

## Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching long vowel sounds with a pocket chart! (LER 2206)

Pocket Chart Phonics – Long Vowels has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used for all five long vowels. They encourage listening, speaking, observing and manipulating letters and pictures to familiarize children with long vowels and their sounds. In addition, this book contains 192 ready-to-use cards to aid you in teaching long vowels. The cards display illustrated pictures and/or letters to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart in the back of the book shows what is pictured on each card, for easy reference. Also included is a Reading List to help you build a classroom library that will encourage early reading skills.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

# Pocket Chart Phonics

## Long Vowels

### Introduction Strategies

**Strategy 1:** Place a vowel card at the top of the pocket chart. Invite students to make the long vowel's sound, and give an example of a word in which that sound can be found.

Next, pass out the picture cards for that long vowel sound and other long vowel sounds. Ask students to place pictures that contain the selected long vowel sound in the pocket chart. Extend the activity by building partial words that are missing the long vowel sound, such as *m\_le*, *h\_ve*, or *r\_se*. Place the partial words next to the corresponding pictures, and ask students to complete each word with a long vowel card.

**Strategy 2:** Arrange the long vowel cards on a flat surface. Place several picture cards that contain the same long vowel sound vertically in the pocket chart. Invite students to identify the pictures shown in the pocket chart. Then ask students to say the long vowel sound common to the pictures shown. Ask a student to select the long vowel card that shows the vowel sound heard in the words, and place it next to one of the picture cards. Build a word next to each picture card using consonant and vowel cards. When all words have been built, repeat them aloud.






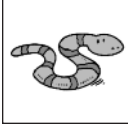

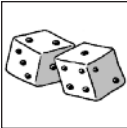
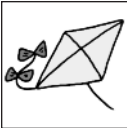

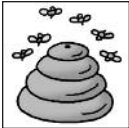

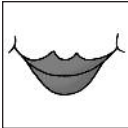


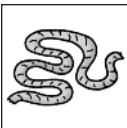
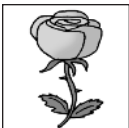

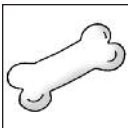
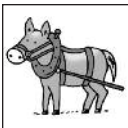

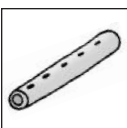
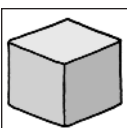
**Strategy 3:** Place several picture cards that contain the same vowel sound in the pocket chart. Ask the class, "What common features do the pictures share. Are they all animals? Are they all actions? Are they all things you'd find on the playground?" Guide the class to conclude that the pictures contain the same vowel sound. Brainstorm other words that contain that vowel sound, and make a list of such words on the chalkboard.

**Strategy 4:** Divide the class into five groups. Assign each group a long vowel sound. Ask each group to make a list of words that contains their long vowel sound. Help the groups record their list of words (allow approximately 5-10 minutes for this part of the activity). Reconvene as a class, and invite each group to place a card that shows their long vowel at the top of the chart, and read their word list aloud to the class. If possible, place a picture card for one of that group's long vowel words in the pocket chart. Follow up by using the letter cards to build the word(s) pictured in the pocket chart.

# Teaching Notes: long a, e, i, o, u

Cards needed: (red ☀)



						
						
						
		a	e	i	o	u



## Presenting the concept:

Place one picture card for each long vowel sound (*a, e, i, o, u*) in a vertical column down the left side of the pocket chart. Place the five types of vowel cards on a table, and ask a child to select one card. Invite him or her to place the long vowel card next to a picture that contains that long vowel sound. For example, a child who selects the *a* card could place it next to the picture of the *snake*. Continue the activity by placing new picture cards at the top of the chart, and repeating the steps. Note: Discuss the fact that there are very few words that contain the long *e* sound and end with a silent *e*. The proper noun *Pete* is one example of such a word. Additionally, the words *tube* and *flute* have different long *u* sounds than *mule* and *cube*. This should be mentioned as the sound is presented, too.

## For beginning readers:

Build word endings in the center of the pocket chart, so that each word ending has its own pocket. Pass out consonants to the children at their desks. One at a time, invite children to place their consonant card in front of each word ending, and pronounce the word they form. Note: Some words will be "nonwords." The goal is to form real words, but attempting to pronounce the nonwords may help children build phonetic skills. When a real word is formed by placing a beginning consonant in front of a word ending, the consonant should be left in place.

## Possible word endings to use:

ate, ake, ape, ale, ace, ete, ite, ive, ide, ile, ine, ice, ope, ose, one, ove, ube, ute, ule



**Activity 1**

# Long Vowel Fill-In

Directions: Complete each word by filling in a long vowel.  
Use the pictures as clues.



gr\_\_pes



b\_\_ne



c\_\_ke



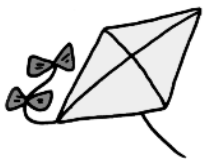
r\_\_se



sk\_\_te



ph\_\_ne



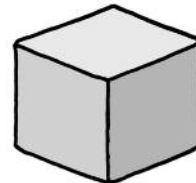
k\_\_te



fl\_\_te



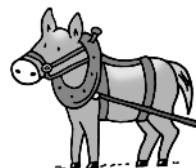
b\_\_ke



c\_\_be



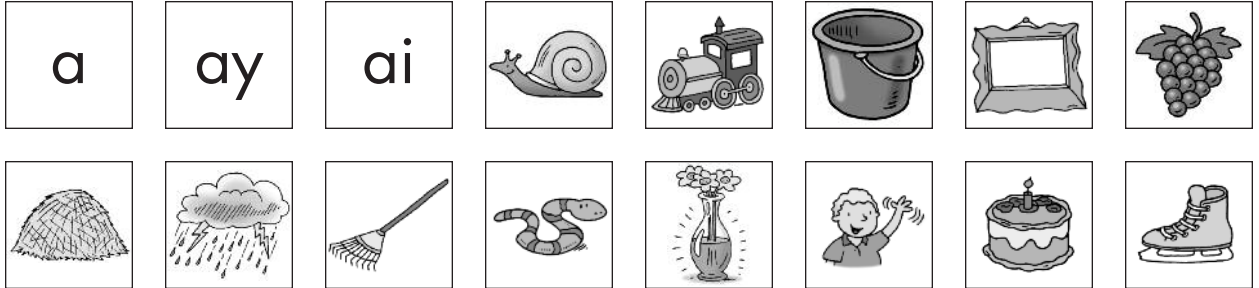
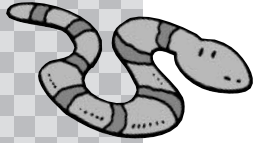
d\_\_ce



m\_\_le

# Teaching Notes: a, ay, ai

Cards needed: (orange ☀ )



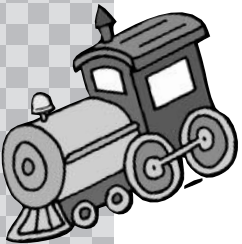
## Presenting the concept:

Place one picture card for each type of long *a* vowel sound (*a*, *ai*, *ay*) in a column down the left side of the pocket chart. Place the three types of long *a* vowel cards on a flat surface, and ask a child to select one card. Invite him or her to place the long vowel card next to a picture card that shows a picture that contains that form of the long *a* sound. For example, a child who selects the *ay* card could place it next to the picture of *hay*. Continue the activity by placing new picture cards down the side of the chart, and repeating the steps.



## For beginning readers:

Invite children to brainstorm words that contain the different forms of the long *a* sound. Invite them to share the words they think of, one at a time, and discuss which type of long *a* sound is used to spell their word. On blank cards or pieces of paper cut to the appropriate size, invite students to write their word, spelling it correctly, and post it in the pocket chart under the correct vowel card (*ay*, *ai*, or *a*).



Name \_\_\_\_\_

**Activity 2**

# Long a Groups

Directions: There's a long a sound under each of the pictures below. Write the words from the Word List under the picture that contains this long vowel sound.

**Word List**

frame	play
hay	snail
rain	skate
cane	wait
day	



a

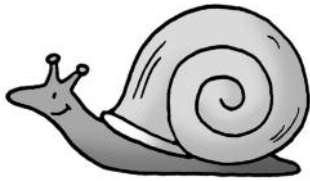
---



---



---



ai

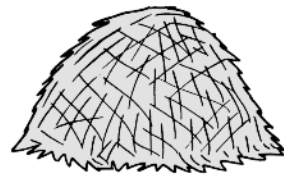
---



---



---



ay

---



---







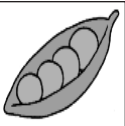







---

# Teaching Notes: ee, ea, ey, e

Cards needed: (yellow ☀)



ee	ea	ey	e		
					
					

## Presenting the concept:

Place one of the vowel sound cards shown above (*ee, ea, ey*) in a vertical column on the left side of the pocket chart. Place the picture cards for each vowel sound in the pocket chart next to the appropriate vowel card. Review each vowel sound and the picture cards that go with it. Extend the activity by inviting children to volunteer other words that contain that vowel sound and use that letter or letter combination. Provide blank sheets of paper cut to the size of the pocket chart cards, and ask volunteers to draw pictures for their words. Place the student-generated picture cards in the pocket chart next to the appropriate vowel cards. Note: Discuss the fact that there are very few words that contain the long *e* sound and end with a silent *e*. The proper noun *Pete* is one example of such a word.

## For beginning readers:

Work on rhyming skills using the pocket chart. Build word endings with the vowel and consonant cards. Then place different consonant cards in front of the word endings to form words that rhyme. Invite children to make lists of the rhyming words you generate as a class, and use them in simple poems!

I see the bee.  
Does he see me?  
He's in a tree  
sitting on a leaf.



Name \_\_\_\_\_

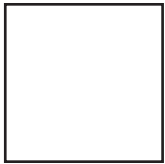
**Activity 3**

# Long e Math

Directions: Add the word parts and write the word that is formed on the line! Add your own art in the boxes.



s + eal = \_\_\_\_\_



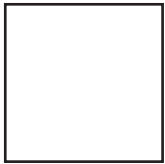
w + eed = \_\_\_\_\_



tr + ee = \_\_\_\_\_



sp + ear = \_\_\_\_\_



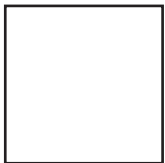
ee + l = \_\_\_\_\_



l + eaf = \_\_\_\_\_



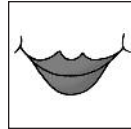
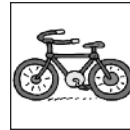
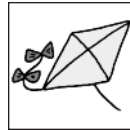
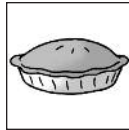
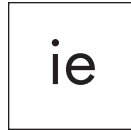
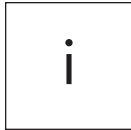
k + ey = \_\_\_\_\_



mon + key = \_\_\_\_\_

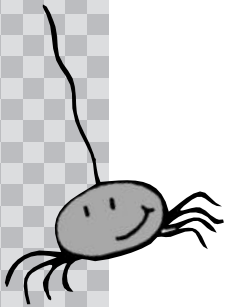
# Teaching Notes: i, ie

Cards needed: (purple ☀)



## Presenting the concept:

Pass out all of the picture cards so everyone in the class has at least one card. In the pocket chart, build words for the picture cards shown above (containing *i* with silent *e*, or *ie*). Ask for a volunteer to read a word aloud, and invite the student holding that picture card to place the picture card in the pocket chart next to the word.

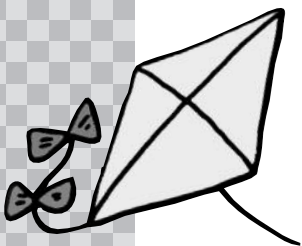


## For beginning readers:

After building long *i* words in the pocket chart, ask students to use as many of the words as they can in one sentence (or paragraph, for more advanced writers). Encourage students to add additional long *i* words in their sentence or paragraph. Share the silly sentences or paragraphs aloud. Some examples follow.

Mike the spider tried to hide in a pie.

Tie the kite to the fire, and it may catch on fire.




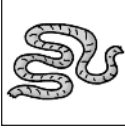



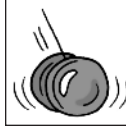




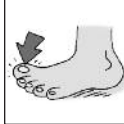





# Teaching Notes: o, oe, oa

Cards needed: (green ☀️)



oa	oe	o			
					
					

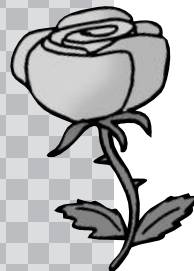


## Presenting the concept:

Place the long o sound cards (*o*, *oa*, *oe*) in the pocket chart, and pass out all of the long o picture cards to the class. Ask a student to select one of the long o sound cards from the pocket chart, and find someone in the classroom who is holding a picture card that shows an item containing that vowel sound. You may wish to set a time restriction to limit the "finder" as he or she locates a student with a matching picture card. Repeat play until the three long o vowel sounds have been correctly matched to pictures several times.

## For beginning readers:

Play a rhyming game. In the pocket chart, build one of the words illustrated on the long o picture cards (*coat*, *rope*, *rose*, *phone*, etc.) using the consonant and vowel cards. Ask children to think of words that contain the same vowel sound, and rhyme. Build the rhyming words using consonants and vowels.



## Possible Rhyming Words

coat/moat/float/goat  
 rope/nope/hope  
 rose/hose/nose  
 phone/cone/zone/tone/bone  
 loan/moan



**Activity 5**

# Finish the Sentence

Directions: Complete these sentences with a word that contains the long o sound. Use the words in the word list.

**Word List**

rose	coat	hose
soap	toe	ghost
phone	goat	yo-yo

1. When it's cold, you put on a \_\_\_\_\_ before you go outside.



2. I like to do tricks with my \_\_\_\_\_ at recess.



3. For Halloween this year, Dan will dress like a \_\_\_\_\_.



4. My shoes are too small. You can see my \_\_\_\_\_!



5. Up on the hill, I saw a \_\_\_\_\_ eating grass.



6. Make sure you water the \_\_\_\_\_ so it grows.



7. You're dirty! Wash your hands with plenty of \_\_\_\_\_.



# Teaching Notes: u, ue, ui

Cards needed: (blue ☀)

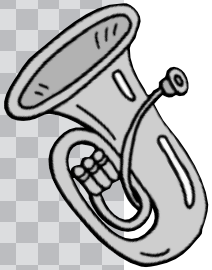


## Presenting the concept:

Have a Brainstorm Contest! Take one of each of the letter cards shown above (*u*, *ue*, and *ui*), mix them up, and place them face-down in a stack. Ask students to have a pencil and paper ready. Select one of the vowel cards, and place it in the pocket chart for everyone to see. Ask students to write down every word they can think of that contains the long *u* sound made by that letter or letter combination. Start your timer, and give students two minutes to think of words for that vowel combination. If you want, place the picture cards that correspond to the vowel sound in the pocket chart, so students have three "freebie" words to write down. After two minutes are up, replace the vowel card in the pocket chart with a new one from your stack. Proceed through the three cards twice, then have students count the number of words they thought of. Ask the winners to read their lists aloud. This activity can be done in groups, too.

## For beginning readers:

Choose a book (or a few books) from the Reading List on page 32 of this book. Read the book aloud, or ask students to read the book on their own, and hunt for words that contain this vowel sound. Make a list of the words, and encourage students to look for the sound in newspapers, magazines, and in other books, and bring them to school. Devote a bulletin board (or a section of a bulletin board) to posting these printed materials (or photocopies of printed materials) that contain words with that vowel sound.



**Activity 6**

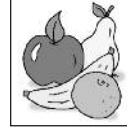
# Writing With Pictures

Directions: Translate these sentences by changing the pictographs into words and writing the words on the line. Use the Word List for help.

**Word List**

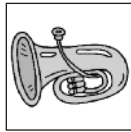
fruit	juice	tuba
glue	tube	clue
unicorn	mule	dune

1. Apples, bananas, and pears are all types of \_\_\_\_\_



\_\_\_\_\_

2. Sue plays the \_\_\_\_\_ in the band.



\_\_\_\_\_

3. Use the \_\_\_\_\_ to fix the broken vase.



\_\_\_\_\_

4. I like to drink orange \_\_\_\_\_ in the morning.



\_\_\_\_\_

5. A \_\_\_\_\_ is a pretend animal with one horn.



\_\_\_\_\_

6. Squeeze the \_\_\_\_\_ to get out more toothpaste.



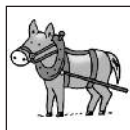
\_\_\_\_\_

7. The \_\_\_\_\_ helps you guess the answer.



\_\_\_\_\_

8. That old \_\_\_\_\_ doesn't want to move.



\_\_\_\_\_

Name \_\_\_\_\_

**Activity 7**

# Long Vowel Memory Match

Set A

oa ( $\bar{o}$ )	ee ( $\bar{e}$ )	ey ( $\bar{e}$ )
soap	tree	key
ie ( $\bar{i}$ )	ai ( $\bar{a}$ )	$\bar{i}$
tie	train	slide
ea ( $\bar{e}$ )	$\bar{u}$	ay ( $\bar{a}$ )
leaf	flute	hay
ue ( $\bar{u}$ )	$\bar{e}$	ui ( $\bar{u}$ )
glue	zebra	fruit

Name \_\_\_\_\_

**Activity 7**

Directions: Cut out your two sheets of vowel squares on the dotted lines. Write your name on the backs of all of your squares. Mix your squares with a partner's squares, and lay all of the squares face-down on a flat surface. Take turns flipping over 2 squares. If the vowel sounds on the squares match, you keep the pair. If they don't, you put them back, and your partner takes a turn. The player with the most pairs at the end of the game wins.

## Set B

ī	ea (ē)	ui (ū)
bike	peas	suit
ū	ā	ay (ā)
mule	skate	stay
ey (ē)	ie (ī)	ue (ū)
monkey	pie	blue
ee (ē)	oa (ō)	ai (ā)
sheep	goat	snail

# Cards-At-A-Glance

Cards are shown as front-to-back pairs.

## Reading List

Sheep in a Jeep  
Nancy Shaw  
Houghton Mifflin, Boston: 1986

Sheep on a Ship  
Nancy Shaw  
Houghton Mifflin, Boston: 1989

How Many Trucks Can a Tow Truck Tow?  
Charlotte Pomerantz  
Random House: NY, 1987

No! No! No!  
Anne Rockwell  
Macmillan, NY: 1995

Mr. Brown Can Moo, Can You?  
Theodor Geisel (Dr. Seuss)  
Random House, NY: 1970

A Caribou Alphabet  
Mary Beth Owens  
The Dog Ear Press, ME: 1988

Aster Aardvark's Alphabet Adventure  
Steven Kellogg  
Morrow Junior Books, NY: 1987

Jake Baked the Cake  
B.G. Hennessy  
Viking Penguin, NY: 1990

Fun with A/a  
Fun with E/e  
Fun with I/i  
Fun with O/o  
Fun with U/u  
Shelly Nielson  
Abdo Consulting Group, Inc: MN, 1992

Short i and Long I Play a Game  
Short e and Long E Play a Game  
Short a and Long A Play a Game  
Short u and Long U Play a Game  
Short o and Long O Play a Game  
Jane Belk Moncure  
Children's World: Chicago, 1979

tuba		e	kite		ie	skate		u	t	l
fruit		e	bike		ie	snail		i	v	k
suit		e	hive		o	wave		i	w	j
clue		ai	slide		o	rake		i	x	p
glue		ai	spider		o	train		e	y	n
juice		ai	dice		oa	snake		e	z	m
blue		ay	vine		oa	pail		e	a	s
unicorn		ay	smile		oa	frame		o	ai	r
mule		ay	tie		oe	hay		o	ay	q
cube		a	fire		oe	vase		o	e	w
flute		a	pie		oe	b	a	ee	v	
tube		a	wheat		u	c	a	ea	t	
coat		ee	knee		u	d	a	ey	z	
rope		ee	feet		u	f	d	i	y	
rose		ee	key		ui	g	c	ie	x	
yo-yo		ea	zebra		ui	h	b	o	s	
goat		ea	peas		ui	j	e	oa	n	
phone		ea	sheep		ue	k	e	oe	r	
boat		ey	spear		ue	l	e	u	b	
ghost		ey	leaf		ue	m	e	ue	t	
bone		ey	tree		s	n	e	ui	l	
soap		i	seal		n	p	e			
toe		i	wheel		r	q	h			
cone		i	grapes		u	r	g			
tire		ie	cake		u	s	f			