

VOWEL TEAMS

Cut and Paste, 3 Levels • ai ee oo ea

26
PAGES





Four vowel teams, one per skill, then a fifth skill that sorts all four together. Each skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it.

2 Every level on Skills 1–4 answers with the same piece

That is on purpose. Each of those skills teaches ONE team, so the strip is not a discrimination task yet — it is a find-the-pattern task. Level 1 tints the box; Level 2 takes the tint away and adds one spare piece that makes no real word anywhere on that page; Level 3 removes both and runs six pictures, two of them longer words with the team hiding inside. Telling the four teams apart is Skill 5's job.

3 The OO team teaches the moon sound only

Oo spells two sounds in English: the long one in moon, spoon and broom, and the short one in book, foot and wood. Every oo word in this packet is the moon sound, on the building pages and on the sorting page alike. Nothing here asks a student to choose between the two and no short-oo picture appears anywhere, so a child who meets *book* in a reader has not been told anything that contradicts it.

4 Skill 5 is the discrimination day

All four teams come together on sorting mats, scaling from two mats to four as the levels go up. Those cards carry a picture and nothing else — except one, teeth, whose picture is a single tooth, so that card prints its own word underneath rather than asking a drawing to say a plural.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

Where every skill lives in this packet

Skill 1, the AI team — plan page 4, levels on pages 5–7.

Skill 2, the EE team — plan page 8, levels on pages 9–11.

Skill 3, the OO team — plan page 12, levels on pages 13–15.

Skill 4, the EA team — plan page 16, levels on pages 17–19.

Skill 5, the sort — plan page 20, levels on pages 21–23.

Answer keys are pages 24–25; the back page is page 26.

If you only do one thing

Teach ai first. All four teams here run the same ladder, so the order is yours — but ai is the long-a sound most students already own from silent e (cape, gate), which makes it the easiest place to show the whole idea: two vowels, stuck together, saying one sound.



Teach · 5 min

Work · 9 min

Print & go

OBJECTIVE

Given a picture of an ai word, the student will glue the ai letter team into the correct position in the printed word, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Today two vowels team up to make one sound: a and i. Ai. It says its own name -- long a.”

Say rain slowly, holding the middle.

“Rrr...ai...n. Rain. The a and the i are stuck together -- they are not two separate sounds.”

“Every word on this page has ai hiding somewhere inside it -- sometimes near the front, sometimes in the middle of a longer word.”

“Say the whole word first, then point to where you hear ai, before you glue anything.”

Point to the direction line and read it once, then let them work.

THE THREE LEVELS



Three ai pictures. The rest of each word is printed and the ai box is tinted, so the student can see exactly where the two letters go. Every piece says ai.



Four ai pictures, no tint, one spare piece -- oo -- that starts no real word on this page.



Six pictures, no tint, nothing spare, including two longer words (mailbox, raindrop) where the student has to find ai inside a bigger word.

IF A STUDENT IS STUCK

- If they glue a piece into every blank without saying the word first, cover the strip and have them say the whole word out loud before they pick anything up.
- If they cannot hear where ai goes inside a longer word like mailbox, say the word slowly in two chunks and have them repeat just the ai chunk back to you.
- If the spare oo confuses them at Level 2, say both chunks side by side -- ai, oo -- and ask which one is really in this word.

TRY IT IN THE ROOM TODAY

Find something in the room with the ai sound -- a chair works. Say it before line-up.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

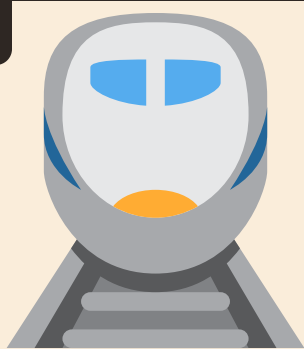
DATE



 Say the word. Glue ai where it belongs.

ai

1  r  n

2  tr  n

3  sn  l

 CUT OUT THE THREE
PIECES

ai

ai

ai





NAME

DATE



Say each word. Glue the piece that belongs in the middle.

ai		
1 	r	n
2 	tr	n
3 	sn	l
4 	ch	r

CUT OUT THE FIVE
PIECES — ONE IS LEFT
OVER

ai

oo

ai

ai

ai





NAME

DATE



Say each word. Cut and glue ai where it belongs.


ai

1		r		n
2		tr		n
3		sn		l
4		ch		r
5		m		lbox
6		r		ndrop

✂ CUT OUT THE SIX
PIECES

ai

ai

ai

ai

ai

ai

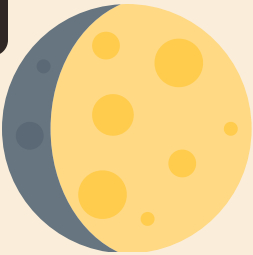


NAME

DATE



Say each word. Glue the piece that belongs in the middle.

oo		
1 	m	 n
2 	sp	 n
3 	br	 m
4 	b	 t

CUT OUT THE FIVE
PIECES — ONE IS LEFT
OVER

oo

oi

oo

oo

oo



Teach • 6 min

Work • 10 min

Print & go

OBJECTIVE

Given a set of pictures spanning the ai, ee, oo and ea vowel teams, the student will sort each picture onto the mat matching the team in its word, with 80% accuracy across 3 sessions.

✂ 📋 **You need:** the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“This week you learned four teams: ai, ee, oo, ea. Say all four teams with me, fast.”

Say rain, then tree, then broom, then leaf, holding each team a beat longer than the rest of the word.

“Rai-n. Tr-ee. Br-oo-m. L-ea-f.”

“Today is different: instead of building one word at a time, you are going to say each picture and decide WHICH of the four teams is hiding inside it.”

“There is no tint and no order to follow -- say the picture, say the word slowly, and put it on the mat that matches.”

Point to each mat and read its label once, then let them work.

THE THREE LEVELS



Two mats -- ai and ee -- three pictures each, six cards. Every card has a home.



Three mats -- ai, ee, oo -- two pictures each, and one spare card (a leaf) that belongs on none of them, because this page has no ea mat.



All four mats, two pictures each, eight cards, nothing spare -- the full review of everything this pack taught, with every mat the same size.

IF A STUDENT IS STUCK

- If they sort by first letter instead of vowel team, cover the mat labels and have them say the whole word, holding the team, before choosing.
- If two mats keep getting confused, pull just those two mats' cards and sort those before bringing the rest of the field back.
- If Level 3's full field overwhelms them, cover every mat but one and sort just that team's cards out of the pile first.

TRY IT IN THE ROOM TODAY

Before the bell rings, find one object for each team -- ai, ee, oo, ea -- and say each word out loud as you find it.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Cut out the eight pictures. Sort every one onto its vowel-team mat.

ai



ee



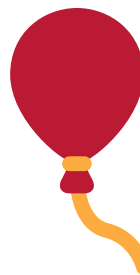
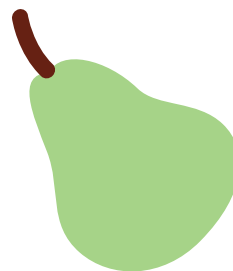
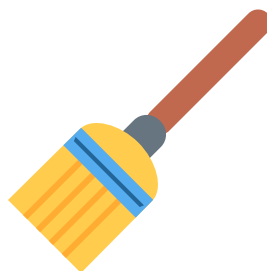
oo



ea



CUT OUT THE EIGHT PICTURES



ANSWER KEY – EA AND THE SORT



Skill 5's mats are listed by team, not by printed position: a sorting mat has no left-to-right answer order, so what is fixed is which MAT a picture belongs on.

The EA Team

Level 1 leaf, pear, bear → ea

Level 2 leaf, heart, wheat, feather → ea (spare piece: oo)

Level 3 leaf, pear, bear, heart, wheat, feather → ea

Sort the Vowel Teams

Level 1 ai: rain, train, snail · ee: tree, bee, wheel

Level 2 ai: chair, mailbox · ee: sheep, teeth · oo: moon, spoon (spare: leaf)

Level 3 ai: rain, chair · ee: bee, cheese · oo: broom, balloon · ea: pear, heart

Why pear and bear wait for Level 3

Level 2's spare piece, oo, would turn pear into poor and bear into boor — both real English words — so those two pictures are held back to Level 3, which carries no spare at all and cannot make that mistake. Level 2 uses leaf, heart, wheat and feather instead, all four checked safe against oo.

What comes before and after this pack

Silent E Cut and Paste teaches the OTHER way English marks a long vowel — a single e at the far end of the word (cap/cape) instead of a second vowel right beside the first. Teach that pack first if a student has not yet met a long vowel at all; teach this one first if two-letter teams already show up in their reading books. Either order is reasonable — they do not depend on one another.

A progress-monitoring idea

Send Skill 5's Level 3 page home the same week you first teach it, then again a month later with no reteaching in between. A student who still sorts every picture correctly the second time has moved the four teams from something they were taught into something they simply know — a specific, dated data point for a file, not a guess at whether the unit stuck.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and twelve students who each need something different. If it saved you an hour, it worked.

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