

# Vowel Teams

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**Directions:**

**Instrucciones:**

With your child repeating after you, practice sounding out the words in the word list below by saying each sound in the word and then blending the sounds together.

Con su hijo/a repitiendo después de usted, practique pronunciar las palabras en la lista de palabras a continuación diciendo cada sonido de la palabra y luego combinando los sonidos juntos.

2



**Listen to:**

**Escuchar:**

[Vowel Teams](#)

## Vowel Teams Word List

<u>Sh-ie</u> -ld; shield	might	cro <u>ak</u>	wa <u>ist</u>	s <u>pea</u> k
<u>grou</u> nd	<u>down</u>	<u>weigh</u>	<u>clue</u>	<u>grief</u>
<u>doe</u>	<u>cruise</u>	<u>joy</u>	<u>stay</u>	<u>foil</u>
<u>fry</u>	<u>grown</u>	kind	<u>tee-th</u> ; teeth	<u>threw</u>

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**For more practice:**

Have your child read books aloud that contain words with the long vowel patterns (ou, igh, ai, ie, oi, ee). The paragraph below is an example of the level your child should be reading. We've also provided a few book recommendations that are great for practicing decoding.

**Para más práctica:**

*Haga que su hijo/a lea en voz alta libros que contengan palabras con los patrones de vocales largas (ou, igh, ai, ie, oi, ee). El párrafo siguiente es un ejemplo del nivel de lectura que su hijo/a debería estar manejando. También hemos proporcionado algunas recomendaciones de libros que son excelentes para practicar la decodificación.*

## 📖 Passage Example / Pasaje de Ejemplo

After a long morning of playing outside, Trey fell on the pavement and hurt his hand. When he saw the cut, Trey began to howl. The cut was not deep, but it did look red and raw. His brother, Jay, ran to him. "What can I do to help?" Jay asked.

Trey pointed to his cut. "That looks bad," said Jay. "We need to get some help." Jay led Trey inside the house to find their father. Somehow, they found a way not to make a loud noise as they walked in, and their dad was still sitting on the couch.

"His hand is cut," Jay told their dad as he pointed to the red, raw spot on Trey's palm. Dad sprang up from the couch like a spring and led the boys into the bathroom.

He turned on the faucet, and a steady stream of water fell into the sink. "Put your hand under the water to clean the cut," Dad told Trey. The cut was not deep, but it was hard to get it clean because Trey did not want to wash it.

"It will not feel good, but you need to get it clean," Dad said. As Dad helped him clean the cut, Trey did not make a single peep. Once the cut was clean, Dad put some ointment on it and joined a bandage to his palm.

"Great job, Trey!" said Dad. "You were brave." Trey was not feeling bad now. He was ready to go back outside and play!



## Recommended Books / Libros Recomendados

- ***DK Readers: LEGO DC Super Heroes: Super-Villains*** by Victoria Taylor
- ***The Bee Tree*** by Patricia Polacco
- ***High Five*** by Adam Rubin
- ***Should I Share my Ice Cream?*** by Mo Willems

# High-Frequency Words

High-frequency words are important for young readers to learn because they appear frequently in texts, and knowing them will build your child's fluency and confidence. Below is a list of high-frequency words to practice with your child.

*Las palabras de alta frecuencia son importantes que las aprendan porque aparecen con frecuencia en textos, y conocerlas ayudará a desarrollar la fluidez y confianza de su hijo/a. A continuación, hay una lista de palabras de alta frecuencia para practicar con su hijo/a.*

- |                                  |                                |                                 |                                  |
|----------------------------------|--------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> of      | <input type="checkbox"/> on    | <input type="checkbox"/> call   | <input type="checkbox"/> tell    |
| <input type="checkbox"/> by      | <input type="checkbox"/> as    | <input type="checkbox"/> who    | <input type="checkbox"/> boy     |
| <input type="checkbox"/> this    | <input type="checkbox"/> with  | <input type="checkbox"/> oil    | <input type="checkbox"/> follow  |
| <input type="checkbox"/> for     | <input type="checkbox"/> his   | <input type="checkbox"/> its    | <input type="checkbox"/> came    |
| <input type="checkbox"/> to      | <input type="checkbox"/> at    | <input type="checkbox"/> now    | <input type="checkbox"/> want    |
| <input type="checkbox"/> was     | <input type="checkbox"/> be    | <input type="checkbox"/> find   | <input type="checkbox"/> also    |
| <input type="checkbox"/> we      | <input type="checkbox"/> from  | <input type="checkbox"/> long   | <input type="checkbox"/> around  |
| <input type="checkbox"/> an      | <input type="checkbox"/> or    | <input type="checkbox"/> down   | <input type="checkbox"/> farm    |
| <input type="checkbox"/> the     | <input type="checkbox"/> had   | <input type="checkbox"/> day    | <input type="checkbox"/> three   |
| <input type="checkbox"/> one     | <input type="checkbox"/> word  | <input type="checkbox"/> did    | <input type="checkbox"/> small   |
| <input type="checkbox"/> no      | <input type="checkbox"/> but   | <input type="checkbox"/> get    | <input type="checkbox"/> set     |
| <input type="checkbox"/> there   | <input type="checkbox"/> not   | <input type="checkbox"/> come   | <input type="checkbox"/> put     |
| <input type="checkbox"/> you     | <input type="checkbox"/> what  | <input type="checkbox"/> made   | <input type="checkbox"/> end     |
| <input type="checkbox"/> is      | <input type="checkbox"/> all   | <input type="checkbox"/> may    | <input type="checkbox"/> does    |
| <input type="checkbox"/> more    | <input type="checkbox"/> were  | <input type="checkbox"/> part   | <input type="checkbox"/> another |
| <input type="checkbox"/> still   | <input type="checkbox"/> when  | <input type="checkbox"/> over   | <input type="checkbox"/> well    |
| <input type="checkbox"/> play    | <input type="checkbox"/> your  | <input type="checkbox"/> new    | <input type="checkbox"/> large   |
| <input type="checkbox"/> list    | <input type="checkbox"/> can   | <input type="checkbox"/> sound  | <input type="checkbox"/> must    |
| <input type="checkbox"/> king    | <input type="checkbox"/> use   | <input type="checkbox"/> take   | <input type="checkbox"/> big     |
| <input type="checkbox"/> plans   | <input type="checkbox"/> each  | <input type="checkbox"/> only   | <input type="checkbox"/> even    |
| <input type="checkbox"/> write   | <input type="checkbox"/> which | <input type="checkbox"/> little | <input type="checkbox"/> such    |
| <input type="checkbox"/> meaning | <input type="checkbox"/> she   | <input type="checkbox"/> work   | <input type="checkbox"/> because |
| <input type="checkbox"/> show    | <input type="checkbox"/> do    | <input type="checkbox"/> know   | <input type="checkbox"/> turn    |
| <input type="checkbox"/> dream   | <input type="checkbox"/> how   | <input type="checkbox"/> place  | <input type="checkbox"/> here    |
| <input type="checkbox"/> said    | <input type="checkbox"/> their | <input type="checkbox"/> year   | <input type="checkbox"/> why     |
| <input type="checkbox"/> nearly  | <input type="checkbox"/> if    | <input type="checkbox"/> live   | <input type="checkbox"/> ask     |
| <input type="checkbox"/> able    | <input type="checkbox"/> will  | <input type="checkbox"/> me     | <input type="checkbox"/> went    |
| <input type="checkbox"/> handle  | <input type="checkbox"/> up    | <input type="checkbox"/> back   | <input type="checkbox"/> men     |
| <input type="checkbox"/> rock    | <input type="checkbox"/> other | <input type="checkbox"/> give   | <input type="checkbox"/> read    |

## High Frequency Words

- |                                 |                                 |                                   |                                    |
|---------------------------------|---------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> run    | <input type="checkbox"/> about  | <input type="checkbox"/> most     | <input type="checkbox"/> need      |
| <input type="checkbox"/> test   | <input type="checkbox"/> out    | <input type="checkbox"/> very     | <input type="checkbox"/> land      |
| <input type="checkbox"/> quick  | <input type="checkbox"/> then   | <input type="checkbox"/> after    | <input type="checkbox"/> different |
| <input type="checkbox"/> view   | <input type="checkbox"/> them   | <input type="checkbox"/> thing    | <input type="checkbox"/> home      |
| <input type="checkbox"/> maybe  | <input type="checkbox"/> these  | <input type="checkbox"/> our      | <input type="checkbox"/> us        |
| <input type="checkbox"/> go     | <input type="checkbox"/> so     | <input type="checkbox"/> just     | <input type="checkbox"/> move      |
| <input type="checkbox"/> seen   | <input type="checkbox"/> some   | <input type="checkbox"/> name     | <input type="checkbox"/> kind      |
| <input type="checkbox"/> answer | <input type="checkbox"/> her    | <input type="checkbox"/> good     | <input type="checkbox"/> hand      |
| <input type="checkbox"/> try    | <input type="checkbox"/> would  | <input type="checkbox"/> sentence | <input type="checkbox"/> picture   |
| <input type="checkbox"/> table  | <input type="checkbox"/> make   | <input type="checkbox"/> man      | <input type="checkbox"/> again     |
| <input type="checkbox"/> I      | <input type="checkbox"/> like   | <input type="checkbox"/> think    | <input type="checkbox"/> change    |
| <input type="checkbox"/> have   | <input type="checkbox"/> him    | <input type="checkbox"/> say      | <input type="checkbox"/> off       |
| <input type="checkbox"/> a      | <input type="checkbox"/> into   | <input type="checkbox"/> great    | <input type="checkbox"/> spell     |
| <input type="checkbox"/> my     | <input type="checkbox"/> time   | <input type="checkbox"/> where    | <input type="checkbox"/> air       |
| <input type="checkbox"/> and    | <input type="checkbox"/> has    | <input type="checkbox"/> help     | <input type="checkbox"/> away      |
| <input type="checkbox"/> are    | <input type="checkbox"/> look   | <input type="checkbox"/> through  | <input type="checkbox"/> animal    |
| <input type="checkbox"/> they   | <input type="checkbox"/> two    | <input type="checkbox"/> much     | <input type="checkbox"/> house     |
| <input type="checkbox"/> many   | <input type="checkbox"/> see    | <input type="checkbox"/> before   | <input type="checkbox"/> point     |
| <input type="checkbox"/> build  | <input type="checkbox"/> number | <input type="checkbox"/> line     | <input type="checkbox"/> page      |
| <input type="checkbox"/> tools  | <input type="checkbox"/> way    | <input type="checkbox"/> right    | <input type="checkbox"/> letter    |
| <input type="checkbox"/> in     | <input type="checkbox"/> could  | <input type="checkbox"/> too      | <input type="checkbox"/> mother    |
| <input type="checkbox"/> that   | <input type="checkbox"/> people | <input type="checkbox"/> mean     | <input type="checkbox"/> found     |
| <input type="checkbox"/> it     | <input type="checkbox"/> than   | <input type="checkbox"/> old      | <input type="checkbox"/> study     |
| <input type="checkbox"/> he     | <input type="checkbox"/> first  | <input type="checkbox"/> any      | <input type="checkbox"/> learn     |
|                                 | <input type="checkbox"/> water  | <input type="checkbox"/> same     | <input type="checkbox"/> should    |
|                                 | <input type="checkbox"/> been   |                                   | <input type="checkbox"/> America   |
|                                 |                                 |                                   | <input type="checkbox"/> world     |



## Recommended Book / Libro Recomendado

- ***The Very Special Heart Words*** by Yvette Manns



Learn more about our tutoring program at  
[ignite-reading.com](https://ignite-reading.com)