

Spelling Vowel Digraphs

Skill: Students will practice reading and spelling multisyllabic words with digraphs. **Materials:** Word Cards (one set per person), tape or magnets to sort words on the board, dice (one) **Note:** Students should have already experience with one-syllable vowel digraphs prior to attempting this lesson.

Note: Words in bold are said aloud by the teacher.

Teach



- I'm going to create two columns on the board and you are going to help me sort words into the correct columns. Try to figure out the pattern as we go. Create two columns on the board. A Yes column and a No column. Have students come up one at a time, choose a Word Card, and read it. Tell them which column the word should go in. Words that contain a digraph go in the Yes column, and words that do not contain a digraph go in the No column. Stop after each word. Has anyone figured out the pattern? Continue until students figure out the pattern or until all words have been sorted. Students should say that the words in the yes column have two vowels that are put together to make one sound.
- If students do not figure out the pattern, explain to them that all the words in the Yes column contain two
 vowels that make only one sound when you put them together. The words in the Yes column all contain
 something called a digraph. A digraph is two letters put together to make one sound.

Guided Practice



- Remove the words from the *No* column and keep the words from the *Yes* column. **Now let's look at these words.** We know they all contain a digraph, but now we need to determine which letters form the digraph.
- Let's try to sort them into different columns again, this time by individual digraphs. Choose the word *feet*. Remember, we are looking for two vowels that only make one sound. Which two vowels only make one sound from the word feet? Allow for student responses. That's right! The *e* and the *e* make the long /e/ sound. Let's make a column and label it *ee*.
- If we know the sound a digraph makes, we can easily spell words. For example, in the word *feet*, the first sound we hear is /f/. If we know that the letter *f* makes that sound, we can write the letter f. Then we know that the digraph *ee* makes the long /e/ sound, so we put two *e*'s next. The final letter makes the /t/ sound. What letter would that be? That's right, a *t*! When we put all of the letters together, we have spelled the word *feet*.
- Call on a student to come up and find another word that goes in the *ee* column. Have the student say the word and write the word.
- Continue in the same manner until you've sorted all of the words into the correct vowel digraph category. You should have a column for the digraphs *ee*, *ie*, *ai*, *oe*, *ue*. As you sort, be sure to discuss the sounds that each digraph makes and practice using the new sound to help spell the words.





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Independent Practice



- Display the Numbered Digraphs chart. Explain the activity to students using the instructions below.
- For this exercise, you will work in pairs.
- One player rolls the dice and finds the corresponding digraph on the chart.
- Choose a Word Card that contains that vowel diagraph.
- Read the word to your partner. If the word is correct, you earn one point, and it is now your partner's turn.
- Continue until one person has 6 points.
- Play a second round without using your Word Cards. Think of a word on your own that contains the specific digraph.
- Partners or your teacher must check to be sure you've written the word correctly to earn a point.



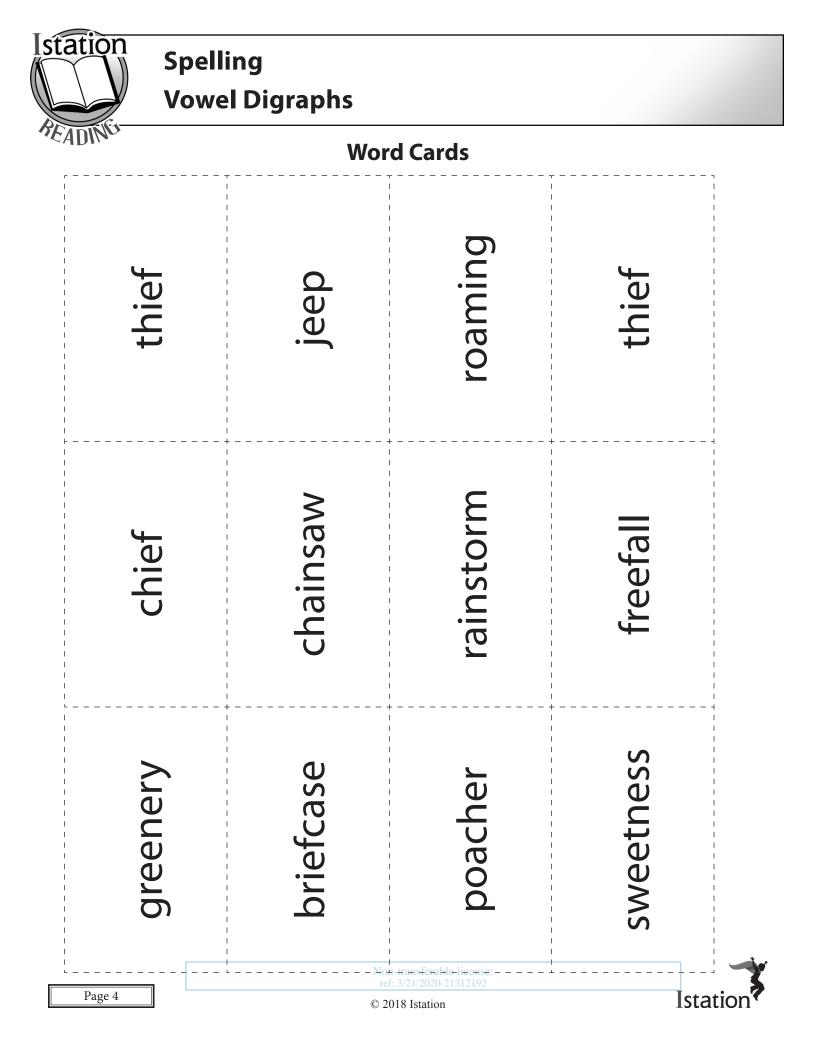


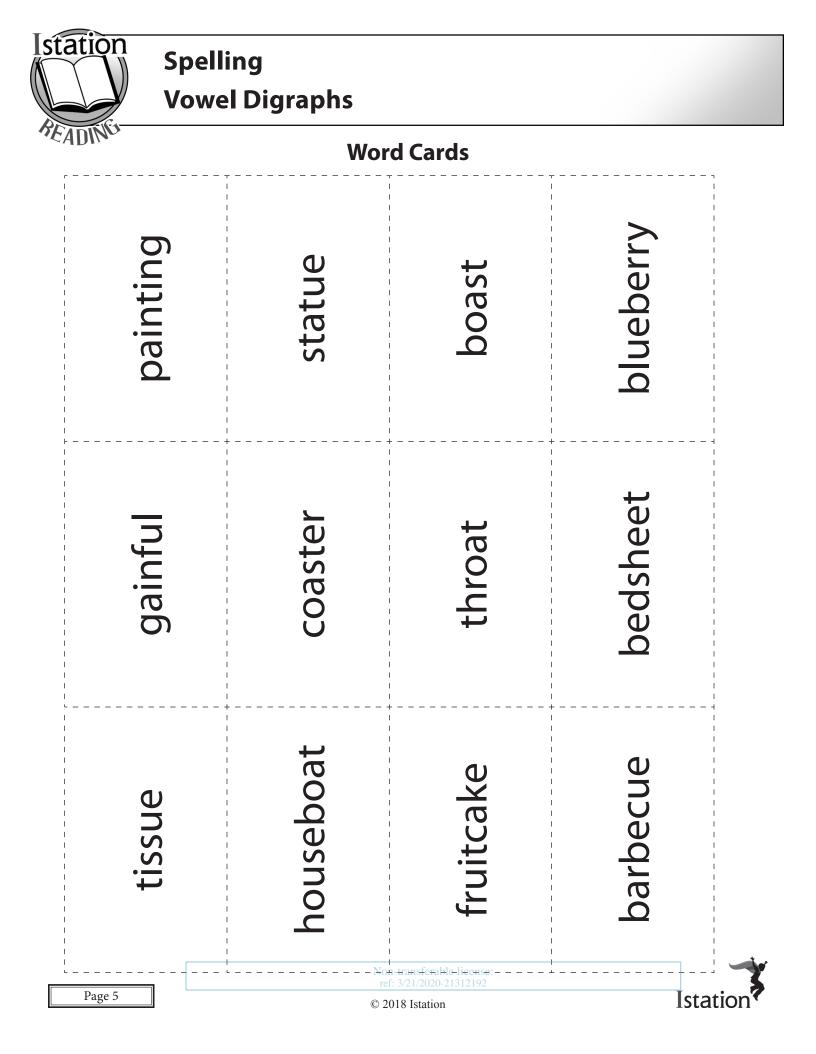
Spelling

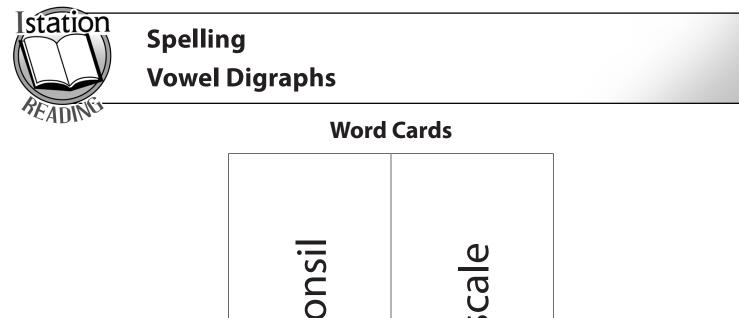
Vowel Digraphs

Numbered Digraphs

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•	ie	
•	ai	
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	ue	
	Free Choice	
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