

## Onestop Phonics: Long vowel sounds 2

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](http://www.onestopenglish.com)); flashcard; copies of worksheets 1 and 2 for each child*

### Long vowel sounds

#### Vocabulary

**o** /ɔ:/ *crow, snow, blow, go*

**u** /u:/ *cartoon, balloon, moon*

**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/skills/pronunciation/phonemic-chart-and-app/>

The vocabulary words all 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 again 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.

- Remind children of the long vowel sounds they learnt in long vowel sounds 1: you can do this by inviting them to read the rhyme from long vowel sounds 1 as a class.

- 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. *crow* for *o*, *moon* for *u*).

- 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 the word *tune*. Explain to the 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. Give them some more examples of words with these long vowel sounds and a silent *e* at the end (e.g. *bone, phone, dune, tube*, etc).

- 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:

*I saw a cartoon  
of a crow with a balloon.  
He was playing a tune  
and dancing on the moon.*

*But if it starts to snow  
and the wind begins to blow  
I think that crow  
will say, 'It's time to go!'*

- End the lesson by asking the children to say the rhyme again as a class. You can invite them to tap two pencils together to the rhythm as they say the rhyme this time.

### Fun activity

Divide the class into two groups. One group is the O [oʊ] group and one is the U [u:] group. Read the rhyme aloud and have the groups shout out their long vowel sound whenever it occurs in the words you are reading.

### 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. Ask them to repeat it, then ask if any of them can guess how to spell the word. Write the word on the board each time.

- Explain to the children that they are going to find the words for all the things in the pictures in the wordsearch grid. Say: *There are ten words for you to find. The words go from left to right, or up and down. See if you can find the words and circle them.*

o /ō/	u /u: /
bow	hoop
elbow	balloon
throne	roof
snow	moon
phone	spoon

- Hold up a worksheet and point out the example word (*balloon*).
- Walk round as they are working, to check what they are doing.
- When the children have circled all ten words, invite the children to say the words one at a time as a class (hold up a worksheet and point to the pictures to elicit each word).
- Clean the board. Then invite individual children to come to the front and write one of the words on the board.

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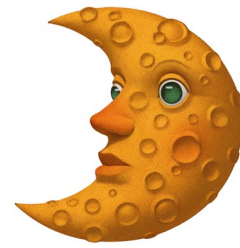
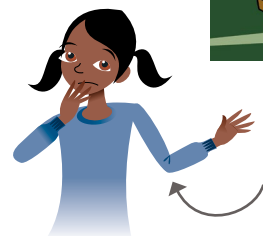
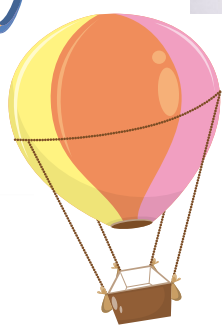
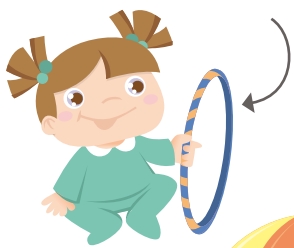
YOUNG LEARNERS WORKSHEET 1



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Find and circle. Then say.

N	H	V	F	M	A	E	T	T	H
S	O	S	M	E	H	L	R	C	R
P	O	N	P	P	O	Q	O	W	T
O	P	O	T	H	M	W	O	<b>B</b>	W
O	B	W	H	O	O	L	F	<b>A</b>	E
N	M	K	R	N	G	G	T	<b>L</b>	L
S	O	A	O	E	L	B	F	<b>L</b>	B
B	O	X	N	G	D	O	L	<b>O</b>	O
C	N	J	E	S	C	W	S	<b>O</b>	W
X	J	R	E	S	O	N	V	<b>N</b>	Y



YOUNG LEARNERS WORKSHEET 2