

# LIT KIT 7: VOWEL TEAM SYLLABLES 2

## Phonics

**Kit 7** furthers your child's understanding of vowel teams, including the two sounds of long U (yoo and oo) and different sounds of the "oo" spelling, like in "moon" and "book."

### WHAT'S INSIDE?

This kit includes nine decodable books covering three important skills:

- **Skill 1: Long I (ie, igh).** Your child will practice reading vowel teams that create the long I sound, as in "tie" or "bright."
- **Skill 2: Long U (oo, ew, ui, ue).** This skill focuses on vowel teams that create the long U sound, where long U can sound like "oo" as in moon, or like "yoo" as in "few." Other words that use long U vowel teams are "blue," "chew" and "fruit."
- **Skill 3: Short oo (book, took, cook).** Your child will decode words with the short "oo" sound, as in "book" or "cook."

### HOW TO USE THIS KIT:

#### READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin by reading books that focus on the long I sound created by vowel teams "ie" and "igh." Help your child recognize words like "tie" and "bright" in the text and sound them out aloud.
- **Move to Skill 2:** Move on to long U vowel teams like "oo," "ew," "ui" and "ue." Practice reading words like "chewing" or "rescue" together, pointing out how the vowel pairs work to create the long U sound, and talk about the difference between the two sounds of long U ("yoo" like "few," and "oo" like "moon").
- **Practice Skill 3:** The final skill focuses on short "oo" sounds. Read words like "book," "took," or "cook" together and talk about the difference between the short and long "oo" sounds ("book" versus "cool" for example).

#### EXTEND

Try this writing activity to reinforce the skills in this kit!

- **Read & Rhyme Vowel Team Poem.** Choose one vowel sound to start with—long I, long U or short oo.
  1. Brainstorm 4-6 rhyming words for that sound:
    - For example, long I: high, pie, lie, cry, fly
    - Long U: blue, grew, true, glue, chew
    - Short oo: book, look, hook, took
  2. Help your child write a short poem or silly rhyme using the words they brainstormed.
    - Example (Long U):  
I flew to the zoo  
With a blue kangaroo  
He chewed on a shoe  
And played peekaboo!
  3. Lastly, encourage your child to illustrate their poem.

### TIPS FOR CAREGIVERS:

- **Spot Vowel Teams:** As you read, ask your child to point out words with vowel teams and practice sounding them out. Discuss the difference between short and long vowel sounds.
- **Use Real-World Examples:** Find examples of vowel team words in your everyday life, like on signs or menus and practice reading them aloud.
- **Practice Short and Long Sounds:** Help your child distinguish between short and long vowel sounds by asking them to compare words like "book" and "boot" or "cook" and "cool."
- **Repeat and Reinforce:** Rereading books will help reinforce the skills your child is learning.



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<https://www.slpl.org/lit-kit/>



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## HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

### *Before reading the book:*

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

### *During reading:*

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

***"Look at the letters in the word. What letters do you see? Can you say the sounds?"***

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

***"Say the sounds in the word slowly as you slide your finger under them."***

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

***"Blend the sounds together as you slide your finger under them."***

(After saying each sound separately, your child can try to put the sounds together.)

***"I will read this word, and you say the word back to me."***

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

*Please keep this insert inside the kit.*

