

Onestop Phonics: Long vowel pairs

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 30 minutes

Materials: *Phonics podcast (downloaded from www.onestopenglish.com); flashcard; copies of worksheet 1 and 2 for each child*

Long vowel pairs

Vocabulary

ea /i:/ *tea, sea, beach, peach*

oa /əʊ/ *goat, boat, float, coat*

ai /aɪ/ *Spain, sail, rain, aches, pains, again*

Note: We have included the phonemic symbols here for your information. You can also refer to the interactive phonemic chart on onestopenglish: <http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/>

The vocabulary words all appear in the fun rhyme that is used to present the sounds initially. Some of these words will be new to your learners and may require pre-teaching. You may like to use onestopenglish flashcards to pre-teach the words. Another option would be to use pictures from books, magazines or posters, draw pictures on the board or, where appropriate, use realia. Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children WILL remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

Procedure

- Start by telling the children: *We are going to learn about a group of sounds called long vowel pairs today.* Explain what this means: two vowels together that make a long sound when they are pronounced in a word.
- Ask the children if they can remember which five

letters are vowels (*a, e, i, o, u*). If they remember, write the vowels on the board as they call them out. If they can't remember, think of common words that start with each of the vowels (for example *apple* for *a*, *egg* for *e*, *ice cream* for *i*, *octopus* for *o* and *umbrella* for *u*). Each time, say the word (or draw a picture of the thing on the board) and ask the children how you spell it. Ask what the first letter is and each time, and write the vowel on the board.

- Point to the vowels on the board one at a time. Each time, say the letter as it is in the alphabet, then pronounce it with its short vowel sound (e.g. say 'A' as it is said in the alphabet, then say 'a' as it is said in 'apple'). Ask the children to repeat the sounds after you each time.
- Say the long vowel pairs that are the focus of today's lesson, one at a time – i.e. *ea, oa* and *ai*. If you are using the flashcards, you might like to hold up the flashcard for this lesson (or stick it on the board) and say one word for each sound (e.g. *sea* for *ea*, *goat* for *oa*, *rain* for *ai*).
- Say to the children: *We are now going to listen to the new sounds in a rhyme.* Then play the audio. Ask the children to listen carefully. Play the audio a second time if you think it is necessary.

Hand out Worksheet 1

- Play the audio again. This time, say to the children: *Look at the Worksheet and follow the words in the rhyme with your finger as you listen.*
- Then read the rhyme one line at a time. Each time, ask the children to repeat it.
- For each line of the rhyme, ask the children: *Which long vowel pair(s) did you hear?* and choose children to call out the sounds.
- Then choose children to call out the words from the rhyme that include long vowel pairs. Write the words on the board if you wish.
- For each vowel pair, see if the children can think of any other words with that same sound. If they can, write their suggestions on the board. If they can't, write some better-known words containing the vowel pairs on the board (e.g. *teach, please, toad, road, mail, snail*).
- Read the rhyme as a class.
- Suggest that the children take their pictures home to colour them in however they want.

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- Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the previous sounds.

Transcript:

*Barnaby Goat
owns a boat
which floats upon the sea.*

*Not minding the rain,
he sailed to Spain
to visit his Aunty for tea.*

*They went to the beach
to share a fat peach
and talk of their aches and pains.*

*Then Barnaby Goat
put on his new coat
then sailed back home again.*

Hand out Worksheet 2

- Ask the children to look at the pictures and think what the word is for each one. They don't call out the words at this stage. If there are any pictures the children don't know, tell them the word.
- Explain that the children are going to circle the correct pair of letters to complete each word then write the letters in the gaps.
- Walk round as they are working, to check what they are doing.
- When they have all finished, hold up the worksheet and point to the pictures one at a time, each time, the children call out the word and the spelling.
- End the lesson by asking the children to say the rhyme again as a class. You can invite them to tap out the rhythm with their fingers on their desks as they listen.

Fun activity

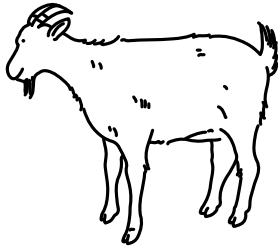
Play *Hangman* on the board with any of the target words from the lesson.

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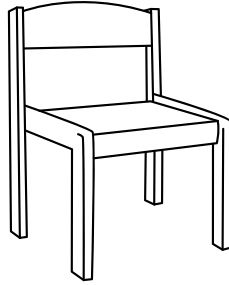
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Circle and write. Then say and spell.



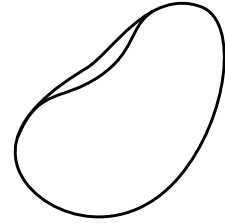
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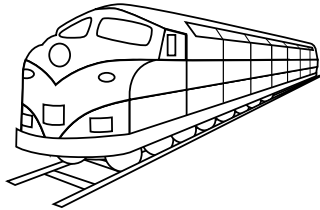
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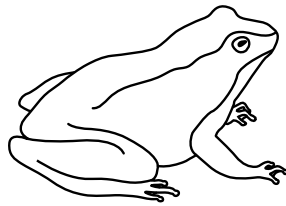
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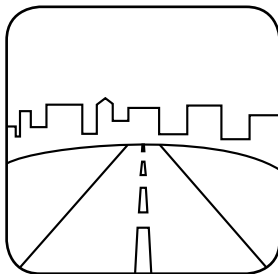
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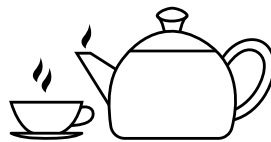
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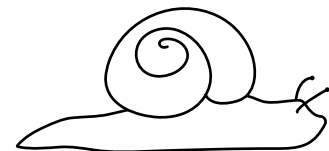
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