BEFORE YOU BEGIN

Objectives

**PHONEMIC AWARENESS:** Review the definition of a vowel. Review short and long vowel sounds.

Materials

**NEEDED:** Phonogram Cards a, c, d, e, f, g, i, j, o, p, qu, u

For Students New to Foundations

**Vowels: Sounds You Can Sing**

Today we will test phonograms and put them into groups called vowels and consonants.

The first type of phonogram is called a vowel. It is a sound you can sing and your mouth is open.

Let’s test the phonograms and decide if they are vowels.

**Show a.**

Can you sing the first sound /ä/? /äää/, yes
Is your mouth open as you say the sound? yes
Then it is a vowel.

Can you sing the second sound /ā/? /āāā/, yes
Is your mouth open as you say the sound? yes
Then it is a vowel.

Can you sing the third sound /ā/? /ąąą/, yes
Is your mouth open as you say the sound? yes
Then it is a vowel.

**Phonogram Cards or**
**Phonogram Game Cards**

a, c, d, e, f, g, j, o, p, qu, u

**Multi-Sensory Fun**

Provide students with Phonogram Game Cards. Have them sort the cards into a vowel pile and a consonant pile.

**Challenge**

Provide students with a stack of all the Basic Phonogram Cards A-Z and SH. Divide the whiteboard in half. Ask students to write vowels on one side and consonants on the other side.
Show \[d\].
Can you sing /d/? no
What is blocking the sound? my tongue
So can this be a vowel? no /d/ is a consonant sound.

A consonant is a sound that is blocked by some part of your mouth, such as your tongue, lips, or teeth. Also you cannot sing a consonant sound.

Let’s test the rest of our sounds and decide if they are consonants or vowels.

### Vowels

- a
- e
- o
- u

### Consonants

- c
- d
- f
- g
- j
- p
- qu

## Short Vowels

Have you ever noticed that all the vowels make more than one sound?

Each of the vowel sounds has a name. The first vowel sound is called the short sound. Let’s read the vowels but read only the short sounds.

### Show the Phonogram Card \[a\].

/ā/

### Show the Phonogram Card \[e\].

/ē/

### Show the Phonogram Card \[i\].

/i/

### Show the Phonogram Card \[o\].

/ō/

### Show the Phonogram Card \[u\].

/ū/

Now I will show you how to mark the short vowel sound. We write a curved line over it. This is called a breve.

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**Speech Tip**

Some students will mistakenly add the sound /ū/ to the /d/ and say /dū/ rather than isolating the /d/ sound. In this case they will claim to be able to sing /d/ when in reality they are singing /ū/. Help them to hear the difference by singing /ū/ then saying /d/ and comparing the two sounds.

**Teacher Tip**

QU says /kw/. Q always needs a U; U is not a vowel here. It is part of the consonant blend.

**Phonogram Cards**

a, e, i, o, u

**Teacher Tip**

Students who are beginning Foundations with Level B will need to become familiar with the difference between long and short vowels. Use this lesson to introduce the concept.

**Breve** means short. This root is also found in words such as: abbreviate (to shorten), abbreviation (a shortened form), and brevity (a short time).
Let's read the short vowel sounds. While we read them, put your hands over your head in a curved shape like the marking for the short sound.

Point to the short vowels on the board as you read them aloud.

**Long Vowels**

Which vowel sounds are short? *the first sound of each vowel*

How do we mark them? *put a curved line over them*

The second sound of each vowel is called the long sound. Let's try to read the phonograms, but only say the second sound out loud.

Show the Phonogram Card [a].

/ā/

Show the Phonogram Card [e].

/ē/

Show the Phonogram Card [i].

/ī/

Show the Phonogram Card [o].

/ō/

Show the Phonogram Card [u].

/ū/

Did you know you just read the names for each of these phonograms? All the single letter phonograms also have a name. For the vowels, the name is the same as the long sound. Now I will show you how to mark the long vowel sound. Write a straight line over it.

I will write the long vowels on the board. Read each sound.

Write ā. Write ĩ. Write ū.

/ā/ /ī/ /ū/

Write ē. Write ō.

/ē/ /ō/

Let's read the long vowel sounds. While we read them, hold your arms out in a straight line like the marking for the long sound.

Point to the long vowels on the board as you read them aloud.