

PHONICS PRACTICE

Simplified

Short & Long Vowels CONTENTS

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Introduction

The purpose of phonics is to help students read new words by sounding them out. The student who uses phonics to decode a word can associate the printed letters with the speech sounds the letters represent and then blend them together to pronounce the word.

When teaching the vowels, it is important to remember that they are the most troublesome for the beginning reader. Each vowel has several different sounds, and it is often difficult for students to tell which sound to use. This book, *Short & Long Vowels*, presents the most common and regular sounds. The more difficult vowel sounds are covered in another book, *Vowel Combinations*.

Short vowel sounds are presented first. The majority of words students meet as they begin reading contain short vowel sounds. The phonic generalization—one vowel in the medial position in a one-syllable word is usually short—applies to a large percentage of words found at this level.

Lessons for each vowel consists of six sections. In the first section, the vowel sound is introduced by a cartoon. In the second and third sections, students learn to recognize the short vowel sounds by saying

the names of pictures and completing short vowel words. The remaining sections provide practice in using the vowel sounds in context: matching words with short vowel sounds to their meanings, naming pictures, building words, and completing sentences.

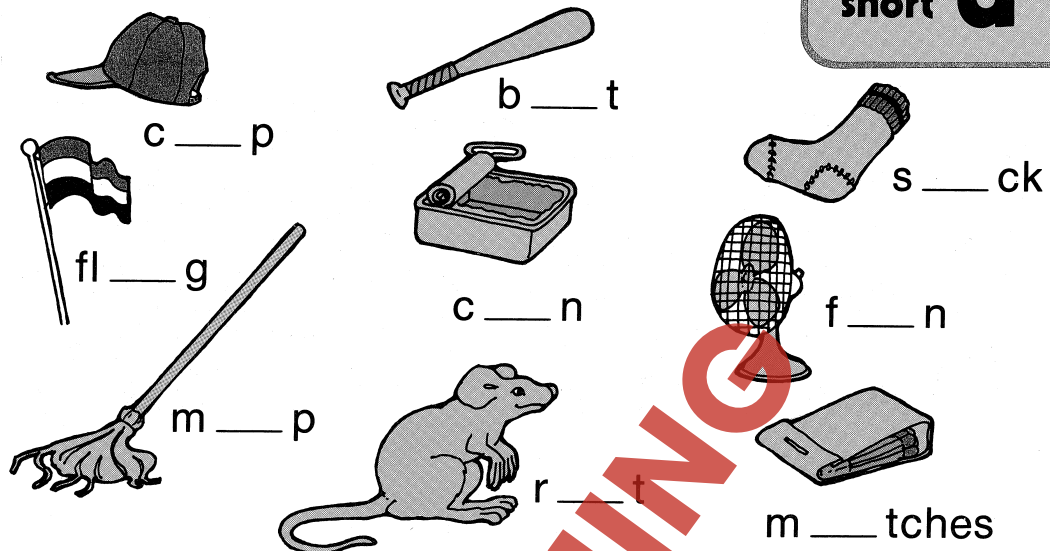
The long vowel sounds, which make up the second half of the book, are presented in the same manner as the short vowel sounds, except that the different spellings for each of the vowel sounds are treated individually to aid in the students' recognition of the long vowels. For example, the long *i* sound can be spelled as *i-e*, *ie*, *igh*, or *y*.

Three groups of review lessons include one for short vowels, one for the long vowels, and a general review.

Short & Long Vowels, as well as the other books in this series, is meant for use at home or in school. At home, the books may be used as a supplement to schoolwork. In school, the teacher may use them as a phonics text in the primary grades or as a supplementary aid for students who need extra help in phonics. Teachers at the junior high or high school levels will find these books to be an effective tool for remediation in phonics.

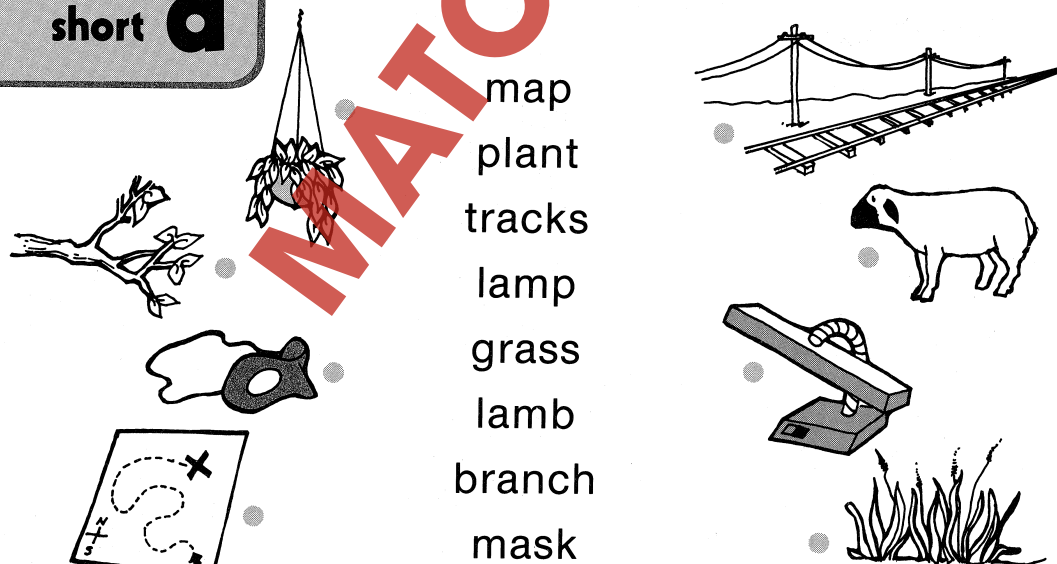
Say the name of each picture to yourself. Complete only those words that have the short a sound.

short a



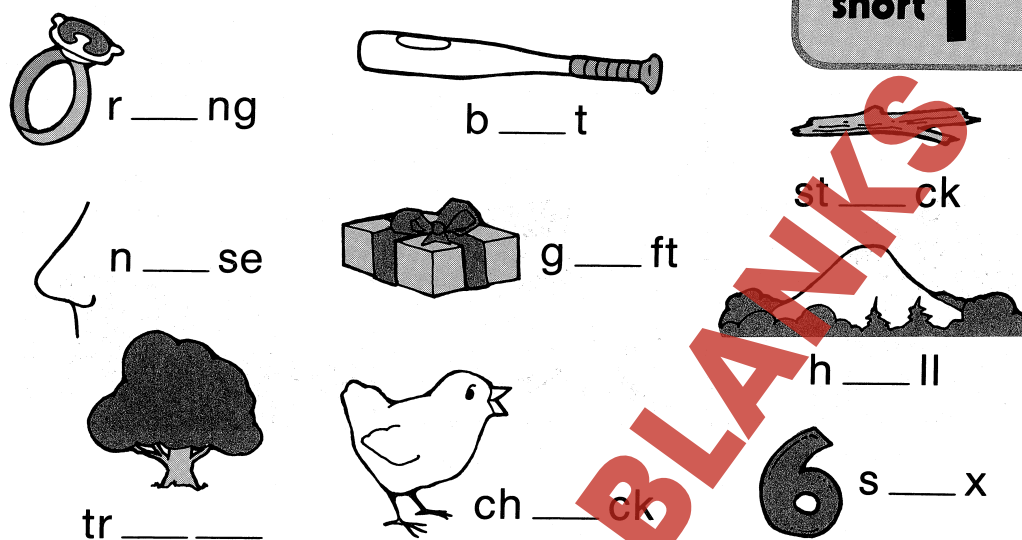
short a

Draw a line from each word to its picture.



Say the name of each picture to yourself. Complete only those words that have the short i sound.

short i



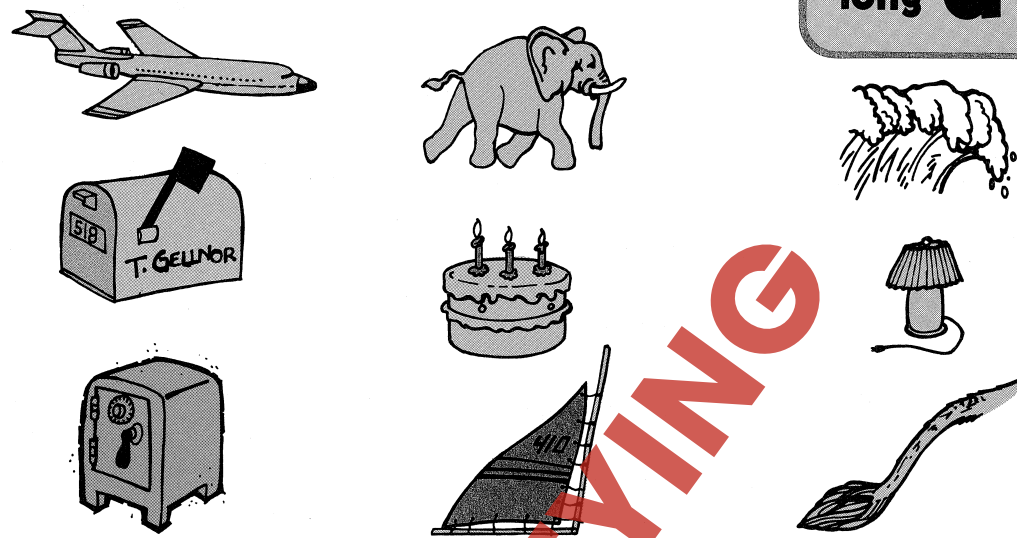
short i

Fill in the blanks to make a word. The meaning of the word is next to it.

- __ i __ opposite of "small"
- __ i __ a breakfast drink
- __ __ i __ skinny
- __ i __ something you wear on your finger
- __ i __ five plus one
- i __ opposite of "out"

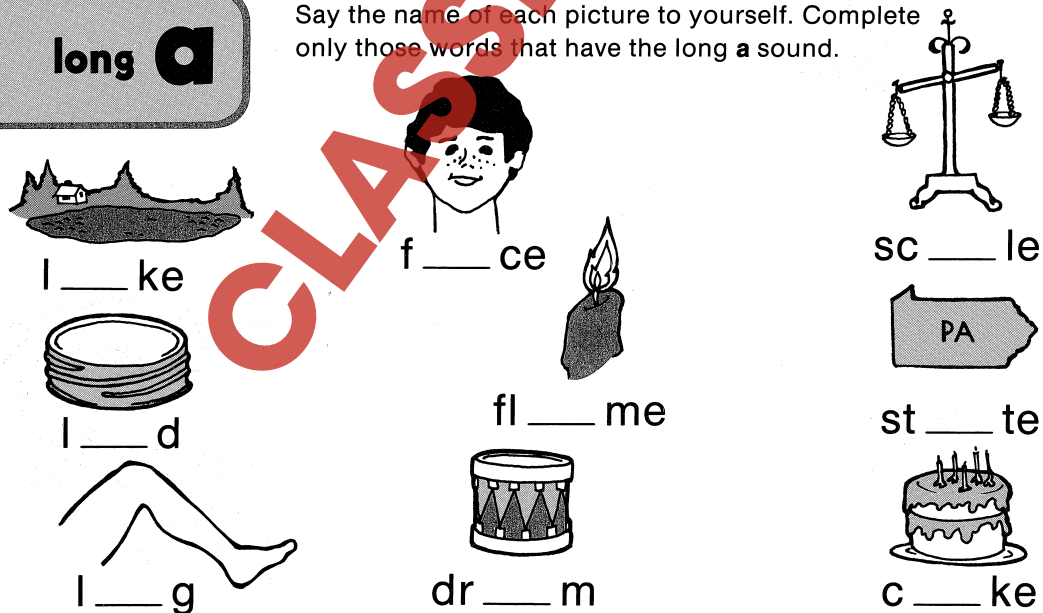
Circle the pictures whose names have the long a sound. Cross out those that do not.

long a



long a

Say the name of each picture to yourself. Complete only those words that have the long a sound.



The combination ee usually makes the sound of long e. Complete each sentence using an ee word that begins with the letter given.

ee

1. Summer is only two w _____ away.
2. My cat just climbed a big t _____.
3. I hope the bean s _____ sprout!
4. It was too hot to s _____ last night.
5. Did you remember to f _____ the dog?
6. Be careful! The water is d _____!

ea

Sometimes the long e sound is spelled ea. Complete each sentence. Use a word that rhymes with the word in the box.

- steam I had a funny _____ last night.
- heat He will _____ the drum in the parade.
- cream She caught three fish in the _____.
- teach I cannot _____ the top shelf.
- speak The bird had a worm in its _____.
- weave What time did you _____ the party?




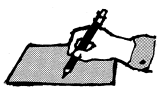


Complete each sentence. Use a word that rhymes with the word in the box.

long i

- time** I have a _____ and four pennies.
- side** Karen went for a _____ on her bike.
- prize** What _____ is that shirt?
- tie** The dog wants to _____ down.
- drive** Two plus three equals _____.
- nine** I think this pencil is _____.

long i

Write a long i word to name each picture.

- quarter and  _____
- fork and  _____
- cake and  _____
- read and  _____
- lion and  _____
- snow and  _____

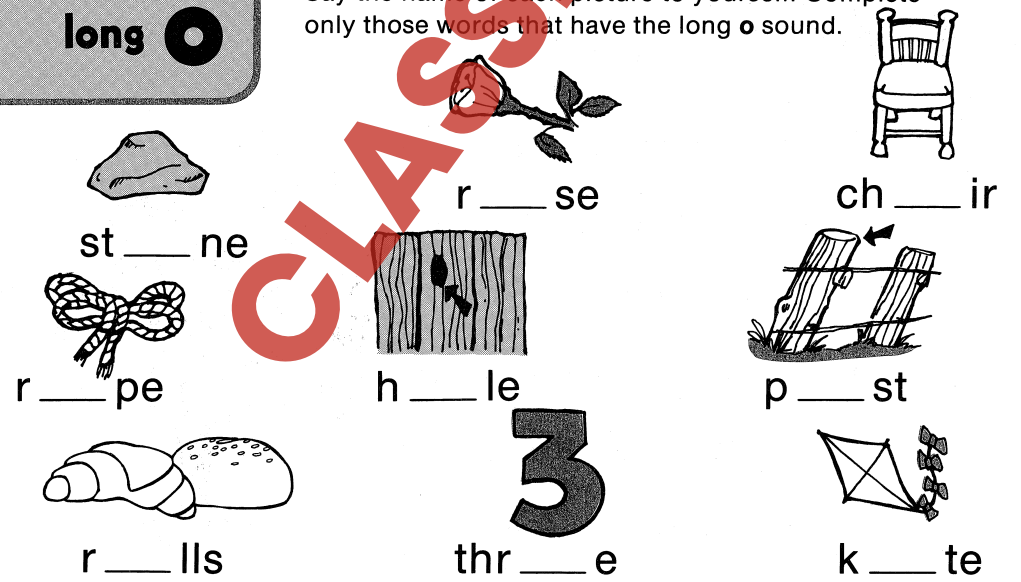
Circle the pictures whose names have the long o sound. Cross out those that do not.

long o



long o

Say the name of each picture to yourself. Complete only those words that have the long o sound.



Complete each word with a, e, i, o, or u.

REVIEW

- cl__an fr__it h__de
- f__ve c__be cl__se
- sn__w w__it fl__me
- f__ce st__am gl__e
- __se n__ght gr__n
- st__ve b__ad sl__ce

REVIEW

Say the name of each picture to yourself. Circle its vowel sound.



Make the sound of the letter at the beginning of each row. Circle the pictures in each row whose names have that vowel sound.

REVIEW



REVIEW

Draw a line matching two pictures whose names have the same vowel sound.

