Short and Long Vowels Chart

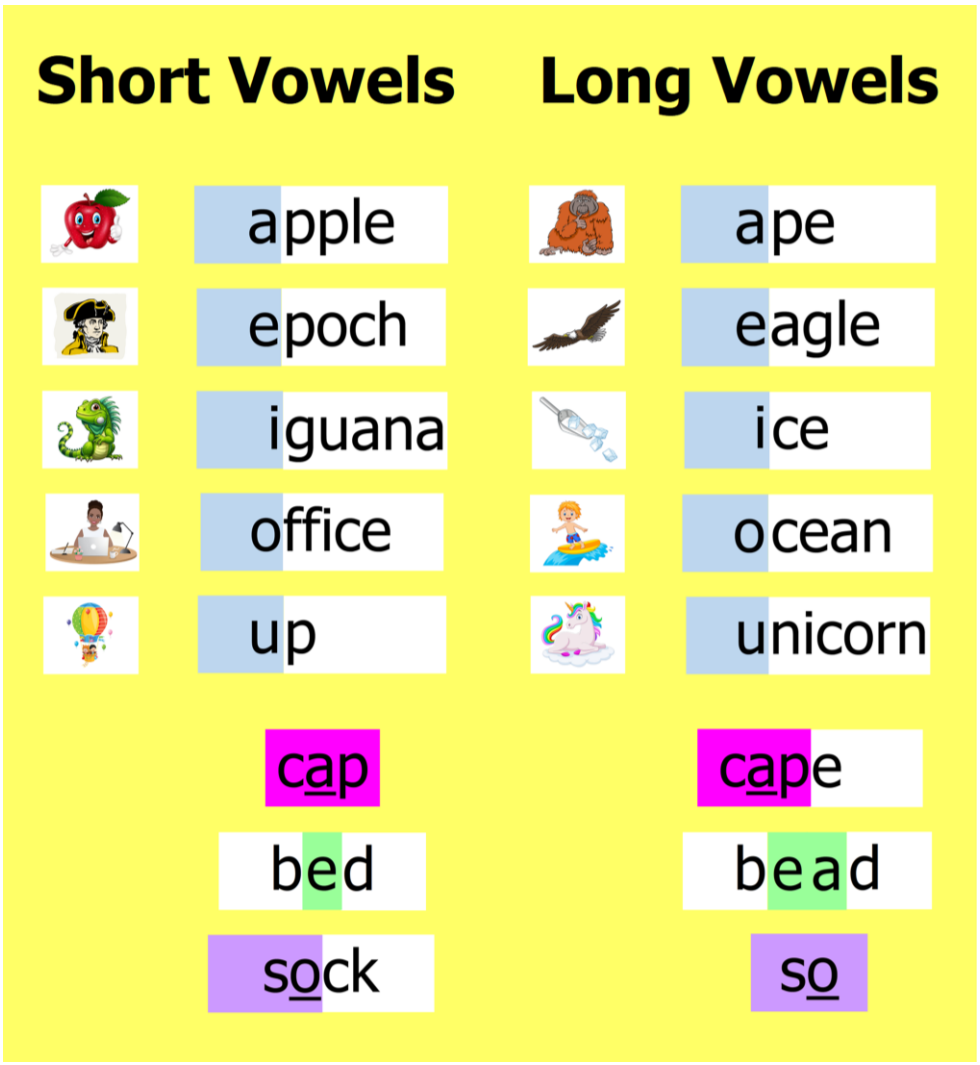
Short Vowels		Long Vowels	
	apple		ape
	epoch		eagle
	iguana		ice
	office		ocean
	up		unicorn
	cap		cape
	bed		bead
	sock		so

By Habakkuk Educational Materials

Instructions for Assembling the "SHORT VOWELS / LONG VOWELS" chart pictured below: Cut out letters from laminated construction paper for the headings *Short Vowels* and *Long Vowels* and use wall-safe tape to attach the letters to your classroom wall as seen in the illustration. Use white cardstock to reproduce the word/letter cards from this file, laminate, and cut apart the pieces. For the top half of the chart, tape the picture and white cards with letter combinations to the wall, but use StikkiCLIPS in place of tape for resting the blue vowel cards on.

For the bottom, left-hand side of the chart, insert one StikkiCLIP for the top row, three StikkiCLIPS for the middle row, and two StikkiCLIPS for the bottom row. (HAVE THE CARDS YOU WILL BE RESTING ON THE CLIPS AVAILABLE SO THAT YOU CAN POSITION THEM APPROPRIATELY.)

For the bottom, right-hand side of the chart, insert 2 StikkiCLIPS for the top row, four StikkiCLIPS for the middle row, and one StikkiCLIP for the bottom row.



Word/letter cards for the following word combinations are available on this file:
at /ate; **cap** / cape; **tap** /tape; **Pet** / Pete; **bit** / bite; **dim** / dime; **fin** /fine; **hid** / hide; **kit** / kite; **pin** / pine; **rid** / ride; **rip** / ripe; **shin** / shine; **slid** / slide; **slim** / slime; **spin** / spine; **cop** / cope; **glob** / globe; **hop** / hope; **not** / note; **rod** / rode; **tot** / tote; **cub** / cube; **cut** / cute

ad / aid; **bat** / bait; **brad** / braid; **lad** / laid; **mad** / maid; **pad** / paid; **pal** / pail; **cot** / coat; **got** / goat; **rod** / road; **bed** / bead; **best** / beast; **led** / lead; **net** / neat; **pled** / plead; **set** / seat; **fed** / feed; **pep** / peep; **sped** / speed; **step** / steep; **wed** / weed; **bet** / beat or beet; **met** / meat or meet; **red** / read or reed

a (at, ask); **be** (bed, best); **he** (held, help); **me** (met, mess); **we** (wet, well); **she** (shed, shell); **hi** (hill, him); **go** (got, gob); **no** (nod, not); **so** (sob, sock); **pro** (prom, prop); **flu** (fluff, flush)

Instructions for Using the "SHORT VOWELS / LONG VOWELS" chart

1. The blank side of vowel cards should be facing students before the "Short and Long Vowels Song" begins, and a child turns them over in turn as the class sings. For the bottom portion of the chart, use the available word and letter cards to form words with short vowel sounds in the left column and words with long vowel sounds in the right column (see details beside *b*, *c*, and *d* below).

   "Short and Long Vowels Song" (Note: You can hear the tune by visiting the "Phonics Songs" page of the Habakkuk Educational Materials website.)

   Short *a* says /ă/, /ă/, /ă/. Long *a* says /ā/, /ā/, /ā/.

   Short *e* says /ĕ/, /ĕ/, /ĕ/. Long *e* says /ē/, /ē/, /ē/.

   Short *i* says /ĭ/, /ĭ/, /ĭ/. Long *i* says /ī/, /ī/, /ī/.

   Short *o* says /ŏ/, /ŏ/, /ŏ/. Long *o* says /ō/, /ō/, /ō/.

   Short *u* says /ŭ/, /ŭ/, /ŭ/. Long *u* says /ū/, /ū/, /ū/. It also says /ü/ as in *blue*.

Spelling patterns that are used for the bottom portion of the chart

2. **Vowel sounds changed by a final *e*:** One of the available *CVC* word cards, such as ***cap***, might be rested on the first of the pair of **clips** in the right column. After a student pronounces the word with the short *a* sound, he would rest a card showing the letter ***e*** on the clip to the right of the word and would substitute the short vowel sound for long to read the word ***cape***.

   Rules
   - When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (B<u>e</u>**t**, b<u>e</u>**s**t)
   - When a word has two vowels (a, e, i, o, u) and one is a final *e*, the final *e* is usually silent, and the first vowel says its name. (Sn<u>a</u>k**e**)
     Put another way:
     The *a* says its name because the word ends with *e*.
     The *u* says its name (or half of its name) because the word ends with *e*.
     (c<u>u</u>t**e**, r<u>u</u>d**e**)

   a. **Single and Double Vowel Patterns**

      Vowel digraphs: Two vowels that come together to make one sound (W<u>ai</u>t, <u>ea</u>t, s<u>ee</u>, n<u>ei</u>ther, l<u>ie</u>, c<u>oa</u>t, g<u>oe</u>s) (T<u>ai</u>l, f<u>ee</u>l) (Bl<u>ue</u>, fr<u>ui</u>t)

Single and double vowel patterns: The chart is also used to contrast single and double vowel patterns. In the left column, a student is given a vowel card, such as *e*, and attaches it to the middle of a set of three Sticky Clips while pronouncing the sound. He is then given a consonant card, such as *d*, and attaches it to the clip following the *e* while pronouncing the word *ed*. Finally, he is given a consonant letter, such as *b*, to attach to the first clip and pronounces the word *bed*.

In the right column there are a set of four Sticky Clips for a child to insert an extra vowel, such as *a*, after the first one (e.g., *bed* becomes *bead*). Thus, the new word would have two adjacent vowels—*ea*—and the student, knowing that the long vowel sound of the first is usually heard when two vowels come together, would pronounce the word as ***bead***.

Rules

- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (B<u>e</u>**t**, b<u>e</u>**s**t)
- When two vowels (a, e, i, o, u) come together, the first vowel usually says its name and the second is silent. (<u>Ea</u>t)

b. **"*V*, *VC*, *VCC*, *CV*, *CVC*, *CVCC*, *CCV*, *CCVC*, and *CCVCC* Words"**

The chart can also be used to change long vowel sounds to short by including *V* (vowel), *CV* (consonant-vowel), and *CCV* (consonant-consonant-vowel) words. After students have pronounced a word such as *so* with the long vowel sound in the left column, one or two final consonants can be inserted after the vowel to change the long vowel sound to short (e.g., *sock*).

Rules

- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it is followed by a consonant, the vowel is usually short. (B<u>e</u>**t**, b<u>e</u>**s**t)
- When a word has only one vowel (*a*, *e*, *i*, *o*, or *u*) and it ends the word, the vowel usually says its name. (B<u>e</u>)
  The vowel *u* usually says half its name when it ends a word. (Fl<u>u</u>)
  (Long *u* usually makes the /ü/ sound rather than the /ū/ sound.)

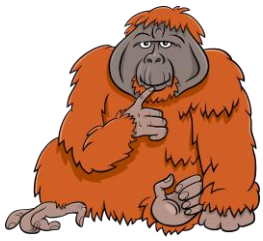
For a bonus activity, you could use words like those listed on page 2 to play "Around the World/a relay game.

AROUND THE WORLD: Two students from the class stand together, and the teacher holds up, let's say, a flashcard showing the word *hope*. The first child to verbally read the word or to identify the vowel sound, *long o*, would move to the next child in line for a second race, and the game would continue in this manner.

RELAY GAME: Students line up in teams at the chalkboard for a relay game. The teacher would show, for example, the word card *bed*, and the first team player to record its sound, /ĕ/, on the board would have a tally mark recorded under his group's name.

a	pple	
e	poch	
i	guana	
o	ffice	
u	p	

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a	pe	
e	agle	
i	ce	
o	cean	
u	nicorn	

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at	ate	
cap	cape	
tap	tape	
pet	Pete	
bit	bite	
dim	dime	

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fin	fin	e
hid	hid	e
kit	kit	e
pin	pin	e
rid	rid	e
rip	rip	e

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sh<u>i</u>n	sh<u>i</u>n	e
sl<u>i</u>d	sl<u>i</u>d	e
sl<u>i</u>m	sl<u>i</u>m	e
sp<u>i</u>n	sp<u>i</u>n	e
c<u>o</u>p	c<u>o</u>p	e
gl<u>o</u>b	gl<u>o</u>b	e

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hop	hope	
not	note	
rod	rode	
tot	tote	
cub	cube	
cut	cute	

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a	d	b	t
br	d	l	d
m	d	p	d
p	l	c	t
g	t	r	d
b	d	b	st

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l	d	n	t
p	l	d	s	t
f	d	p	p
s	p	d	s	t	p
w	d	b	t
m	t	r	d

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a	i	a	i	a	i	a	i
a	i	a	i	a	i	a	i
o	a	o	a	o	a	o	a
e	a	e	a	e	a	e	a
e	a	e	a	e	e	e	e
e	e	e	e	e	e	e	e

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a	t	sk
be	d	st
he	ld	lp
me	t	ss
we	t	ll
she	d	ll

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h<u>i</u>	m	ll
g<u>o</u>	t	b
n<u>o</u>	d	t
s<u>o</u>	b	ck
pr<u>o</u>	m	p
fl<u>u</u>	ff	sh

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a	hi	
be	go	
he	no	
me	so	
we	pro	
she	flu	

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