

# SPELLING PATTERNS: VOWELS & CONSONANTS



**GRADE 1-2**

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# Classroom Procedure:

1. Write some short words on the board. Have the students read them to you. Explain to students that there are long and short vowel sounds and consonants. Words contain both. There are rules to help students to pronounce and spell words. In this lesson, students will learn some rules and work with word-sound.
2. Distribute the Content Pages. Read the Content pages with the students. Check for understanding and comprehension. Assist students with the fill-in-the-blanks in the Content Pages.
3. Distribute the Activity Pages. Allow students time to complete the Activity Pages. Be sure to explain the directions thoroughly and check for understanding. The Activity Pages can be completed in a whole group or with a partner. Check the answers when complete.
4. Distribute the Practice Pages. The Practice Page is designed as an independent exercise. The Practice Page can be a timed exercise. At the end of the Practice Page, write the rule on the board and check to see if students found the pattern.
5. Distribute the Homework Page. The Homework Page is a game. You may want students to bring their cards into class the next day and play the game with a partner!
6. In closing, write some of the words from the lesson on the board. Then, ask students to explain the rule for each word they used to pronounce and spell the words. Finally, ask students to make sentences using some of the words from the lesson. How do rules help us to learn to pronounce and spell words?

Lesson Title: **Spelling Patterns: Vowels & Consonants**

Subject: **Reading**

Approximate Grade Level: **1 - 2**

**Objectives:** Students will identify and use the vowel-consonant rules. Students will correctly pronounce and spell grade-level appropriate words using the rules. In addition, students will use the rules to distinguish between short and long vowels.

**State Educational Standards\***

LB.ELA-LITERACY.RF.1.3.C & LB.ELA-LITERACY.RF.2.3.A

2 – 3 class sessions

**Teaching Materials/Worksheets:**

Content pages (2), Activity page (1), Practice page (2), Homework page (2)

**Student Supplies:**

Pencils, pens, highlighters, dictionaries, or thesauruses, access to the internet

**Prepare Ahead of Time:**

Copy handouts.

**Options for Lesson:** Learning vowel-consonant sounds can be difficult for younger students. One way to help students is to provide opportunities for students to read books aloud with a partner. Choose some simple, age-appropriate books and have students take turns reading to each other. A second option is to find short songs and have students sing. Both options are great for younger students to practice sounds in a fun and engaging way!

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.

# Teacher Notes

Younger students need foundational skills to pronounce and spell words. In this lesson, students will use some basic rules to identify words, the patterns in words, and how to use the patterns to pronounce or spell words. By the end of the lesson, students will have learned new words and developed how to identify the pronunciation and spelling of certain words using vowel-consonant rules.

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# Spelling Patterns: Vowels and Consonants



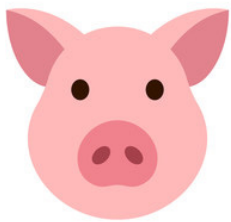
You know the letters in the alphabet. Say the letters in the alphabet –

**a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,q,r,s,t,u,v,w,x,y,z**

Say the letters. Listen to the sounds. Do some sound differently? \_\_\_\_\_

Do you hear them? Some are **vowels**. Some are **consonants**. We use both to make words. There are five vowels. How many letters are consonants? \_\_\_\_\_

If a letter is not **a,e,i,o**, or **u**, it is a consonant. You block air with your lips to make consonant sounds.



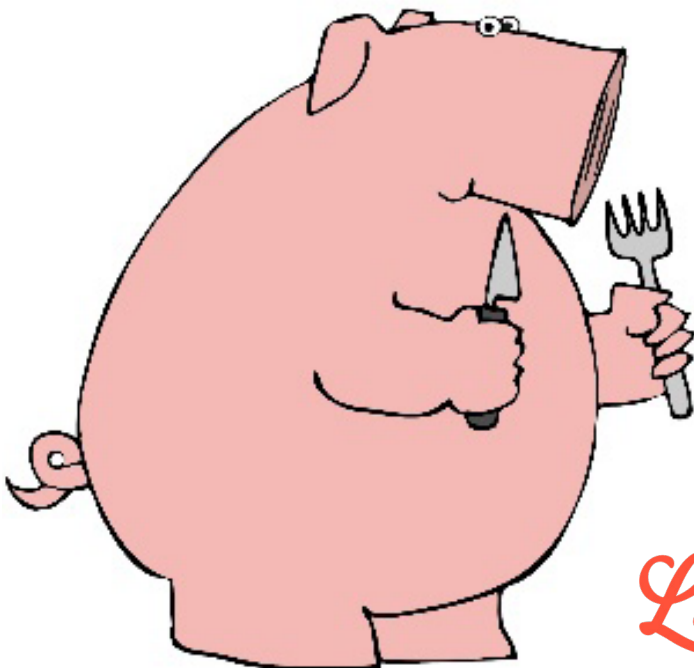
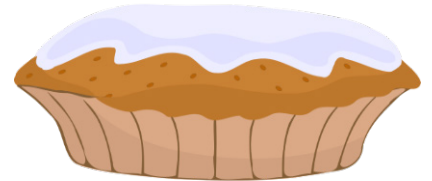
Say **pig**. **P** is a consonant sound. Say pig again. Do you hear the ‘**puh**’ sound? P makes a ‘puh’ sound. Your lips come together to make the ‘puh’ sound.

Say each of the consonant sounds. Feel your lips as you say them.

**b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z**

What letter comes next after the **p** in **pig**? \_\_\_\_\_ Say **pig**. The ‘**i**’ is a vowel. You don’t close your mouth to make vowel sounds. Say **pig**. Do you hear the ‘**i**’ sound? It is short ‘**i**’. Vowels make two sounds – short or long.

Say **pie**. What sound does the ‘**i**’ make? The ‘**i**’ in pie does not sound the same as in pig. Instead, it is a long vowel sound.

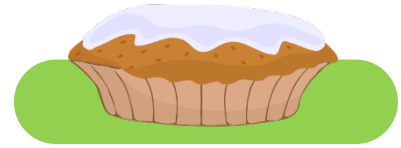


Say, **The pig ate the pie!** The **p** makes the **puh** sound. The vowels make different sounds.

How do you know what sound to use? How do you know how to spell words? We have rules to help us.

# Spelling Patterns: Vowels and Consonants

The symbols of long vowels are **ā, ē, ī, ō, and ū**. The symbols of short vowels are **ă, ě, ĭ, ǒ, ŭ**. A long vowel sounds like its letter name. Say **pie**. What does the 'i' sound like? It is a long vowel.



## Rules of Vowels

**Vowel = V    Consonant = C**

Words and sounds have patterns. If you know the pattern, you can say the word. So let's learn the patterns! When a word has...



1. **One vowel and ends with a consonant:** The vowel makes a short sound (.).

**Bag   Pet   Dig   Log   Bug**

2. **Two vowels separated by two or more letters:** The first vowel makes a short sound.

**Apple   Engine   Igloo   Octopus   Umbrella**

3. **The letter "e" is the last letter:** The first vowel makes a long vowel sound.

**Căp becomes Căpe    Kĭt becomes Kĭte**

4. **Two vowels next to each other:** The first vowel makes a long vowel sound.

**Fĕet   Bōat   Rāin**

There are other rules. These rules work for most word sounds. Now, it's your turn. Mark the first vowel with a short sign (.) or a long sign (-).

**cat   cute fruit   dog time tie   hand swim milk   fox road hug**





Instructions: Say the word. Mark the vowels with a short (.) or a long sign (-). Write the rule in the space.

Word	Mark the vowels	Write the rule
west		
elephant		
tube		
hair		

Instructions: Write a word for each rule.

One vowel and ends with a consonant: The vowel makes a short sound (.)	
Two vowels separated by two or more letters: The first vowel makes a short sound (.)	
The letter "e" is the last letter: The first vowel makes a long vowel sound (-)	
Two vowels next to each other: The first vowel makes a long vowel sound (-)	



Instructions: Change each word to a short or long vowel word.

Short Vowel Word (.)	Long Vowel Word (-)
Example: Cap	Example: Cape
Tap	
	Rate
Breath	
	Made
Bit	
	Note
Cut	

What is the pattern when you change a short vowel word to a long vowel word?

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Write a short vowel word: \_\_\_\_\_

Change it to a long vowel word: \_\_\_\_\_



Instructions: Change each word to a short or long vowel word.

Short Vowel Word (.)	Long Vowel Word (-)
Example: Cap	Example: Cape
Tap	Tape
Rat	Rate
Breath	Breathe
Mad	Made
Bit	Bite
Not	Note
Cut	Cute

What is the pattern when you change a short vowel word to a long vowel word?

When you add an "e" to the end of the word, it changes the vowel from a short vowel to a long vowel sound.

Write a short vowel word: Fat – Sample Answer. Answers will vary.

Change it to a long vowel word: Fate





# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_



Instructions: Spelling challenge! Cut out the words. Shuffle them. Call them out to a partner. Have them spell the word to you. Give them a point each time they spell the word correctly.

add	block	clam	dark	fast	over
after	blue	clan	deal	father	under
few	book	clap	again	desk	fell
many	brag	class	dew	few	any
apart	some	claw	dime	field	bring
card	apple	clay	dine	fill	brook
slow	brother	clean	arm	dirt	fine
sister	brown	father	doll	shirt	baby
bust	baste	cloud	door	girl	been
mother	came	crayon	draw	top	bush
come	belt	club	dress	symbol	cane
over	card	coat	drink	add	bent
best	cart	under	drop	subtract	around
buy	sail	cook	dull	group	dim
dime	animal	cool	each	tinker	walk
school	dot	toss	cloth	fast	time
home	run	turn	clothing	slow	done
eat	quick	clap	dress	think	penny
ate	take	belt	pants	cross	nickel



# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_



Instructions: Make a tally mark for each word spelled.

## Score Sheet

Score	Score
Total:	Total: