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Chapter 2 - Intro to Long Vowels

As in **rain**, the first rule of vowels is that when two vowels are walking, the first one does the talking. And as in **fate**, the second rule of vowels is the two vowels can still walk if there is only one consonant between them.

This chapter is for those who can read one-syllable words from the previous chapter and need to learn phonics. It is also for those who can read but cannot spell the words they read or have difficulties when reading aloud.

Lesson 1: Two vowels walking Rule

- 1 . **ai** as in **rain**
- 2 . **ea** as in **meat**
- 3 . **ie** as in **tie**
- 4 . **oa** as in **boat**
- 5 . **ue** as in **blue**

Lesson 2: vowel-consonant-**e** Rules

- 1 . **a-e** as in **fate**
- 2 . **e-e** as in **Pete**
- 3 . **i-e** as in **bite**
- 4 . **o-e** as in **hope**
- 5 . **u-e** as in **tube**



Lesson 1: Two vowels walking Rule

Memorize: When two vowels are walking, the first one does the talking.

Two vowels walking Rule

- 1 . **ai** as in **rain**
- 2 . **ea** as in **meat**
- 3 . **ie** as in **tie**
- 4 . **oa** as in **boat**
- 5 . **ue** as in **blue**

1. Two vowels walking Rule (**ai** as in **rain**)

When two vowels are walking, the first one does the talking. This rule means that as in “**rain**,” when the two vowels “**a**” and “**i**” are next to each other (walking) in a syllable that is stressed, the first one “**a**” does the talking by saying its letter name **A** (ay), and the second one “**i**” is silent.



Read aloud slowly the words in each practice lesson in this book:

main	rain	brain
pain	lain	plain
vain	stain	mail
sail	pail	fail
hail	tail	nail
bait	wait	maid
raid	braid	aid
aim	paint	faint



Compare the short **a** with the long **a** in these words:

man, main

ran, rain

bran, brain

pan, pain

van, vain

plan, plain

mad, maid

brad, braid

pad, paid

am, aim

bat, bait

pal, pail

2. Two vowels walking Rule (**ea** as in **meat**)

When two vowels are walking, the first one does the talking. This rule means that as in “**meat**,” when the two vowels “**e**” and “**a**” are next to each other (walking) in a syllable that is stressed, the first one “**e**” does the talking by saying its letter name **E**, and the second one “**a**” is silent.



Read these words aloud slowly and always focus your vision on the vowels:

meat

eat

seat

neat

heat

feat

bead

lead

flea

bean

mean

dean

seal

heal

dream

team

tea

sea

weak

wean



Compare the short **e** with the long **e** in these words:

met, meat

set, seat

net, neat

men, mean

hell, heal

sell, seal

bed, bead

red, read

led, lead

3. Two vowels walking Rule (**ie** in **tie**)

When two vowels are walking, the first one does the talking. This rule means that as in “**tie**,” when the two vowels “**i**” and “**e**” are next to each other (walking) in a syllable that is stressed, the first one “**i**” does the talking by saying its letter name **I**, and the second one “**e**” is silent.



Read these words aloud slowly and focus your vision on the vowels:

tie

tied

die

died

lie

lied

pie

pies

4. Two vowels walking Rule (**oa** in **boat**)

When two vowels are walking, the first one does the talking. This rule means that as in “**road**,” when the two vowels “**o**” and “**a**” are next to each other (walking) in a syllable that is stressed, the first one “**o**” does the talking by saying its letter name **O**, and the second one “**a**” is silent.



Read these words aloud slowly and focus your vision on the vowels:

boat

oat

float

road

toad

load

loan

Joan

foam

soap

soak

toast

roast

boast

loaf

soar



Compare the short **o** with the long **o** in these words:

T**o**dd, t**oa**d r**o**d, r**oa**d

t**o**ss, t**oa**st

5. The two vowels walking Rule (**ue** in **blue**)

When two vowels are walking, the first one does the talking. This rule means that as in “**blue**,” when the two vowels “**u**” and “**e**” are next to each other (walking) in a syllable that is stressed, the first one “**u**” does the talking by saying its letter name **U**, and the second one “**e**” is silent.



Read these words aloud slowly and focus your vision on the vowels:

bl**ue** fl**ue** d**ue**

tr**ue** s**ue** h**ue**



Lesson 2: The a-e can still walk Rule

Memorize: Two vowels can still walk if there is consonant between them.

vowel-consonant-**e** Rules

- 1 . **a-e** as in **fate**
- 2 . **e-e** as in **Pete**
- 3 . **i-e** as in **bite**
- 4 . **o-e** as in **hope**
- 5 . **u-e** as in **tube**

1. The **a-e** can still walk Rule (**a-e** as in **fate**)

Two vowels can still walk if there is consonant between them. This rule means that as in “**fate**,” the two vowels “**a-e**” can still help one another when there is only one consonant like the one “**t**” between them. The two vowels “**a-e**” can still help each other and the first

vowel “**a**” does the talking by being long and saying its letter name **A**, while the second vowel “**e**” is silent.

Consonants are the weak letters and vowels are the strong letters. Therefore, one consonant between two vowels is too weak to keep the two vowels from helping each other. Having one consonant between two vowels is like having no consonant. Compare “**fat**” with “**fate**.” This is the reason consonants double as in (**fat**→**fatter**→**fattest**); it is because one consonant “**t**” between two vowels is too *weak* to keep the two vowels from walking together. This is especially true when the “**e**” is silent at the end of a syllable.



Read aloud slowly:

hate	fate	rate
mate	ate	fade
tape	same	plane
pale	male	ale
made	Jake	make
take	lake	wave
Dave	save	



Compare short **a** with long **a** in these words:

fat , fate	hat , hate
rat , rate	mat , mate
at , at	fad , fade
mad , made	Sam , same
mal , male	pal , pale
plan , plane	tap , tape

2. The **i-e** can still walk Rule (**i-e** as in **bite**)

Compare “bit” with “bite.” As in “bite,” the silent “e” can reach through the one “t” and help the “i” sound like the name of the letter I, and the reason is that one consonant “t” between the two vowels (i-e) is too *weak* to keep the two vowels from walking together.

Two vowels can still walk if there is consonant between them. This rule means that as in “bite,” the two vowels “i-e” can still help one another when there is only one consonant like the one “t” between them. The two vowels “i-e” can still help each other and the first vowel “i” does the talking by being long and saying its letter name I, while the second vowel “e” is silent.

Consonants are the weak letters and vowels are the strong letters. Therefore, one consonant between two vowels is too weak to keep the two vowels from helping each other. Having one consonant between two vowels is like having no consonant. Compare “bit” with “bite.” This is the reason consonants double as in (bit→bitten); it is because one consonant “t” between two vowels is too *weak* to keep the two vowels from walking together.



Read aloud slowly:

bite	kite	site
spite	bide	hide
side	ride	dime
time	rime	slime
Time	dine	fine
mine	line	bike
like	hike	



Compare short **i** with long **i** in these words:

bit, bite	bid, bide
hid, hide	kit, kite
sit, site	dim, dime

slim, slime rim, rime

Tim, Time

3. The o-e can still walk Rule (o-e as in hope)

Compare “hop” with “hope.” As in “hope,” the silent “e” can reach through the one “p” and help the “o” sound like the name of the letter O (oh), and the reason is that one consonant “p” between the two vowels (o-e) is too *weak* to keep the two vowels from walking together.



Read aloud slowly:

note dote re·mote

vote hope mope

robe ode bone

stone dole sole

hole pope slope

joke



Compare short o with long o in these words:

rob, robe not, note

dot, dote pop, pope

hop, hope mop, mope

slop, slope odd, ode

4. The e-e can still walk Rule (e-e as in Pete)

Compare “met” with “mete.” As in “mete,” the final silent “e” can reach through the one “t” and help the first “e” sound like the name of the letter E (ee), and the reason is that one consonant “t” between the two vowels (e-e) is too *weak* to keep the two vowels from

walking together.



Read aloud slowly:

mete Pete here
mere sin·cere gene
re·cede eve Eve
Steve Le·ba·nese eke



Compare short **e** with long **e** in these words:

met, mete pet, Pete

5. The **u-e** can still walking Rule (**u-e** as in **tube**)

Compare “**tub**” with “**tube**.” As in “**tube**,” the silent “**e**” can reach through the one “**b**” and help the “**u**” sound like the name of the letter **U** (you), and the reason is that one consonant “**b**” between the two vowels (**u-e**) is too *weak* to keep the two vowels from walking together.



Read aloud slowly:

tube mute jute
flute rule mule
fume per·fume huge
re·fuge truce re·duce



Compare short **u** with long **u** in these words:

tub, tube mutt, mute

Teaching Instructions

You may now teach:

1. You may now teach any double consonants.
2. You may now teach any consonant blends.

For the next chapter, please continue to **avoid** teaching any words that contain:

1. Hard **c**
2. Hard **g**
3. The **qu**
4. The “**s**” that sounds like “**z**” as in “**was**”
5. The “**y**” as a vowel as in “**sky**”
6. Digraphs of “**h**” as in “**fish**”
8. Double vowels in one syllable as in “**book**”
9. Any long multi-syllabic words
11. Any words with suffixes as in “**nation**”
12. Any words with prefixes as in “**unhappy**”

Simply adhere to the order of lessons introduced then presented in this book. For now, the rest of the spelling patterns of phonics are placed in a *queue* awaiting their turn to be introduced logically, one-at-a-time, and then presented in a number of words.

Notice that so far, no consonant different from its letter name has been introduced, and from now on, you will notice that each sound is introduced and explained before presenting it. If your students are not able to read, please explain the justifications or rules before each lesson and then ask them to read the words in the practice lesson aloud.

