



Long Vowels 2

a e i o u
/ai/ /ee/ /igh/ /oa/ /yoo/

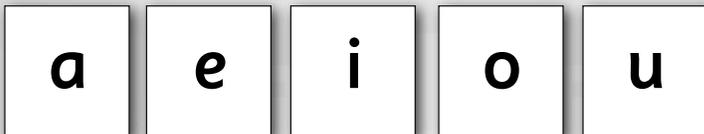
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LETTER NAMES

- Go to the KIDiddles website and have students watch *The Alphabet Song* video. Get students to sing the song.
- Show the vowel letter cards below:



- Ask students what letters are called. Vowels
- Hold up each of the Letter Cards and ask students:
“What is the name of the letter?”
“What is the short sound it makes?”
“What is the long sound it makes?”

Letter Names

[Alphabet Song Video](#)

[Alphabet Song Song Sheet](#)

Letter Cards

[Vowel Letter Cards](#)

LONG VOWELS: RULE 1

- First, we'll review Long Vowel Rule 1:
When a vowel is on its own, it is usually a long vowel.
- If it doesn't have any consonants after it, the vowel has a long sound, its sound is the same as its name.
- Look at the word **she**.
- Does the vowel **e** have any consonants after it? No.
So we know from the short vowel rules that it's not a short vowel.
The vowel is on its own, so it's a long vowel.
- The long vowel is **/ee/** the same sound as its name.
So the word is **/sh/ /ee/** "she."





LONG VOWELS: RULE 2

- Now, we'll learn the Long Vowel Rule 2:
The final "e" is silent, making the first vowel a long vowel sound.
- In most English words, the letter **e** will be silent when it's at the end of the word, and the first vowel will be a long vowel sound.
- There are some exceptions; when the **e** is on its own, the **e** will have a long vowel sound as we've shown in Rule 1. There are five words: **he, she, we, be, and me.**
- There are other words which end in the sound **/ee/** but they are written with the letter **y**. Examples: "baby," "pony," "funny," "happy."

LONG VOWELS: RULE 2

- Display the Letter Cards for **a e i d f m r t** and **n**.
- Ask students to pick out the vowel **a**.
- Move the **m** in front of the **a**.
- and move the **d** behind the **a**.
- Ask students to read the word **mad**. Show how the **a** is a short vowel **/a/**.
- Move the vowel **e** behind the **d**. Say the **e** is silent because it's at the end of the word, and that it changes the **a** to a long vowel **/ai/** to make the word "made."

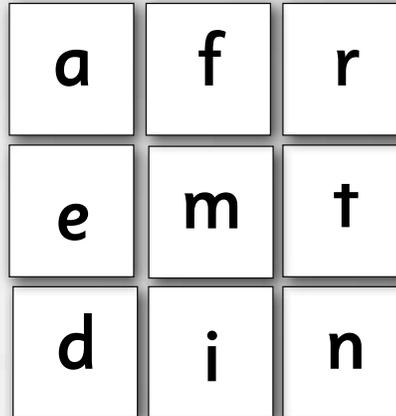
a	f	r
e	m	t
d	i	n

Letter Cards[Vowel Letter Cards](#)[Consonant Letter Cards](#)



LONG VOWELS: RULE 2

- Ask students to pick out the vowel **i**.
- Move the **f** in front of the **i** and move the **n** behind the **i**.
- Ask students to read the word **fin**. Show how the **i** is a short vowel /i/.
- Move the vowel **e** behind the **n**. Say the **e** is silent because it's at the end of the word, and that it changes the **i** to a long vowel /igh/ to make the word "fine." Repeat with **dam - dame, dim - dime, fir - fire**.



Letter Cards

Vowel Letter Cards

Consonant Letter Cards

LONG VOWELS: RULE 2

- Use the Word Cards to illustrate Long Vowel Rule 2: **The final "e" is silent, making the first vowel a long vowel sound.**
- Cut out all 16 Word Cards and place them face-down in a pile. Tell the students that all the words end with a silent **e**.
- Ask a student to take the top card.
- Ask the student what is the name of the first vowel in the word. Then ask if the vowel has a long sound or a short vowel sound.
- Finally, ask the student to read the word.



Word Cards

Long Vowels rule 2 cards



NEXT LESSON

- In the next lesson we will be covering the Long Vowels: rule 3. **When two vowels are next to each other, the second vowel is silent and the first vowel has a long vowel sound.**
- Make sure that students have mastered the sounds and names of the long vowels before proceeding to the next lesson.

Long vowels

a e i o u
/ai/ /ee/ /igh/ /oa/ /yoo/