



Review

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

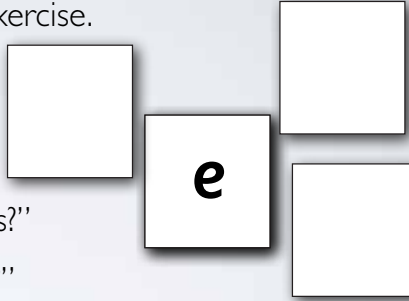
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SHORT AND LONG VOWELS

- Spread out the vowel letter cards face down on a table.
- Make sure that there are at least two letter cards for each vowel. Don't use the **Y y** in this exercise.
- Ask a student to turn over a card.
- Ask the following questions
"What is the name of the letter?"
"What is the short sound it makes?"
"What is the long sound it makes?"
- If the student answers all three questions correctly, he/she keeps the card. If any answer is incorrect, the card is turned over.
- Repeat with the next student. The student who collects the most cards is the winner.



Letter Cards
[Vowel Letter Cards](#)

SHORT AND LONG VOWELS

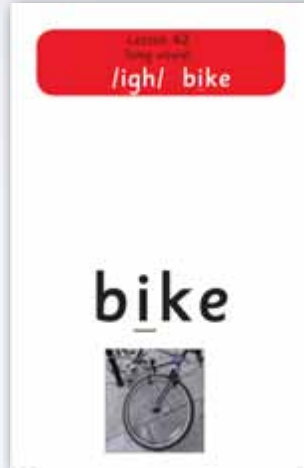
- Use two of each Sound/Symbol card for Level 6.
- Deal out the 32 cards to the students. It's okay if some students have more cards than others.
- Tell students that they must make pairs.
- Pick a student to start. If the student has a pair, he/she must say the name of the object on the cards.
- He/she must then identify the vowel(s) in the word and say if the main vowel has a short or long sound.
- If the student can't make a pair, he/she asks another student to exchange a card so that he/she can make a pair. The student giving up a card can ask for a particular card in return.

Sound/Symbol Cards
[Cards](#)



SHORT AND LONG VOWELS

- Example for this exercise:
“It’s a bike. The vowels in this word are **i** and **e**. The first vowel is a long vowel sound **/igh/** and the second vowel **e** is silent.”
- If correct, the student put down the pair and scores one point.
- If incorrect, the student keeps the cards and it’s the next student’s turn.
- The student with the most points is the winner.



Sound/Symbol Cards
[Cards](#)

SHORT AND LONG VOWEL RULES

- We now go on to review the short and long vowel rules using the Word Cards for this lesson.
- Randomly sort all 114 Word Cards into 6 piles of 19 cards, face down.
- Ask the first student to select the top card from any pile.
- Ask the student the following questions:
Name the vowel or vowels in the word.
Ask which of the vowel rules this word uses.
If needed, read out the five rules from the vowels rules sheet.
Ask what sound do the vowel(s) have.
Finally, ask the student to read the word.

Word Cards
[Word Cards](#)



SHORT AND LONG VOWEL RULES

Example for this exercise:

- “The vowels in this word are **e** and **e**.”
- The vowels in this word follow the long vowel rule 3: **When two vowels are next to each other, the second vowel is silent and the first vowel has a long vowel sound.**
- The first vowel is a long vowel sound **/ee/** and the second vowel **e** is silent.
- The word is “feet.”



- If the student answers all of the questions correctly, he/she keeps the card. If incorrect, the card remains on its pile, face-up.
- The next student can now select any card, face up or down, and answer the questions.

Vowel Rules

[Vowel Rules Sheet](#)

SHORT AND LONG VOWEL RULES

Short Vowels

Rule 1: When a vowel is followed by only one consonant and nothing else, the vowel will be short.

met /m/ /e/ /t/

Rule 2: When a vowel is followed by two consonants and nothing else, the vowel will usually be short.

melt /m/ /e/ /l/ /t/



SHORT AND LONG VOWEL RULES

Long Vowels

Rule 1: When a vowel is on its own, it is usually a long vowel.

me /m/ /ee/

Rule 2: The final “e” is silent, making the first vowel a long vowel sound.

mate /m/ /ai/ /t/

Rule 3: When two vowels are next to each other, the second vowel is silent and the first vowel has a long vowel sound.

meat /m/ /ee/ /t/

Vowel Rules

[Vowel Rules Sheet](#)