


# Learning to Read Multisyllabic Words:

## Concept 4 - Vowel Team Words

### Educator Script

<b>Slide #</b>	<b>Possible Teacher Script</b> NOTE: It is important to know that not ALL vowel teams are listed, just the most common ones in the English Language. If you encounter a word with your students, you are encouraged to discuss that word and meaning and the unique spelling...maybe try to think of other words with that spelling.  A note about the schwa sound: Vowel teams can make the 'schwa sound' in unstressed syllables too! (curtain → 'ai' is pronounced as the schwa sound (short i))
<b>Slide 4</b>  <small>Multisyllable Words - Vowel Team Syllables</small>   <small>Today we will continue to talk about how we can read longer words.</small> <small>We will practice a new <u>syllable type</u> to help us correctly say the syllables in a word.</small> <small>When we have more strategies, it helps us understand what the word <u>means</u>.</small>	<b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b>  Today I'm introducing a new strategy that you can use when you come to a word in your reading that you don't automatically know the meaning of or how to pronounce. We are teaching you one more tool today to 'unlock' words so you can figure out what a word means.  Remember, being able to "hear" and say a word correctly is how we come to understand the meaning of the word.  You may know the word we are working with today – that's ok! It's going to help you read more words in science, math, and other subject areas.  The purpose of teaching you the steps today is so you can figure out any word you read. When we do this it helps us understand what the word means.  We will learn how to read lots of types of words – today will teach you how to read words with vowel team syllables.  Our goal is to develop a toolkit that will allow us to tackle <i>any</i> words we encounter that we don't automatically know the meaning of.

## Slide 5

Review: What is a **Vowel Team Syllable**?

A vowel team syllable has letters that work together to make the vowel sound in the syllable. The vowel team can be:

- Two vowels (e.g., oi) OR
- A vowel + w (e.g., ow) OR
- A vowel + y (e.g., ay) OR
- Other letter combinations (e.g., ough, igh)

**Teacher scripts are suggestions for how to present this information to the students as you work through the slides.**

A vowel team syllable is a syllable where there are 2 vowels (or a vowel plus a consonant) that work together to make the vowel sound in a word. Vowel teams can make long vowel and short vowel sounds.

There are several different vowel teams. We will spend the next few lessons focusing on all the different vowel teams. There is no secret trick or hack for remembering the vowel teams and the sounds they make, it takes practice and repetition.

Knowing our vowel teams is important because you will read so many words that include syllables with letter combinations that are vowel teams. So understanding how to sound out vowel teams will help you to read many more words.

**Educator Note** \*there are many vowel teams! This slide deck will introduce your students to vowel teams and provide an introduction of how to read and spell. You may need to explicitly teach some of the vowel teams using the lessons found in: <https://www.opensourcephonics.org/120-lessons/>

## Slide 6

Review: What is a **Vowel Team Syllable**?


Three things to know about vowel team syllables

- 1) Vowel teams create unique sounds. Letters work together to make the vowel sound in a word.
- 2) Vowel teams make different sounds than the individual letters that make up the vowel team. For example 'ai' is pronounced /ay/ not /ah-ih/.
- 3) Not all words with the same vowel team will have the same pronunciation (e.g., bread vs break)




**Teacher scripts are suggestions for how to present this information to the students as you work through the slides.**


Vowel teams can be tricky, because the way a word looks might not match the way it sounds. Also, the way a vowel team sounds in one word may be different from the way it sounds in another. These are some of the reasons why there is no shortcut or hack for learning the vowel teams. We need to hear them, read them, and spell them repeatedly to make sure we know them.

**Educator Note** \*there are many vowel teams! This slide deck will introduce your students to vowel teams and provide an introduction of how to read and spell. You may need to explicitly teach some of the vowel teams using the lessons found in: <https://www.opensourcephonics.org/120-lessons/>




<p><b>Slide 7</b></p>  <p>Vowel Team Syllables: Long e vowel teams</p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Today I'm introducing a new strategy that you can use when you come to a word in your reading that you don't automatically know the meaning of or how to pronounce. We are teaching you one more tool today to 'unlock' words so you can figure out what a word means.</p> <p>Remember, being able to "hear" and say a word correctly is how we come to understand the meaning of the word.</p> <p>You may know the word we are working with today – that's ok! It's going to help you read more words in science, math, and other subject areas.</p> <p>The purpose of teaching you the steps today is so you can figure out any word you read. When we do this it helps us understand what the word means.</p> <p>We will learn how to read lots of types of words – today will teach you how to read words with vowel team syllables.</p> <p>Our goal is to develop a toolkit that will allow us to tackle <i>any</i> words we encounter that we don't automatically know the meaning of.</p>
<p><b>Slide 8</b></p> <p>What are the ways we know how to spell the long e sound?</p> <ul style="list-style-type: none"> <li>→ e (open syllable, as in <b>be</b>long)</li> <li>→ Silent e (as in comple<b>te</b>)</li> </ul> <p>Vowel teams that spell the long e sound:</p> <ul style="list-style-type: none"> <li>→ ea (as in <b>meat</b>)</li> <li>→ ee (as in <b>feet</b>)</li> <li>→ ey (as in <b>money</b>)</li> <li>→ ei (as in <b>receive</b>)</li> <li>→ ie (as in <b>piece</b>)</li> </ul>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Ask students "What ways do we already know how to spell the (long e) sound? (open syllable, silent e syllable). These are 5 vowel teams that also make the long a sound. Can you think of some words for each vowel team?"</p> <p>You may have to spend some time on this slide. There are quite a few ways to spell speech sounds (as you can see!) and we want to make sure students have mapped each way. Go to <a href="https://www.opensourcephonics.com">opensourcephonics.com</a> if you need to an explicit lesson on any of these sound-spelling patterns your students have not mastered.</p> <p>See if your students can come up with ways to spell this sound.</p>
<p><b>Slide 9</b></p>	<p>Overview of the steps</p>

<p><b>Slide 10</b></p> <p>What are the ways we know how to spell the long e sound?</p> <ul style="list-style-type: none"> <li>→ e (open syllable, as in <b>be</b>long)</li> <li>→ Silent e (as in complete)</li> </ul> <p>Vowel teams that spell the long e sound:</p> <ul style="list-style-type: none"> <li>→ ea (as in meat)</li> <li>→ ee (as in feet)</li> <li>→ ey (as in money)</li> <li>→ ei (as in receive)</li> <li>→ ie (as in piece)</li> </ul>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p><b>It is important that no one says this word!</b> Some of you might have seen this word before, some of you have not.</p> <p>We are treating this as a word we have encountered in text that we do not know how to say and therefore do not know the meaning of.</p> <p>For those of you that do know this word, go along as if you do not, and <i>do not say it out loud</i>.</p> <p>We need to underline the vowels so that we can figure out how many syllables this word has and what those syllables are so we can figure out how to say those syllables.</p> <p>Why? The easiest and quickest way to determine the meaning of a word is to pronounce it properly!</p> <p>When looking for our vowels, remember our new learning about vowel teams! When labeling, we treat the <b>vowel team</b> as a <b>single vowel</b>. This is similar to the way we would label a consonant blend (e.g. ch, th) as a single consonant.</p>
<p><b>Slide 11</b></p> <p>Next, label the vowels with a "v" Label the consonants that are <i>between the vowels</i> with a "c"</p> <p><b>beacon</b></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Notice that I have underlined the vowel team 'ea' as a single vowel.</li> <li>• The next step is to label the consonants between the vowels. Again, we are doing this to figure out how many syllables it has and where they are.</li> </ul>
<p><b>Slide 12</b></p> <p>Draw a line to divide the first vowel and consonant → This is the second syllable division pattern - V CV</p> <p><b>beacon</b></p> <p>v c v</p> <p><small>NOTICE we only write one V below the 'ea' because this is a vowel team--the two letters work together to make the vowel sound (long e)</small></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Now we have enough information to know where the syllables are.</li> <li>• 'Ea' is a vowel team, so we treat it as a single vowel (V). This means we have the sequence VCV. When we see this combination "VCV" we know to split the word <i>between the first vowel and the consonant</i></li> <li>• Draw a slash between the first vowel and consonant you have labeled (V CV). This will tell us how to break up the word into each syllable</li> <li>• How many syllables are there?</li> </ul>


<p><b>Slide 13</b></p> <p>Identify the syllable type</p> <p>Does each syllable have a vowel? Does the syllable end in a vowel? → This is a vowel team syllable. Label the syllable with "vt" Does a consonant close in the vowel at the end? → This is a closed syllable. Label the syllables with "cl"</p> 	<ul style="list-style-type: none"> <li>Your word should now look like this, with two clearly separated syllables.</li> <li>Let's check to make sure they are syllables. How many vowels should a syllable have? (one) Does each syllable have a vowel? (remember we count the vowel team as one vowel 'sound').</li> <li>Our V CV division pattern has shown us that we have two syllables, we know they each have a vowel sound, but we don't yet know <i>what sound they make</i>.</li> <li>To know the sound they make, we need to know what <i>type</i> of syllables we have.</li> <li><b>Look at the first syllable.</b> What do you notice about the vowels in this syllable? We now know this is a <b>vowel team syllable</b> which we label with a "vt".</li> <li><b>Look at the last letter in the second syllable.</b> Does a consonant close in the vowel at the end? (yes) We now know this is a <b>closed syllables</b> which we label with a "cl".</li> <li>Now we know how to say the vowel sounds in each syllable.</li> </ul> <p>Note: (this is the first <b>syllable division pattern - V CV</b>)</p>
<p><b>Slide 14</b></p> <p>Blend the syllables to read the word</p> 	<ul style="list-style-type: none"> <li>Using our syllable types we know: The first syllable is the vowel team 'ea', which makes a long e sound. The second syllable is closed, which tells us the vowel (o) makes a short sound.</li> <li>Now that we know the vowel sounds, we can say each syllable slowly and deliberately.</li> <li>bea   con - making sure to emphasize the long or short vowel sounds in each.</li> <li>Blend the syllables to read the word.</li> <li>If you <i>have</i> heard the word "beacon", then the proper pronunciation will light up the meaning. This is when you will think "oh wait! I <i>do</i> know this word! I just did not know it when I saw it written down".</li> </ul>
<p><b>Slide 15</b></p> <p><b>Connect to Word Meaning</b></p>  <ul style="list-style-type: none"> <li>What does the word mean?</li> <li>Look it up if needed <a href="http://www.etymonline.com">www.etymonline.com</a></li> <li>Use the word in a sentence (whole class or group discussions) <ul style="list-style-type: none"> <li>"The captain finally saw a distant beacon of light that guided him safely to shore."</li> <li>"She held the little T-Rex high in her hand like a beacon."</li> </ul> </li> <li>Write a sentence using the word.</li> <li>Make cross-linguistic connections.</li> </ul>	<p>Now that we said the word out loud, have you heard the word before? What does it mean? Can you use it in a sentence?</p> <p><b>Tip:</b> Be ready to look up the meaning of the words you use or have a set definition on hand. Some of these may be new or unfamiliar words for students, or their knowledge of them may not be deep enough to comfortably craft a sentence with it. In addition, you may want to scaffold with some sentence stems.</p>
<p><b>Slide 16</b></p> <p>Practice!</p> <p><i>"The best way to consolidate the reading and spelling of words with vowel teams is by reading the words with vowel teams in context and across academic disciplines and discussing spelling of words in writing tasks."</i></p> <ul style="list-style-type: none"> <li>Use Whiteboards</li> <li>Use <a href="#">Vowel Team Flipbooks</a></li> <li>Use <a href="#">Student worksheet to practice words</a></li> <li>Use <a href="#">Word Work Mat</a></li> <li>Additional Vowel Teams: <a href="#">Multisyllabic Word List Resources</a></li> </ul>	

<p><b>Slide 17</b></p>  <p>Vowel Team Syllables: Long a Vowel Teams</p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Today I'm introducing a new strategy that you can use when you come to a word in your reading that you don't automatically know the meaning of or how to pronounce. We are teaching you one more tool today to 'unlock' words so you can figure out what a word means.</p> <p>Remember, being able to "hear" and say a word correctly is how we come to understand the meaning of the word.</p> <p>You may know the word we are working with today – that's ok! It's going to help you read more words in science, math, and other subject areas.</p> <p>The purpose of teaching you the steps today is so you can figure out any word you read. When we do this it helps us understand what the word means.</p> <p>We will learn how to read lots of types of words – today will teach you how to read words with vowel team syllables.</p> <p>Our goal is to develop a toolkit that will allow us to tackle <i>any</i> words we encounter that we don't automatically know the meaning of.</p>
<p><b>Slide 18</b></p> <p>What are the ways we know how to spell the long a sound?</p> <ul style="list-style-type: none"> <li>→ a (as in raven)</li> <li>→ Silent e syllable (as in plate)</li> </ul> <p>Vowel teams that spell the long e sound:</p> <ul style="list-style-type: none"> <li>→ ai (as in paid)</li> <li>→ ay (as in spray)</li> <li>→ ey (as in grey)</li> </ul>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Ask students "What ways do we already know how to spell the (long a) sound? (open syllable, silent e syllable). These are 3 vowel teams that also make the long a sound. Can you think of some words for each vowel team?"</p> <p>You may have to spend some time on this slide. There are quite a few ways to spell speech sounds (as you can see!) and we want to make sure students have mapped each way. Go to <a href="https://www.opensourcephonics.com">opensourcephonics.com</a> if you need to an explicit lesson on any of these sound-spelling patterns your students have not mastered.</p> <p>See if your students can come up with ways to spell this sound.</p>
<p><b>Slide 19</b></p>	<p>Overview of steps</p>




<p><b>Slide 20</b></p> <p><small>Don't say this word out loud!</small></p> <p><small>Write down this word, then underline each vowel:</small></p> <p><b>refrain</b></p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p><b>It is important that no one says this word!</b> Some of you might have seen this word before, some of you have not.</p> <p>We are treating this as a word we have encountered in text that we do not know how to say and therefore do not know the meaning of.</p> <p>For those of you that do know this word, go along as if you do not, and <i>do not say it out loud</i>.</p> <p>We need to underline the vowels so that we can figure out how many syllables this word has and what those syllables are so we can figure out how to say those syllables.</p> <p>Why? The easiest and quickest way to determine the meaning of a word is to pronounce it properly!</p> <p>When looking for our vowels, remember our new learning about vowel teams! When labeling, we treat the <b>vowel team</b> as a <b>single vowel</b>. This is similar to the way we would label a consonant blend (e.g. ch, th) as a single consonant. Which we will also do with this word, as it has the consonant blend 'fr'.</p>
<p><b>Slide 21</b></p> <p><small>Next, label the vowels with a "v" Label the consonants that are <i>between the vowels</i> with a "c"</small></p> <p><b>refrain</b></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Notice that I have underlined the vowel team as a single vowel.</li> <li>• The next step is to label the consonants between the vowels. Again, we are doing this to figure out how many syllables it has and where they are.</li> </ul>
<p><b>Slide 22</b></p> <p><small>Draw a line to divide the first vowel and consonant → This is the syllable division pattern - V CV</small></p> <p><b>refrain</b></p> <p><small>V C V</small></p> <p><small>NOTICE: → we only write one V below the 'ai' because this is a vowel team-- the two letters work together to make the vowel sound (long ai) → We label 'fr' as one consonant as this is a consonant blend</small></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Again, notice that the vowel team has been labelled as a single vowel. Also notice the consonant blend 'fr' is also labeled as a single consonant.</li> <li>• Now we have enough information to know where the syllables are.</li> <li>• With these labeled, we see the sequence VCV. When we see this combination "VCV" we know to split the word <i>between the first the vowel and consonant</i>.</li> <li>• Draw a slash between the two consonants you have labeled (V CV). This will tell us how to break up the word into each syllable.</li> <li>• How many syllables are there?</li> </ul>


<p><b>Slide 23</b></p> <p>Identify the syllable type Does each syllable have a vowel? Does the first syllable end in a vowel? → This is closed syllable. Label the syllable with 'c' What is do you notice about the second syllable? → This is a vowel team syllable. Label the syllables with "vt"</p> 	<ul style="list-style-type: none"> <li>Let's check to make sure they are syllables. How many vowels should a syllable have? (one) Does each syllable have a vowel? (remember we count the vowel team as one vowel 'sound').</li> <li>Our V CV division pattern has shown us that we have two syllables, we know they each have a vowel sound, but we don't yet know <i>what sound they make</i>.</li> <li>To know the sound they make, we need to know what <b>type</b> of syllables we have.</li> <li><b>Look at the first syllable.</b> What do we notice about the pattern in this syllable? Is there a consonant closing in the vowel? We now know this is an <b>open syllable</b> which we label with a "o".</li> <li><b>Look at the second syllable.</b> What do you notice about the vowels in this syllable? We now know this is a <b>vowel team syllable</b> which we label with a "vt".</li> <li>Now we know how to say the vowel sounds in each syllable</li> </ul> <p>Note: (this is the second <b>syllable division pattern - V CV</b>)</p>
<p><b>Slide 24</b></p> <p>Blend the syllables to read the word</p> 	<ul style="list-style-type: none"> <li>Using our syllable types we know: The first syllable is open, which means the 'e' makes a long sound (says its name). The second syllable is the vowel team 'ai' which we know makes a long a sound.</li> <li>Now that we know the vowel sounds, say each syllable slowly and deliberately.</li> <li>re frain - making sure to emphasize the long or short vowel sounds in each syllable.</li> <li>Blend the syllables to read the word.</li> <li>If you <i>have</i> heard the word "refrain", then the proper pronunciation will light up the meaning. This is when you will think "oh wait! I <i>do</i> know this word! I just did not know it when I saw it written down".</li> </ul>
<p><b>Slide 25</b></p> <p>Connect to <b>Word Meaning</b></p>  <ul style="list-style-type: none"> <li>What does the word mean?</li> <li>Look it up if needed <a href="http://www.etymonline.com">www.etymonline.com</a></li> <li>Use the word in a sentence (whole class or group discussions).</li> <li>Write a sentence using the word.</li> <li>Make cross-linguistic connections</li> </ul>	<p>Now that we said the word out loud, have you heard the word before? What does it mean? Can you use it in a sentence?</p> <p><b>Tip:</b> Be ready to look up the meaning of the words you use or have a set definition on hand. Some of these may be new or unfamiliar words for students, or their knowledge of them may not be deep enough to comfortably craft a sentence with it. In addition, you may want to scaffold with some sentence stems.</p>
<p><b>Slide 26</b></p> <p>Practice!</p> <p>"The best way to consolidate the reading and spelling of words with vowel teams is by reading the words with vowel teams in context and across academic disciplines and discussing spelling of words in writing tasks."</p> <ul style="list-style-type: none"> <li>Use Whiteboards</li> <li>Use <a href="#">Vowel Team Flipbooks</a></li> <li>Use <a href="#">Student worksheet to practice words</a></li> <li>Use <a href="#">Word Work Mat</a></li> <li>Additional Vowel Teams: <a href="#">Multisyllabic Word List Resources</a></li> </ul>	






<p><b>Slide 27</b></p>  <p>Vowel Team Syllables: Long o Vowel Teams</p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Today I'm introducing a new strategy that you can use when you come to a word in your reading that you don't automatically know the meaning of or how to pronounce. We are teaching you one more tool today to 'unlock' words so you can figure out what a word means.</p> <p>Remember, being able to "hear" and say a word correctly is how we come to understand the meaning of the word.</p> <p>You may know the word we are working with today – that's ok! It's going to help you read more words in science, math, and other subject areas.</p> <p>The purpose of teaching you the steps today is so you can figure out any word you read. When we do this it helps us understand what the word means.</p> <p>We will learn how to read lots of types of words – today will teach you how to read words with vowel team syllables.</p> <p>Our goal is to develop a toolkit that will allow us to tackle <i>any</i> words we encounter that we don't automatically know the meaning of.</p>
<p><b>Slide 28</b></p> <p>What are the ways we know how to spell the long o sound?</p> <ul style="list-style-type: none"> <li>→ Open syllable o (as in <b>open</b>)</li> <li>→ Silent e syllable (as in <b>cope</b>)</li> </ul> <p>Vowel teams that spell the long o sound:</p> <ul style="list-style-type: none"> <li>→ oa (as in <b>float</b>)</li> <li>→ oe (as in <b>tiptoe</b>)</li> <li>→ ow (as in <b>flown</b>)</li> <li>→ ough (as in <b>thorough</b>)</li> </ul>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Ask students "What ways do we already know how to spell the (long o) sound? (open syllable, silent e syllable). These are 3 vowel teams that also make the long o sound. Can you think of some other words for each vowel team?"</p> <p>You may have to spend some time on this slide. There are quite a few ways to spell speech sounds (as you can see!) and we want to make sure students have mapped each way. Go to <a href="https://www.opensourcephonics.com">opensourcephonics.com</a> if you need to an explicit lesson on any of these sound-spelling patterns your students have not mastered.</p> <p>See if your students can come up with ways to spell this sound.</p>
<p><b>Slide 29</b></p>	<p>Overview of steps</p>


<p><b>Slide 30</b></p> <p><small>Don't say this word out loud!</small></p> <p><small>Write down this word, then underline each vowel:</small></p> <p><b>coastal</b></p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p><b>It is important that no one says this word!</b> Some of you might have seen this word before, some of you have not.</p> <p>We are treating this as a word we have encountered in text that we do not know how to say and therefore do not know the meaning of.</p> <p>For those of you that do know this word, go along as if you do not, and <i>do not say it out loud</i>.</p> <p>We need to underline the vowels so that we can figure out how many syllables this word has and what those syllables are so we can figure out how to say those syllables.</p> <p>Why? The easiest and quickest way to determine the meaning of a word is to pronounce it properly!</p> <p>When looking for our vowels, remember our new learning about vowel teams! When labeling, we treat the <b>vowel team</b> as a <b>single vowel</b>. This is similar to the way we would label a consonant blend (e.g. ch, th) as a single consonant.</p>
<p><b>Slide 31</b></p> <p><small>Next, label the vowels with a "v"</small></p> <p><small>Label the consonants that are <i>between the vowels</i> with a "c"</small></p> <p><b>coastal</b></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Notice that I have underlined the vowel team as a single vowel.</li> <li>• The next step is to label the consonants between the vowels. Again, we are doing this to figure out how many syllables it has and where they are.</li> </ul>
<p><b>Slide 32</b></p> <p><small>Draw a line to divide the first vowel and consonant</small></p> <p><small>→ This is the syllable division pattern - VC CV</small></p> <p><b>coastal</b></p> <p><small>v c c v c</small></p> <p><small>NOTICE: → we only write one V below the 'ai' because this is a vowel team – the two letters work together to make the vowel sound (long ai)</small></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Now we have enough information to know where the syllables are.</li> <li>• With these labeled, we see the sequence VCCV. When we see this combination "VCCV" we know to split the word <i>between the two consonants</i> making it VC CV.</li> <li>• Draw a slash between the two consonants you have labeled (VC CV). This will tell us how to break up the word into each syllable</li> <li>• How many syllables are there?</li> </ul>

<p><b>Slide 33</b></p> <p>Identify the syllable type</p> <p>Does each syllable have a vowel?          What do you notice about the vowel pattern in the first syllable?          → This is vowel team syllable. Label the syllable with "vt"          What is do you notice about the second syllable?          → This is a closed syllable. Label the syllables with "cl"</p> 	<ul style="list-style-type: none"> <li>Let's check to make sure they are syllables. How many vowels should a syllable have? (one) Does each syllable have a vowel? (remember we count the vowel team as one vowel 'sound').</li> <li>Our VC CV division pattern has shown us that we have two syllables, we know they each have a vowel sound, but we don't yet know <i>what sound they make</i>.</li> <li>To know the sound they make, we need to know what <b>type</b> of syllables we have.</li> <li><b>Look at the first syllable.</b> What do you notice about the vowels in this syllable? We now know this is a <b>vowel team syllable</b> which we label with a "vt".</li> <li><b>Look at the second syllable.</b> What do you notice about the pattern in this syllable? We now know this is a <b>closed syllable</b> which we label with a "cl".</li> <li>Now we know how to say the vowel sounds in each syllable</li> </ul> <p>Note: (this is the <b>syllable division pattern - VC CV</b>)</p>
<p><b>Slide 34</b></p> <p>Blend the syllables to read the word</p> 	<ul style="list-style-type: none"> <li>Using our syllable types we know: The first syllable is the vowel team 'oa' which we know makes a long 'o' sound. The second syllable is closed, which we know makes a short vowel sound.</li> <li>Say each syllable slowly and deliberately.</li> <li>coas   tal- making sure to emphasize the long or short vowel sounds in each syllable.</li> <li>Blend the syllables to read the word.</li> <li>If you <i>have</i> heard the word "coastal", then the proper pronunciation will light up the meaning. This is when you will think "oh wait! I <i>do</i> know this word! I just did not know it when I saw it written down".</li> </ul>
<p><b>Slide 35</b></p> <p>Connect to <b>Word Meaning</b></p>  <ul style="list-style-type: none"> <li>What does the word mean?</li> <li>Look it up if needed <a href="http://www.etymonline.com">www.etymonline.com</a></li> <li>Use the word in a sentence (whole class or group discussions).</li> <li>Write a sentence using the word.</li> <li>Make cross-linguistic connections</li> </ul>	<p>Now that we said the word out loud, have you heard the word before?          What does it mean?          Can you use it in a sentence?</p> <p><b>Tip:</b> Be ready to look up the meaning of the words you use or have a set definition on hand. Some of these may be new or unfamiliar words for students, or their knowledge of them may not be deep enough to comfortably craft a sentence with it. In addition, you may want to scaffold with some sentence stems.</p>
<p><b>Slide 36</b></p> <p>Practice!</p> <p><i>"The best way to consolidate the reading and spelling of words with vowel teams is by reading the words with vowel teams in context and across academic disciplines and discussing spelling of words in writing tasks."</i></p> <ul style="list-style-type: none"> <li>Use Whiteboards</li> <li>Use <a href="#">Vowel Team Flipbooks</a></li> <li>Use <a href="#">Student worksheet to practice words</a></li> <li>Use <a href="#">Word Work Mat</a></li> <li>Additional Vowel Teams: <a href="#">Multisyllabic Word List Resources</a></li> </ul>	

<p><b>Slide 37</b></p>  <p>Vowel Team Syllables: Long i Vowel Teams</p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Today I'm introducing a new strategy that you can use when you come to a word in your reading that you don't automatically know the meaning of or how to pronounce. We are teaching you one more tool today to 'unlock' words so you can figure out what a word means.</p> <p>Remember, being able to "hear" and say a word correctly is how we come to understand the meaning of the word.</p> <p>You may know the word we are working with today – that's ok! It's going to help you read more words in science, math, and other subject areas.</p> <p>The purpose of teaching you the steps today is so you can figure out any word you read. When we do this it helps us understand what the word means.</p> <p>We will learn how to read lots of types of words – today will teach you how to read words with vowel team syllables.</p> <p>Our goal is to develop a toolkit that will allow us to tackle <i>any</i> words we encounter that we don't automatically know the meaning of.</p>
<p><b>Slide 38</b></p> <p>What are the ways we know how to spell the long i sound?</p> <ul style="list-style-type: none"> <li>→ Open syllable i (as in biped)</li> <li>→ Silent e syllable (as in hive)</li> </ul> <p>Vowel teams that spell the long i sound:</p> <ul style="list-style-type: none"> <li>→ ie (as in pie)</li> <li>→ igh (as in thigh)</li> </ul>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Ask students "What ways do we already know how to spell the (long i) sound? (open syllable, silent e syllable). These are 2 vowel teams that also make the long i sound. Can you think of some other words for each vowel team?</p> <p>You may have to spend some time on this slide. There are quite a few ways to spell speech sounds (as you can see!) and we want to make sure students have mapped each way. Go to <a href="https://www.opensourcephonics.com">opensourcephonics.com</a> if you need to an explicit lesson on any of these sound-spelling patterns your students have not mastered.</p> <p>See if your students can come up with ways to spell this sound.</p>
<p><b>Slide 39</b></p>	<p>Overview of steps</p>

<p><b>Slide 40</b></p> <p><small>Don't say this word out loud!</small></p> <p><small>Write down this word, then underline each vowel:</small></p> <p><b>upright</b></p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p><b>It is important that no one says this word!</b> Some of you might have seen this word before, some of you have not.</p> <p>We are treating this as a word we have encountered in text that we do not know how to say and therefore do not know the meaning of.</p> <p>For those of you that do know this word, go along as if you do not, and <i>do not say it out loud</i>.</p> <p>We need to underline the vowels so that we can figure out how many syllables this word has and what those syllables are so we can figure out how to say those syllables.</p> <p>Why? The easiest and quickest way to determine the meaning of a word is to pronounce it properly!</p> <p>When looking for our vowels, remember our new learning about vowel teams! When labeling, we treat the <b>vowel team</b> as a <b>single vowel</b>. This is similar to the way we would label a consonant blend (e.g. ch, th) as a single consonant.</p>
<p><b>Slide 41</b></p> <p><small>Next, label the vowels with a "v"</small></p> <p><small>Label the consonants that are <i>between the vowels</i> with a "c"</small></p> <p><b>upright</b></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Notice that I have underlined the vowel team as a single vowel.</li> <li>• The next step is to label the consonants between the vowels. Again, we are doing this to figure out how many syllables it has and where they are.</li> </ul>
<p><b>Slide 42</b></p> <p><small>Draw a line to divide the first vowel and consonant</small></p> <p><small>→ This is the syllable division pattern - VC CV</small></p> <p><b>upright</b></p> <p><small>NOTICE: → we only write one V below the 'gh' because this is a vowel team – the two letters work together to make the vowel sound (long i)</small></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this. I labeled the vowels and consonant between the vowels just to identify them today.</li> <li>• Now we have enough information to know where the syllables are.</li> <li>• With these labelled we see the sequence VCCV. When we see this combination "VCCV" we know to split the word <i>between the two consonants</i> making it VC CV.</li> <li>• Draw a slash between the two consonants you have labeled (VC CV). This will tell us how to break up the word into each syllable</li> <li>• How many syllables are there?</li> </ul>

<p><b>Slide 43</b></p> <p>Identify the syllable type          Does each syllable have a vowel?          What do you notice about the vowel pattern in the first syllable?          → This is vowel team syllable. Label the syllable with "vt"          What do you notice about the second syllable?          → This is a closed syllable. Label the syllables with "cl"</p> 	<ul style="list-style-type: none"> <li>Let's check to make sure they are syllables. How many vowels should a syllable have? (one) Does each syllable have a vowel? (remember we count the vowel team as one vowel 'sound').</li> <li>Our VC CV division pattern has shown us that we have two syllables, we know they each have a vowel sound, but we don't yet know <i>what sound they make</i>.</li> <li>To know the sound they make, we need to know what <b>type</b> of syllables we have.</li> <li><b>Look at the first syllable.</b> What do you notice about the pattern in this syllable? We now know this is a <b>closed syllable</b> which we label with a "cl".</li> <li><b>Look at the second syllable.</b> What do you notice about the vowels in this syllable? We now know this is a <b>vowel team syllable</b> which we label with a "vt".</li> <li>Now we know how to say the vowel sounds in each syllable</li> </ul> <p>Note: (this is the <b>syllable division pattern - VC CV</b>)</p>
<p><b>Slide 44</b></p> <p>Blend the syllables to read the word</p> 	<ul style="list-style-type: none"> <li>Using our syllable types we know: The first syllable closed, which we know makes a short vowel sound. The second syllable is the vowel team 'igh' which we know makes a long i sound.</li> <li>Say each syllable slowly and deliberately.</li> <li>up  right - making sure to emphasize the long or short vowel sounds in each syllable.</li> <li>Blend the syllables to read the word.</li> <li>If you <i>have</i> heard the word "upright", then the proper pronunciation will light up the meaning. This is when you will think "oh wait! I <i>do</i> know this word! I just did not know it when I saw it written down".</li> </ul>
<p><b>Slide 45</b></p> <p>Connect to <b>Word Meaning</b></p>  <ul style="list-style-type: none"> <li>What does the word mean?</li> <li>Look it up if needed <a href="http://www.etymonline.com">www.etymonline.com</a></li> <li>Use the word in a sentence (whole class or group discussions).</li> <li>Write a sentence using the word.</li> <li>Make cross-linguistic connections</li> </ul>	<p>Now that we said the word out loud, have you heard the word before?          What does it mean?          Can you use it in a sentence?</p> <p><b>Tip:</b> Be ready to look up the meaning of the words you use or have a set definition on hand. Some of these may be new or unfamiliar words for students, or their knowledge of them may not be deep enough to comfortably craft a sentence with it. In addition, you may want to scaffold with some sentence stems.</p>
<p><b>Slide 46</b></p> <p>Practice!</p> <p><i>"The best way to consolidate the reading and spelling of words with vowel teams is by reading the words with vowel teams in context and across academic disciplines and discussing spelling of words in writing tasks."</i></p> <ul style="list-style-type: none"> <li>Use Whiteboards</li> <li>Use <a href="#">Vowel Team Flipbooks</a></li> <li>Use <a href="#">Student worksheet to practice words</a></li> <li>Use <a href="#">Vowel Work Mat</a></li> <li>Additional Vowel Teams: <a href="#">Multisyllabic Word List Resources</a></li> </ul>	

<p><b>Slide 47</b></p>  <p>Vowel Team Syllables: Long u Vowel Teams</p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Today I'm introducing a new strategy that you can use when you come to a word in your reading that you don't automatically know the meaning of or how to pronounce. We are teaching you one more tool today to 'unlock' words so you can figure out what a word means.</p> <p>Remember, being able to "hear" and say a word correctly is how we come to understand the meaning of the word.</p> <p>You may know the word we are working with today – that's ok! It's going to help you read more words in science, math, and other subject areas.</p> <p>The purpose of teaching you the steps today is so you can figure out any word you read. When we do this it helps us understand what the word means.</p> <p>We will learn how to read lots of types of words – today will teach you how to read words with vowel team syllables.</p> <p>Our goal is to develop a toolkit that will allow us to tackle <i>any</i> words we encounter that we don't automatically know the meaning of.</p>
<p><b>Slide 48</b></p> <p>What are the ways we know how to spell the long u sound?</p> <ul style="list-style-type: none"> <li>→ Open syllable u (as in cubic)</li> <li>→ Silent e syllable (as in huge)</li> </ul> <p>Vowel teams that spell the long u sound:</p> <ul style="list-style-type: none"> <li>→ ue (as in clueless, imbue)</li> <li>→ ew (as in stream)</li> <li>→ eu (as in eustachian)</li> <li>→ ou (as in acoustic)</li> <li>→ oo (lagoon)</li> </ul>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p>Ask students "What ways do we already know how to spell the (long i) sound? (open syllable, silent e syllable). These are 2 vowel teams that also make the long i sound. Can you think of some other words for each vowel team?</p> <p>You may have to spend some time on this slide. There are quite a few ways to spell speech sounds (as you can see!) and we want to make sure students have mapped each way. Go to <a href="https://www.opensourcephonics.com">opensourcephonics.com</a> if you need to an explicit lesson on any of these sound-spelling patterns your students have not mastered.</p> <p>See if your students can come up with ways to spell this sound.</p>
<p><b>Slide 49</b></p>	<p>Overview of steps</p>

<p><b>Slide 50</b></p> <p><small>Don't say this word out loud!</small></p> <p><small>Write down this word, then underline each vowel:</small></p> <p><b>rescue</b></p>	<p><b>Teacher scripts are suggestions for how to present this information to the students as you work through the slides.</b></p> <p><b>It is important that no one says this word!</b> Some of you might have seen this word before, some of you have not.</p> <p>We are treating this as a word we have encountered in text that we do not know how to say and therefore do not know the meaning of.</p> <p>For those of you that do know this word, go along as if you do not, and <i>do not say it out loud</i>.</p> <p>We need to underline the vowels so that we can figure out how many syllables this word has and what those syllables are so we can figure out how to say those syllables.</p> <p>Why? The easiest and quickest way to determine the meaning of a word is to pronounce it properly!</p> <p>When looking for our vowels, remember our new learning about vowel teams! When labeling, we treat the <b>vowel team</b> as a <b>single vowel</b>. This is similar to the way we would label a consonant blend (e.g. ch, th) as a single consonant.</p>
<p><b>Slide 51</b></p> <p><small>Next, label the vowels with a "v"</small></p> <p><small>Label the consonants that are <i>between the vowels</i> with a "c"</small></p> <p><b>rescue</b></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this.</li> <li>• Notice that I have underlined the vowel team as a single vowel.</li> <li>• The next step is to label the consonants between the vowels. Again, we are doing this to figure out how many syllables it has and where they are.</li> </ul>
<p><b>Slide 52</b></p> <p><small>Draw a line to divide the first vowel and consonant</small></p> <p><small>→ This is the syllable division pattern - VC CV</small></p> <p><b>rescue</b></p> <p><small>NOTICE:</small></p> <p><small>→ we only write one V below the 'ue' because this is a vowel team – the two letters work together to make the vowel sound (long u)</small></p>	<ul style="list-style-type: none"> <li>• Your word should now look something like this. I labeled the vowels and consonant between the vowels just to identify them today.</li> <li>• Now we have enough information to know where the syllables are.</li> <li>• With these labelled we see the sequence VCCV. When we see this combination "VCCV" we know to split the word <i>between the two consonants</i> making VC CV.</li> <li>• Draw a slash between the two consonants you have labeled (VC CV). This will tell us how to break up the word into each syllable</li> <li>• How many syllables are there?</li> </ul>



### Slide 53

Identify the syllable type

Does each syllable have a vowel?

What do you notice about the vowel pattern in the first syllable?

→ This is a vowel team syllable. Label the syllable with "vt"

What is do you notice about the second syllable?

→ This is a closed syllable. Label the syllables with "cl"



- Let's check to make sure they are syllables. How many vowels should a syllable have? (one) Does each syllable have a vowel? (remember we count the vowel team as one vowel 'sound').
- Our VC|CV division pattern has shown us that we have two syllables, we know they each have a vowel sound, but we don't yet know *what sound they make*.
- To know the sound they make, we need to know what **type** of syllables we have.
- **Look at the first syllable.** What do you notice about the pattern in this syllable? We now know this is a **closed syllable** which we label with a "cl".
- **Look at the second syllable.** What do you notice about the vowels in this syllable? We now know this is a **vowel team syllable** which we label with a "vt".
- Now we know how to say the vowel sounds in each syllable

Note: (this is the **syllable division pattern - VC|CV**)

### Slide 54

Blend the syllables to read the word



- Say each syllable slowly and deliberately. The first syllable is closed, which we know makes a short vowel sound. The second syllable is the vowel team 'ue' which we know makes a long u sound.
- res | cue- making sure to emphasize the long or short vowel sounds in each syllable.
- Blend the syllables to read the word.
- If you *have* heard the word "rescue", then the proper pronunciation will light up the meaning. This is when you will think "oh wait! I *do* know this word! I just did not know it when I saw it written down".

### Slide 55

Connect to **Word Meaning**



- What does the word mean?
- Look it up if needed [www.stymonline.com](http://www.stymonline.com)
- Use the word in a sentence (whole class or group discussions).
- Write a sentence using the word.
- Make cross-linguistic connections

Now that we said the word out loud, have you heard the word before?  
What does it mean?  
Can you use it in a sentence?

**Tip:** Be ready to look up the meaning of the words you use or have a set definition on hand. Some of these may be new or unfamiliar words for students, or their knowledge of them may not be deep enough to comfortably craft a sentence with it. In addition, you may want to scaffold with some sentence stems.

## Continue to Practice Reading Closed Syllable Words

### Additional Words:

Multisyllabic Word Lists:

[https://docs.google.com/document/d/1kdSnk0g6puTNe\\_dn5w4sfeZ\\_YjByVUXLqsl2dpVTVyc/edit?usp=sharing](https://docs.google.com/document/d/1kdSnk0g6puTNe_dn5w4sfeZ_YjByVUXLqsl2dpVTVyc/edit?usp=sharing)