plan #3

3rd Grade Foundational Skills Lesson

RF.1.3.c Lesson 3

I can read and understand words such as s

Know final -e and common vowel teams representing long e

Mini-Lesson Long E. Vowels

Activities to Teach

Step 1: Teacher will introduce a long e word (or create their own longer anchor word) and have students create a word with the same vowel team. Then, the teacher will focus on the vowel team and examples of each.

Step 2: Students will use the anchor word to create a word with the same vowel team. Then, the teacher will focus on the vowel team and examples of each.

Step 3: Students will use the anchor word to create a word with the same vowel team. Then, the teacher will focus on the vowel team and examples of each.

Step 4: Students will use the anchor word to create a word with the same vowel team. Then, the teacher will focus on the vowel team and examples of each.

Step 5: Students will use the anchor word to create a word with the same vowel team. Then, the teacher will focus on the vowel team and examples of each.

Step 6: Students will use the anchor word to create a word with the same vowel team. Then, the teacher will focus on the vowel team and examples of each.

## Long e Words

When a word has a **long e**, the **e** says its name.

There are vowel teams that help make the **e** say its name.

### -ea List 1

meal  
treat  
weak  
knead  
leaf  
read  
clean  
deal  
feast  
mean  
team

### -ee List 2

feel  
seen  
week  
fee  
bleed  
peel  
green  
steep  
steel  
teen  
free



ey



e

## -ey Words

## -ea Words

## -ee Words

jeans



feet



teeth



beach



sheep



sneeze



leap



sleet



steal



queen



bee



# Lesson Plan #4

**1st Grade Foundational Skills Lesson**

**RF.1.3.c lesson 4**

I can read and spell words with long vowels.

Know final -e and common vowels representing long vowels.

**Mini-Lesson: Long i Vowel**

**Activities to Teach:**

Step 1: Teacher will introduce a long vowel (or create their own larger anchor chart) and creation, the teacher will focus on the vowel makes and examples of each.

Step 2: word cards up the color t, the color.

Step 3: words. Then, card.

Step 4: index the box and on the.

**Long i Words**

When a word has a **long i**, the **i** says its name.


There are vowel teams that help make the **i** say its name.


-ie List 1	-igh List 2	i-e List 3
fries	fight	like
cried	sight	kite
pie	might	side
tie	flight	shine
lie	night	bride
tied	high	time
tried	sigh	file
fried	light	bite
die	tight	tide
died	knight	five
flies	bright	wire


**-i-e Words**


**-igh Words**


**-ie Words**


night 

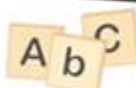
wipe 


flight 


fries 


ried 


fight 

es 

pipe 

rice 

fire 

night 










# Lesson Plan #5

**1st Grade Foundational Skills Lesson**  
RF.1.3.c Lesson 5  
I can read and understand words with long vowels.  
Know final -e and common vowel teams representing long vowels.  
Mini-Lesson: Long O Vowels

**Activities to Teach**  
Step 1: Teacher will introduce a list of words for create their own larger anchor chart. For creation, the teacher will focus on the vowel team and examples of each.

**Long o Words**  
When a word has a long o,  
the o says its name.  
There are vowel teams that help  
make the o say its name.

**-ow Words**  
row   
cone   
loaf   
snow   
rose 





**-o-e Words**  
phone   
mow 

**-oa Words**

**-ow List 1**  
low  
bow  
know  
glow  
flow  
show  
slow  
snow  
mow  
blow  
crow

**o-e List 2**  
cone  
dome  
rope  
tone  
rose  
woke  
zone  
code  
grove  
smoke  
phone

**oa List 3**  
bloat  
coat  
oat  
float  
goal  
foam  
toast  
roam  
toad  
coach  
cloak

**blow**   
**doe**   
**soap**   
**hole** 

# Lesson Plan #6

**1st Grade Foundational Skills Lesson**  
RF.1.3.c lesson 6  
I can read and understand words with long u, such as glue, suit, cube, rule, blue, juice, clue, cute, huge, cruise, fluid, ruin.

**Mini-Lesson: Long U Vowels**

**Activities to Teach:**  
Step 1: Teacher will introduce a long u word (or create their own larger anchor chart).  
Step 2: Students will create their own long u word anchor chart.  
Step 3: Teacher will focus on the vowel teams and examples of each.

**Long u Words**  
When a word has a long u, the u says its name.  
There are vowel teams that help make the u say its name.

-ui List 1	-ue List 2	u-e List 3
fruit	sue	flute
suit	blue	chute
juice	clue	rule
cruise	hue	mute
bruise	due	tune
recruit	glue	rule
fluid	argue	tube
ruin	value	use
	cue	mule
	statue	huge
	tissue	dude

**-u-e Words**  
**-ui Words**  
**-ue Words**

clue  
cute  
glue  
suit  
cube  
rule  
blue  
juice  
huge  
clue  
cruise




# Centers

For even more practice, you can use these centers to use during your unit or throughout the year as spiraling review.

Center 1: Fill in the long vowels with a dry eraser marker. RF.13.6

Center 2: A grid of 10 cards, each with a picture and a word with a blank space for a long vowel. The cards are: 1. A boy on a bicycle (bicycle), 2. A yellow diamond (diamond), 3. A boy on a bicycle (bicycle), 4. A yellow diamond (diamond), 5. A boy on a bicycle (bicycle), 6. A yellow diamond (diamond), 7. A boy on a bicycle (bicycle), 8. A yellow diamond (diamond), 9. A boy on a bicycle (bicycle), 10. A yellow diamond (diamond).

Center 3: Add a silent e, then match the short word without the silent e and the word with the silent e. RF.13.6

Center 4: A grid of 10 cards, each with a picture and a word with a blank space for a silent e. The cards are: 1. A boy on a bicycle (bicycle), 2. A yellow diamond (diamond), 3. A boy on a bicycle (bicycle), 4. A yellow diamond (diamond), 5. A boy on a bicycle (bicycle), 6. A yellow diamond (diamond), 7. A boy on a bicycle (bicycle), 8. A yellow diamond (diamond), 9. A boy on a bicycle (bicycle), 10. A yellow diamond (diamond).

Center 5: Look at the picture and circle the correct spelling of the word. RF.13.6

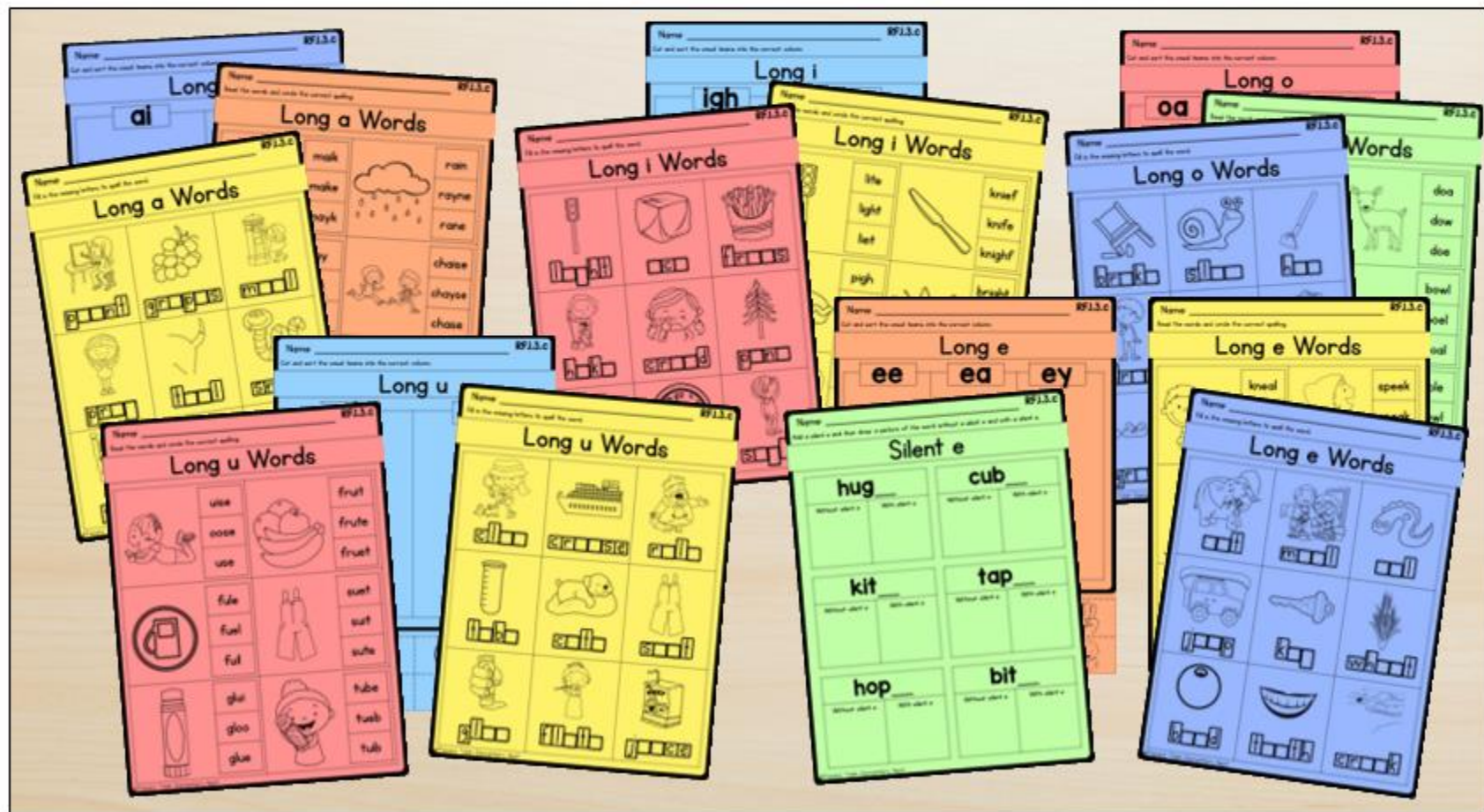
Center 6: A grid of 10 cards, each with a picture and a word with a blank space for a silent e. The cards are: 1. A boy on a bicycle (bicycle), 2. A yellow diamond (diamond), 3. A boy on a bicycle (bicycle), 4. A yellow diamond (diamond), 5. A boy on a bicycle (bicycle), 6. A yellow diamond (diamond), 7. A boy on a bicycle (bicycle), 8. A yellow diamond (diamond), 9. A boy on a bicycle (bicycle), 10. A yellow diamond (diamond).

Center 7: Read the words. Circle the vowel team. Match the picture card to the word. RF.13.6

Center 8: A grid of 10 cards, each with a picture and a word with a blank space for a silent e. The cards are: 1. A boy on a bicycle (bicycle), 2. A yellow diamond (diamond), 3. A boy on a bicycle (bicycle), 4. A yellow diamond (diamond), 5. A boy on a bicycle (bicycle), 6. A yellow diamond (diamond), 7. A boy on a bicycle (bicycle), 8. A yellow diamond (diamond), 9. A boy on a bicycle (bicycle), 10. A yellow diamond (diamond).

# Graphic Organizers

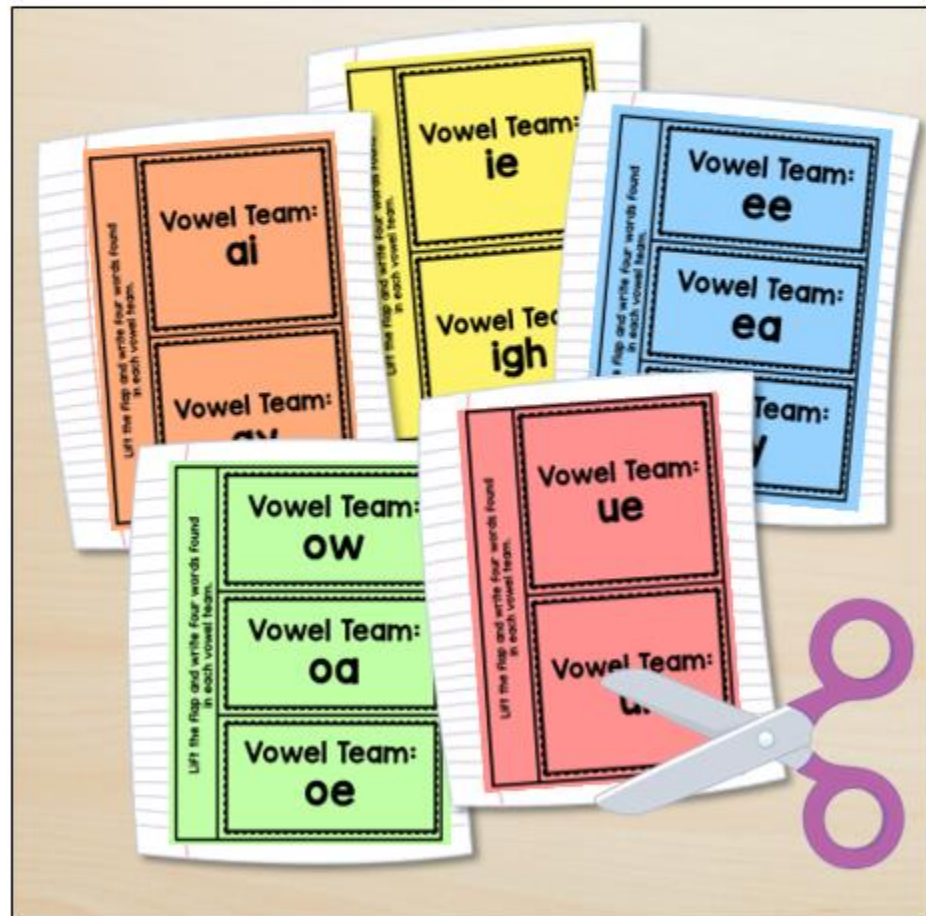
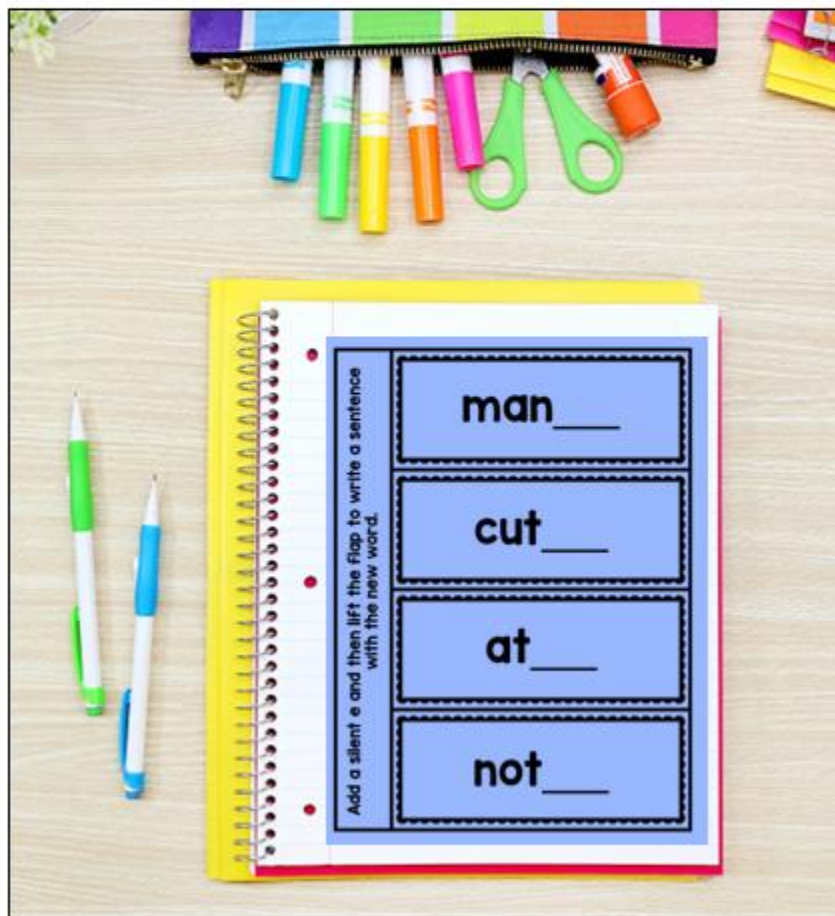
You're also provided with graphic organizers to use during your unit, as assessments, as morning work, or throughout the year as review.





# Interactive Notebook Pieces

You're also provided with interactive notebook pieces to use within your grammar notebook. This will be cut and glued into a notebook.



# Assessment

This comes with a pre- and post-assessment. Each come with a script and an answer key.

