

Directions for teaching **vowel digraphs (vowel teams)**

1. Write the following words on the board—zoo, out, gown, saw, boy, point. Ask students: *How many vowels do you see in each word? (one or two—Remember that w and y can be a vowel sound)*
2. Then ask: *What does each word end with? (Some with a consonant, some with 2 vowels). Then ask: Can these be closed syllables? (No, closed syllable has only 1 vowel sound and ends with a*

consonant). *Can these be open syllables?* (No, because it must end in only 1 long vowel).

3. Have students read the words on the board, paying particular attention to the vowel sound. Say: *These vowel pairs make their own sound. They are not long and they are not short. They are always written as a vowel pair or team.*
4. Say: *These vowel pairs make the same sounds in two syllable words as they make in one syllable words.*

5. Explain to the students when they're looking at a long word, they should put the vowel team in the same syllable.
6. Write the following sentences on the board for students to complete: A vowel-team syllable contains ____ vowels together. Some vowel pairs make their own _____ (sound).
7. Extend the lesson by writing two-syllable words with a vowel team syllable (e.g. annoy, rainbow, about, baboon). Help students blend each syllable to read the words.

amount

destroy

appoint

cartoon

spoilage

pronounce

denounce

oyster

a mount de

stroy car

nounce ap

toon point

spoil age

pro oy ster