



Counting the Vowels = Long or Short

You're reading with...



the rhinos!

Getting Ready - A Broad View of the Landscape Before You Begin



We recommend that you begin this expedition by listening to the "Count the Vowels" song, found on track 9 of the CD. The words to the song are on the next page of this lesson. The purpose of this lesson is to prepare you and your reader for the six expeditions that will follow. You will recall that in learning to read short vowel sounds, we followed the "One Vowel Rule", which said:

When there's only one vowel in a word you're reading, then that vowel is probably short.

In the expedition that follows this one, we will introduce a second concept that pertains to *long* vowel sounds. It's called the "Two Vowel Rule".

This rule is easy to remember when it is put to music. "The Two Vowel Rule" song is on track 10. Here's what the rule says: (you may want to preview "The Two Vowel Rule" song just to get familiar with it).

When there are two vowels in a small word, the first vowel says its name. The second vowel says not one thing - it just listens to the first vowel sing!

We'll focus on this rule in the next expedition. For now, our focus will be learning the first step in determining when the long or short sound of the vowel will be heard. To do that, we will learn to count the vowels.

The "Count the Vowels" song is a fun 1950's style song that should get you and your safari mate energized to go on this expedition. After you both have listened to the "Count the Vowels" song a few times, turn to page 77 in *The Reading Place*, entitled "Counting the Vowels to Determine a Long or Short Sound". **Your child is not expected to read these words.**

You will see a variety of words in this new section of *The Reading Place*, some of which your reader knows already and some of which are new. Ask him or her to look at each word as you read it aloud. Explain that the words on the list that have only **one** vowel have a **short** vowel sound.

The words on the list that have **two** vowels make a **long** vowel sound. For each word on the list, your reader should answer two questions:

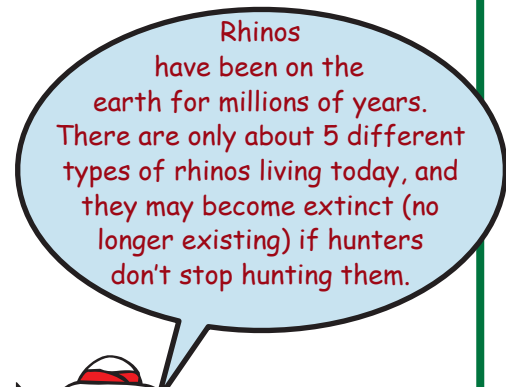
- 1) How many vowels does the word have?
- 2) Will the vowel(s) make a long or short sound?

The student is not to determine *what* that vowel sound will be (a, e, i, o, u), but simply that it will either be long or short, depending on whether it has one or two vowels.

1 vowel = short 2 vowels = long

That's all there is to it!

Tour Guide's note: You probably know many words that do not follow these rules. These words will be introduced later, in the "Irregular Vowel Groupings" expeditions. For now, following the one and two vowel rules will enable the reader to read a significant portion of the English language and will help to simplify the reading process.



Taking a Closer Look - Sample Dialogue to Help Direct Your Course

Tour Guide: "Do you remember when we followed the One Vowel Rule? When our word had one vowel, the vowel sounded short. Can you tell me what the short sounds of the vowels are?"

Reader: "Yes. The short sounds say 'aah', 'ih', 'eh', 'ahhh', 'uh'."

Tour Guide: "That's right! You're so smart! Now, can you tell me what the long sounds of the vowels are?"

Reader: "Yes. The long sounds say 'a', 'e', 'i', 'o', 'u'."

Tour Guide: "Good! They sound just like their names, right?" (Tour Guide may want to play the "Long and Short Sounds" song to review this concept). Some words follow the One Vowel Rule and the vowel sound heard is a *short* sound. We've been reading many of those words. Some words will follow a different rule. Their vowel sound will be *long* because they have *two* vowels. Today, you won't be reading any words, but you'll be going on a vowel hunt. (Tour Guide shows reader the word lists in *The Reading Place*). Look at these words. You need to hunt for vowels in each word. When you find them, tell me whether the word will have a long sound or a short one. Remember,

1 vowel = short sound

2 vowels = long sound.

Let's do the first few together, so you can see what I mean. (Note: Do not read the words to the child until after they have determined whether the word will have a long or short sound, just by looking at it and counting the vowels.)



Count the Vowels



Count the vowels!

How many can you find?

Count the vowels!

How many can you find?

How many a, e, i, o, u's can you find,

In the words you're looking through?

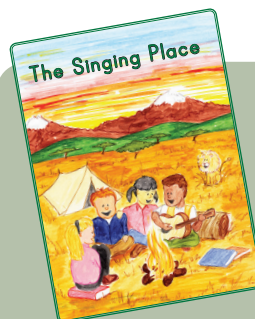
You've got to

count the vowels!

How many can you find?

Count the vowels!

How many can you find today?



The Two Vowel Rule



When there are two vowels

In a small word,

The first vowel says its name.

When there are two vowels

In a small word,

The first vowel says its name.

And the second vowel says

Not one thing.

It just listens to the first vowel sing!

When there are two vowels

In a small word,

The first vowel says its name.

When there are two vowels

In a small word,

The first vowel says its name.

What You'll Need to Pack for the Safari



The *Count the Vowels* song (track 9), *The Two Vowel Rule* song (track 10), *The Reading Place* (pages 77-82) and a good index finger for pointing and counting.

Results to Achieve During Your Expedition



The reader will determine whether a word will have a long sound or a short sound by counting the vowels in the word. The reader will also know that, in most cases, two vowels = a long sound while one vowel = a short sound.

Jungle Journal

Accomplished with Excellence	Expedition Activities:
	Reader listens to the "Count the Vowels" song and learns to sing along (on track 9 of the CD)
	Reader listens to "The Two Vowel Rule" song and learns to sing along (on track 10 of the CD)
	Reader determines how many vowels are in each word in <i>The Reading Place</i> , pages 78-82
	Reader determines whether the word will make a long or short sound by counting the vowels in the word in <i>The Reading Place</i> , pages 78-82
	Reader completes Funsheets (instructions to be read by Tour Guide)
	Reader places a sticker or draws a star on the Safari Success Trail poster, in space number 20

Put it in the Can!

Count the vowels and the words listed below. If the words have a *short* sound, put them in the can by drawing a line to the top of the can. If the words have a *long* sound, circle the word. The first two words are done for you. Remember, you do not need to read the words. Just count the vowels.

brim

maid

huff

soap

clip

beat

yell

chip

gets

pass

clue

dive

tune

robe

race

bath

hiss

much

rose

pad



The Long and Short Game

For 2 Players (or Teams)

Have fun playing this game, while teaching your reader how to detect long and short vowel sounds in words that follow the regular rules of phonics. (We will learn about exceptions to the rules, later.) The object of the game is to acquire points by correctly determining whether the words featured have long or short vowel sounds.

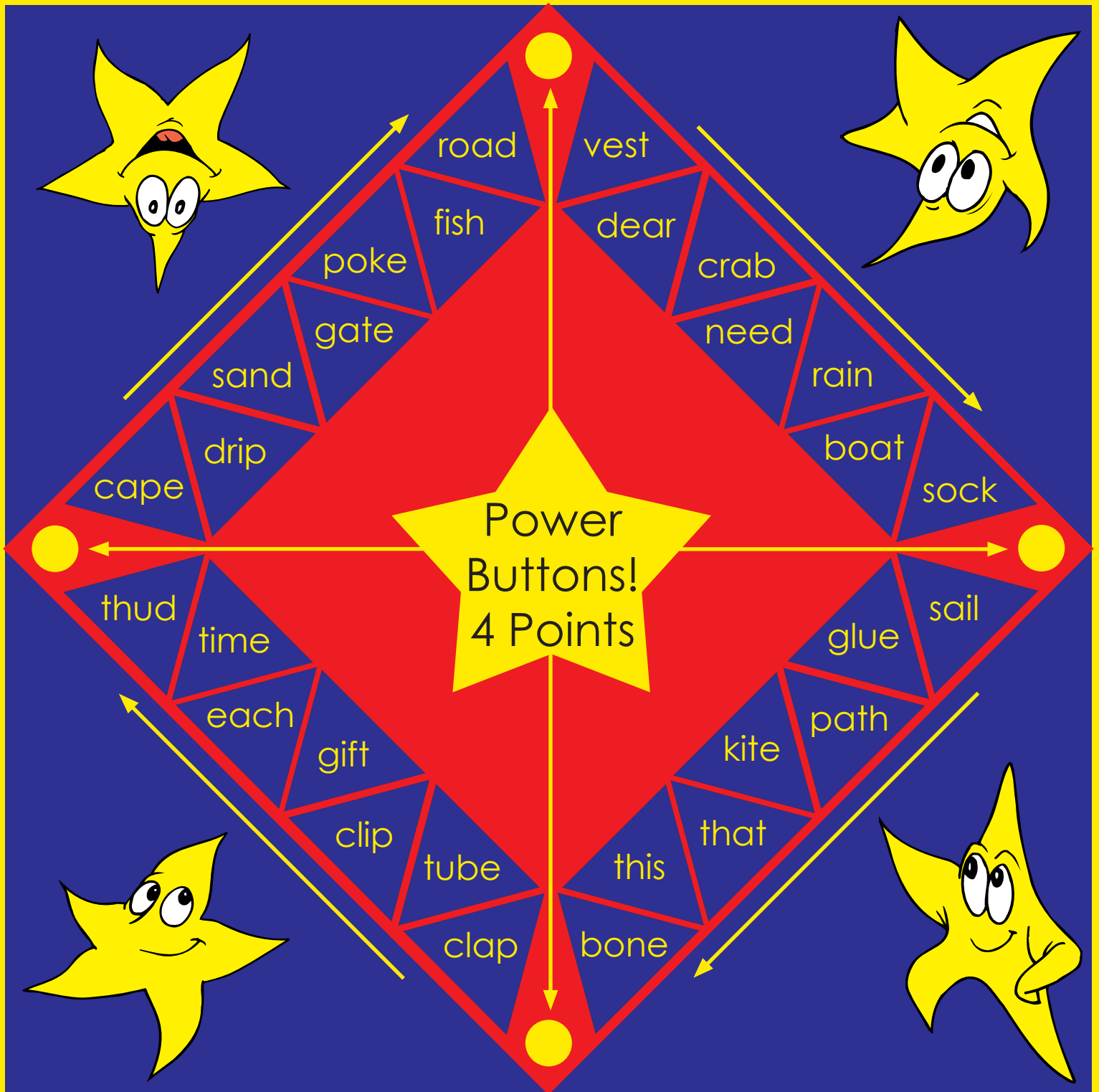
Here's how to play:

1. Each player needs 3 game pieces to play. (Pennies, nickels or dimes work well. Different candy pieces could be used, also.) For this game, you will need dice. If you do not have dice, you can use the set of "dice cards" instead. Just cut them out, shuffle them and place them face-down to select from a pile. Each player places his or her game pieces over the space marked either "Player 1" or "Player 2". (The Tour Guide or adult should be Player 2 because the words will appear upside down on this side of the game board.)
2. The players roll one of the dice to determine who will go first. The high roller gets the first turn.
3. The first player to take a turn rolls one of the dice and moves on to the board using the yellow power button, closest to his or her side of the board, as the first space. Players move their pieces clockwise around the board. The player must move forward the number of spaces rolled.
4. Upon landing on a space, the player must determine whether the word on the space has a long vowel sound or a short vowel sound, simply by counting the vowels. This is important: the player does not need to read the word. The game is to teach the concept of counting vowels for words that follow regular phonics rules. One vowel = short sound. Two vowels = long sound. Each time a player lands on a two vowel (long sound) word, he or she acquires 2 points for correctly identifying it as having a long sound. If the player lands on a one vowel (short sound) word, he or she acquires 1 point for correctly identifying it as having a short sound. (If the player can not determine the sound, no points are awarded for that turn.) It is best to use items such as shelled peanuts, paper clips, pennies or other tokens for points earned, but tally marks on a sheet of paper can be used too.
5. There are four power buttons on the board. If a player lands on a power button, he or she earns 4 lucky bonus points and rolls again for an extra turn.
6. If a player is on a space and the other player also lands on that space, the second player's piece "bumps" the first player's piece back to start.
7. The goal is for each player to safely bring all three of his or her game pieces completely around the board. When both players have all of their pieces back "home" (placed on the "Long and Short Sounds Game" logo on their side of the board) the points are counted for each player and the one with the most points wins the game.

(Note: You may choose to play with only one or two game pieces, if you prefer a shorter game.)

Player 2

The Game and Short Long



The Game and Short Long

Player 1