

Teaching Day One of Consonant\Vowel Emphasis on Vowels

It is very important for some children to have a visual reminder each day, showing what letters are consonants and what letters are vowels. If we expect them to become strong phonetic learners, help the visual learner understand phonetics too! Do not rush through these very important consonant/vowel skills. Take as many days as you can to practice, practice, practice!

(Teacher, remember to always point as you discuss the letters and colors. When you point to a letter, point to the lower case form because they will be using that in most of their reading.)

"Today we are going to look at our alphabet again. But, instead of looking at upper and lower case letters, we are going to look at the color of paper the letters are printed on. We are going to talk about why some of the letters are on pink, and why most of the letters are on white? First I want to tell you that the pink letters are called vowels. Can you say that word 'vowel' with me?" (Have the class say the word 'vowel' several times together. Remember, always point.) "'a' is a vowel, 'e' is a vowel, 'i' is a vowel, 'o' is a vowel 'u' is a vowel and the 'y' which you see in both pink and white, is sometimes a vowel. So 'a', 'e', 'i', 'o', 'u' and sometimes 'y' are the "vowels."

Teacher, using your pointer and either saying or singing, recite the following:

'a', 'e', 'i', 'o', 'u' and sometimes 'y',
'a', 'e', 'i', 'o', 'u' and sometimes 'y',
'a', 'e', 'i', 'o', 'u' and sometimes 'y',
Now I know my vowels!

- "Now I want to tell you how very, very, very important the vowels are! **At least one of these vowels, 'a', 'e', 'i', 'o', 'u' and sometimes 'y' will be in every single word you will read. Every word has to have at least one vowel in it. Sometimes a word will have two, or three, four, or even more than four vowels. But, every word must have at least one vowel.** Tomorrow, I am going to ask you why the vowels are sooooo important. What I want you to tell me is, "Every word has to have at least one vowel in it, or it is not a word!"
- Think you can remember that and tell me tomorrow?
- **"Every word has to have a vowel in it, or it is not a word."**

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- Yesterday we talked about the vowels. We learned that all of the letters up here in pink are called vowels. Now, I want to see if you remember why vowels are so very, very important?" **Every word has to have a vowel in it, or it is not a word.** (Teacher, if they do not know, tell them. If they do know, praise them for remembering.)
- "Yes, every word has to have a vowel in it, or it is not a word. Since you are going to learn to read words, you certainly have to learn the names of the vowels. (Teacher, as you chorally sing or say the following, point to the Sight and Sound Reading Vowel Chart. For variety in teaching this concept, and more practice, point to the Sight and Sound Reading Alphabet too. The children love when you have to quickly run back and forth, with the long alphabet, to sing or say the verse.)
- "Let's sing (or say) our Vowel Song together."

Teacher, using your pointer and either saying or singing, recite the following:

'a', 'e', 'i', 'o', 'u' and sometimes 'y',
'a', 'e', 'i', 'o', 'u' and sometimes 'y',
'a', 'e', 'i', 'o', 'u' and sometimes 'y',
Now I know my vowels!

"Because we know every word has to have at least one vowel in it, today we are going to look at words and name the vowels. Let's first start with your name." (Teacher, depending on your class, it might take several days of vowel searching practice for the children to recognize the vowels. Always refer either to the complete color coded alphabet, or the pink vowel visual chart when talking about the vowels.)

(Teacher, as you chorally sing or say the following, point to the Sight and Sound Vowel Chart. For variety in teaching this concept, and more practice, point to the Sight and Sound Reading Alphabet too. The children love when you have to quickly run back and forth, with the long alphabet, to sing or say the verse.)

Additional (Optional) Practice for Vowels

1. Teacher, you can have them look at their name in several ways. I suggest first the teacher pulling one out-of-a-hat or bucket, write the name on the board, and discuss the vowels in the name, as you did in looking at the upper and lower case letters during the previous lessons.
2. If the children have name tags on their desk, tell them to look at their name and raise their hand to share the vowels in their name. As you call on them, write their name on the board so the other children can see the vowels.
3. From their desk, have selected children show the class vowels within words they see in the classroom.
4. Select a favorite BIG BOOK and have children point out the vowels in words.
5. VOWEL FIND seat work practice. Circle all the vowels you can find. (See attached seat work examples.) Teacher, you can also make another seat work page listing the names of the children in your class for them to circle. This is like WORD FIND for adults, the children love VOWEL FIND.

"One more time! Let's sing (or say) our Vowel Song together."

Teacher, using your pointer and either saying or singing, recite the following:

'a', 'e', 'i', 'o', 'u' and sometimes 'y',
'a', 'e', 'i', 'o', 'u' and sometimes 'y',
'a', 'e', 'i', 'o', 'u' and sometimes 'y',
Now I know my vowels!