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 rules 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 \textit{a} with the long \textit{a} in these words:

- \textit{man, main} \quad \textit{ran, rain}
- \textit{bran, brain} \quad \textit{pan, pain}
- \textit{van, vain} \quad \textit{plan, plain}
- \textit{mad, maid} \quad \textit{brad, braid}
- \textit{pad, paid} \quad \textit{am, aim}
- \textit{bat, bait} \quad \textit{pal, pail}

2. Two vowels walking Rule (\textit{ea} as in \textit{meat})

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

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

- \textit{meat} \quad \textit{eat} \quad \textit{seat}
- \textit{neat} \quad \textit{heat} \quad \textit{feat}
- \textit{bead} \quad \textit{lead} \quad \textit{flea}
- \textit{bean} \quad \textit{mean} \quad \textit{dean}
- \textit{seal} \quad \textit{heal} \quad \textit{dream}
- \textit{team} \quad \textit{tea} \quad \textit{sea}
- \textit{weak} \quad \textit{wean}

Compare the short \textit{e} with the long \textit{e} in these words:
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:

To
dd, 
t
do 
dr, 
roa 
d

to
s, 
.toa 
ast

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:

blue flue due

true sue hue

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:

- bit, kite, site
- spite, bid, 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, hide, kites, vibe
- 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 remote
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.