

Onestop Phonics: Long vowel sounds 1

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 30 minutes

Materials: Phonics podcast (downloaded from www.onestopenglish.com); flashcard; copies of worksheets 1 and 2 for each child

Long vowel sounds 1

Vocabulary

a /eɪ/ *cake, Jake, Jane, plate, grape*

e /i:/ *me, Pete, tree, bee, queen*

i /aɪ/ *Iris, icing, riding, bike, Mike, climbing, slide, five, pie*

Note: We have included the phonemic symbols here for your information. You can also refer to the interactive phonemic chart on onestopenglish: <http://www.onestopenglish.com/phonemicchart>

Many of the vocabulary words appear in the fun rhyme that is used to present the sounds initially. Some of these words will be new to your learners and may require pre-teaching. You may like to use onestopenglish flashcards to pre-teach the words. Another option would be to use pictures from books, magazines or posters, draw pictures on the board or, where appropriate, use realia. Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children *will* remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

Procedure

- Start by telling the children: *We are going to learn about long vowel sounds today.*
- Ask the children if they can remember which five letters are vowels (*a, e, i, o, u*). If they remember, write the vowels on the board as they call them out. If they can't remember, write the vowels on the board one at a time. Each time, point to the letter and ask the children: *What is this letter?* Once the vowels are on

the board, point to them one at a time and ask the children: *Can you think of words with this letter in?* Praise their efforts.

- Say the long vowel sounds that are the focus of today's lesson, one at a time. If you are using the flashcards, you might like to hold up the flashcard for this lesson (or stick it on the board) and say one word for each sound (e.g. *cake* for *a*, *tree* for *e*, *Iris* for *i*).
- Say to the children: *We are now going to listen to the new sounds in a rhyme.* Then play the audio for this lesson. Ask the children to listen carefully. Play the audio a second time if you think it is necessary.

Hand out Worksheet 1

- Play the audio again. This time, say to the children: *Look at the worksheet and follow the words in the rhyme with your finger as you listen.*
- Then read the rhyme one line at a time. Each time, ask the children to repeat it.
- For each line of the rhyme, ask the children: *Which long vowel sound(s) did you hear?* and choose children to call out the sounds.
- Then choose children to call out the words from the rhyme that include long vowel sounds. Write the words on the board if you wish.
- For each vowel sound, see if the children can think of any other words with that same vowel sound. If they can, write their suggestions on the board.
- Read the rhyme as a class.
- If you think your class will understand, you can also point out the silent *e* at the end of some of the words in today's lesson (*cake, Mike, bike, etc.*) and tell children that sometimes when there is a letter *e* at the end of a word, we do not pronounce it. You can tell the children that the *e* is there at the end of the word because that tells us how to pronounce the vowel in the middle of the word.
- Suggest that the children take their pictures home to colour them in however they want.
- Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the sounds.

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Transcript:

Look at Iris!
 She's icing a cake ...
 She's icing a cake for Jake.
 Oh dear me, oh dear me ...
 She's icing a cake for Jake!

Look at Pete!
 He's riding a bike ...
 He's riding a bike with Mike.
 Oh dear me, oh dear me ...
 He's riding a bike with Mike!

Look at Jane!
 She's climbing a tree ...
 She's climbing a tree with a bee.
 Oh, dear me, oh dear me ...
 She's climbing a tree with a bee!

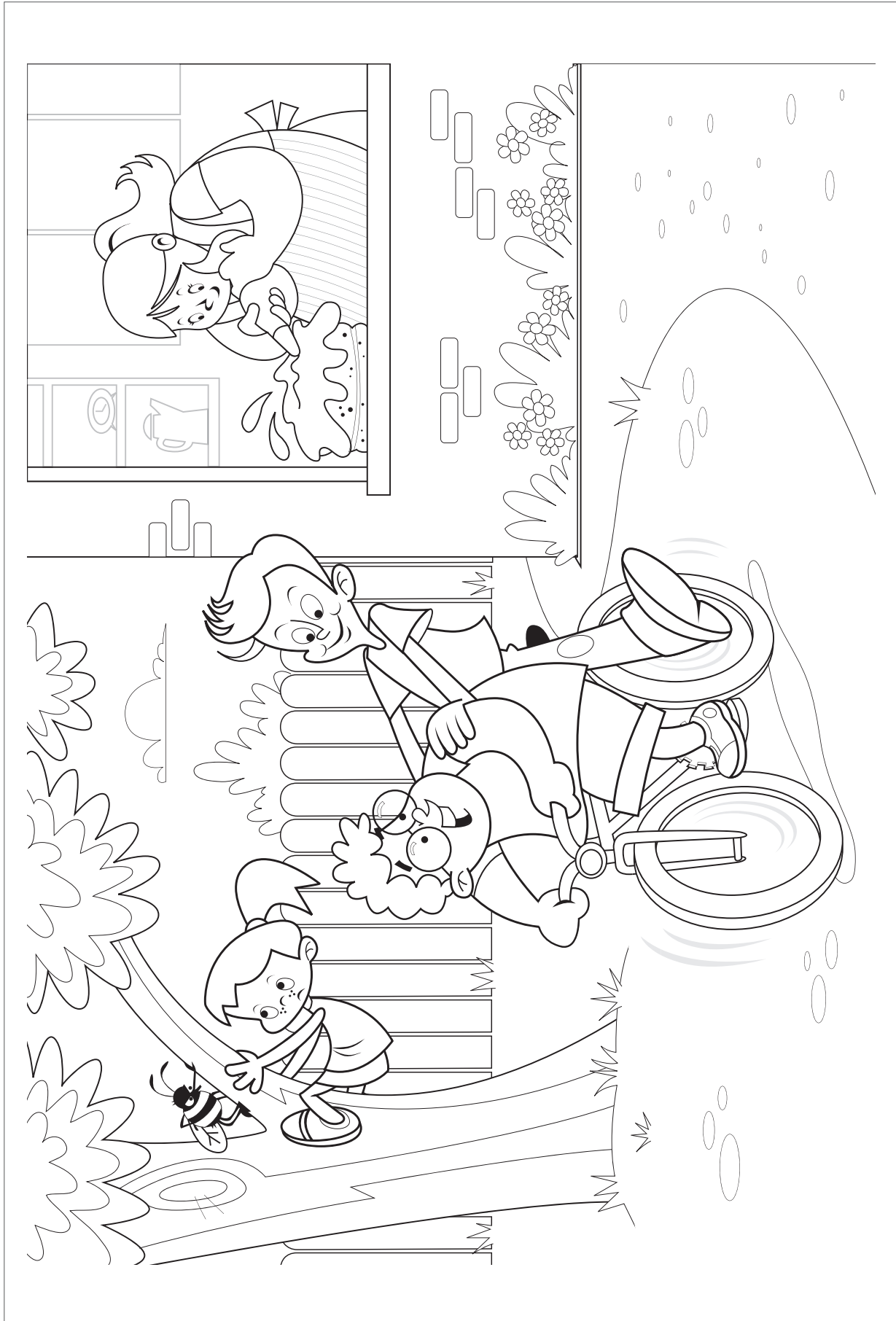
Hand out Worksheet 2

- Ask the children to look at the pictures. Make sure they know the words for each picture. If they don't, tell them the word, but don't actually write it at this stage.
- Explain that the children are going to write the missing letter(s) in each word. Point to the letters across the top of the worksheet (*a*, *ee*, *i*) and say the long vowel sounds for each of the letters.
- Ask the children to complete the words by writing the correct letter(s) each time. *Bee* is done as an example.
- Walk round as they are working, to check what they are doing.
- When the children have completed the words, ask them to complete the drawings for each picture. Draw their attention to the example picture of the bee.
- When they have all finished, hold up the worksheet and point to the pictures one at a time. The children should call out the word each time.
- End the lesson by asking the children to say the rhyme again as a class. You can invite them to tap on their desks as they say the rhyme this time.

Fun activity

Put the children in groups of three. They are going to read and act out the rhyme. For each verse, one child reads the verse while the other two children act it out (they will be Iris and Jake, or Pete and Mike, or Jane and the bee).

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YOUNG LEARNERS WORKSHEET 1

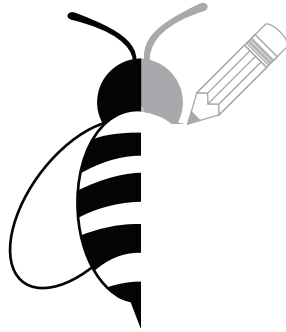
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Write, draw and say.

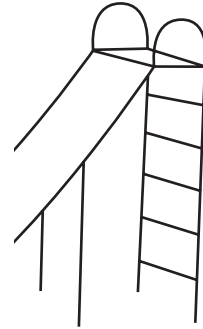
a ee i



c_ke



bee



sl_de



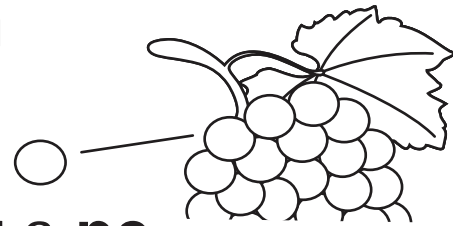
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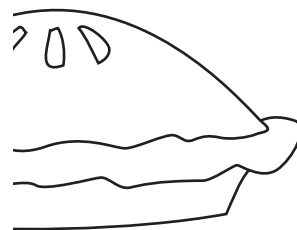
pl_te



gr_a_pe



Tr_



p_e