Section 3

Know Your Consonants and Vowels!
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Tutors: Decoding letters is fundamental to reading. This skill entails the ability to identify and to distinguish consonants and vowels accurately and rapidly. Cover the following lesson and identification activities with your student. Make sure that the student has the basic foundation on which to build their reading skills.

Make sure that your student knows her/his vowels and consonants! Of the 26 letters in the alphabet, 21 are consonants and 5 are vowels. Then the three tricky letters—WHY—can be either vowels or consonants. We see that in words like say, saw, and oh, the letters y, w and h are not consonants, but are second members of a vowel team. They tell us that the vowel is long. Y is different from the other tricky letters, because it can be a vowel all by itself.

Kids: In the alphabet listed below, the consonants are red, and the vowels are green. The tricky letter y and the 2 crafty consonant letters w and h are blue.

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

Is it a Vowel or a Consonant?

Kids: Go ahead! As fast as you can, point at each letter. Then, identify the consonants, vowels, tricky y, and crafty vowel team consonants in the list above.
The 5 Vowels in the Alphabet

The 5 vowels in the alphabet that you need to know are:

A, E, I, O, and U

Sometimes **vowels** are at the beginning of a word, as in *at*. A lot of times they're in the middle of words, as in *cat*. And, sometimes they're at the end of words, as in *tree*.

**The Tricky Letter Y**

The tricky letter *Y* can act as a consonant or a vowel, depending on its place in a word. At the beginning of a word, *Y* acts as a **consonant**, as in *yam*, *yellow*, *yell*, *you*, and *yes*. After a consonant, the tricky letter *Y* acts as a **vowel**, as in *lady*, *baby*, *happy*, *many*, and *lucky*. After a vowel, it's a member of the team.

**The Tricky Consonants H and W**

The 2 tricky **consonants** *H* and *W* sometimes team up with **vowels** and transform themselves from **consonants** into **vowel teams**.

**For Example:**

The **consonant** *H* becomes part of a **vowel** team when it hooks up with **vowels** such as *a*, *o*, and *u* in words like:

ah oh uh huh
The **consonant** *w* becomes part of a **vowel** team when its hooks up with **vowels** such as *a*, *e*, and *o* in the following words:

raw saw paw law sew few new chew bow tow mow low

The **Ghost Consonant Team GH**

By itself, *G* is never a vowel. But it often hooks up with *H* to join a very big vowel team. The ghost letters *GH* are never pronounced by themselves, but they tell us that the vowel is long and what kind of a vowel it is.

Here are some examples of **GH** team words:

might fight sight tight though through straight weight

**Is It a Vowel Or Is It a Consonant?**

**Tutors and Kids:** Do the following timed **consonant** and **vowel** identification exercises on the next pages and get your **vowels** and **consonants** right!
**Kids:** As fast as you can, tell your tutor how many consonant letters come AFTER the vowel.

- spilt
- next
- prop
- first
- cold
- flaps
- smocks
- tricks
- drip
- ghost
- blot
- paint
- stick
- first
- stale
- broom
- pail
- brag
- proud
- splash
Kids: As fast as you can, tell your tutors how many consonant letters come BEFORE the vowel.

- spit
- grab
- scream
- snake
- bit
- mud
- spilt
- blood
- drip
- got
- blot
- tune
- stick
- first
- stale
- broom
- pail
- brag
- proud
- splash

Tutors: Be sure to record the time for each of your students on page two of her/his Progress Assessment for this section.
Kids: As fast as you can, tell your tutor how many vowels you find in each word.

spoon  next  proud  first  cold  feast  smocks  tricks  scrap  ghost  blot  paint  stick  coin  stack  broom  pail  brag

Tutors: Be sure to record the time for each of your students on page two her/his Progress Assessment for this section.
Introduction to Bugs at School

**Tutors:** This CVC level story contains several primer and first grade sight words which your students will need to know. Review the following words with your students before you read Bugs at School:

- came
- find
- looked
- found
- school
- friend
- thanks

If your students have difficulty with the story, read it with them again. Note whether they can read these words on their second time around.
My name is Ned. I find bugs in the mud.

Today, I found a bad blue bug in the mud at school.

I put it in a jar and gave it to my friend, Bud.

He likes bugs from the mud, too.

“Thanks,” he said. “This blue bug is bad!”

I looked for more bugs in the mud.

I found a bad red bug in the mud.

I put it in a jar and gave it to my friend Todd.

He likes bugs from the mud, too.

“Thanks,” he said, “This red bug is bad!”
I found a BIG, BIG, yellow and green bug in the mud.

It was BAD!

I put it in a BIG jar and gave it to my friend Will.

“Wow!” he said, “This bug is BIG and BAD! This BIG, BAD bug is the best!”

Will showed his big, yellow and green bug to Bud and Todd.

“Hey,” Bud yelled. “I want a BIG, BAD, yellow and green bug! All I got was this little blue bug!”

Then Will said, “This BIG, BAD bug is mine! Ned gave it to me. Ned likes me more than he likes you!”

“No, I do not!” I said. “I like you all the same.”

Then Bud hit Will.
Then Bud and Todd ran away, too.

They were mad, mad, mad, too.

I sat down in the mud.

I didn’t know what to do.

So I looked in the mud.

I looked and looked

and found lots of bugs:

red bugs, black bugs, blue bugs, and brown bugs.
And YES-I found many more BIG, BAD, yellow and green bugs.
I put them all in a big jar.

I gave the bugs to Mrs. Johnson.
She let all the kids see them.

“Wow!” Will said. “More BIG, BAD, yellow and green bugs!”

“The bugs are for all the kids to see,” I said.

“That is fine with me,” Will said.

“Me, too,” Todd said.

“Me, too,” Bud said.

After school, I went back to the mud to find more bugs.
Comprehension Questions for Bugs at School

1. Why did Bud hit Will?

2. What bad thing happened after Bud hit Will?

3. Bud and Todd were looking for what kinds of bugs?

4. What did Ned do with the bugs after he put them in a jar?

5. What's YOUR favorite bug in the story?
How did you like Bugs at School?
Circle the right answer

5
“Da Bomb”

4
“Hype”

3
“Decent”

2
“Aiight”

1
“Wack”
Introduction to The Rock

Tutors: This is a story about a kid and a rock behind his back yard. The rock is different from any other rock you’ve heard about. There are also some words that are spelled funny. You probably already know “eye”, the “corner of your eye”, and “two eyes.” And you know all about painting things with a paint can.
The Rock

We have a big back yard. There are a lot of things to do there. Mom always tells me, “Go out and play. But don’t go outside of the yard.” I wanted to see what was back there.

So one day I went to the back of the yard, and I got under the fence. I went down the path. There was a big rock there. I went past the rock, and it felt funny. I turned around. The rock was looking at me. I said to the rock, “Don’t you look at me!” It kept looking at me. I got all mad.
I hit the rock with a stick. It didn’t hurt the rock, but it hurt my hand. I went back home. Mom was fixing dinner. I said, “Mom, there is a big rock back there. It was looking at me.” My mom said, “Don’t be silly. Rocks don’t look at you.”

I went to bed, but I couldn’t go to sleep. I kept thinking about the rock. I got up, and I went outside. It was dark. I went under the fence, and went up to the rock.
It wasn’t looking at me. When I went to go back, I saw the rock out of the corner of my eye. It was looking at me.

The next day I got a can of red paint. I painted the rock all red. “There,” I said. “That rock won’t look at me any more.” Then I put two eyes on the rock. The eyes were shut. “Just to make sure,” I said. But when I looked back again, it was still looking at me.
Comprehension Questions for The Rock

1. Do you think the rock was really looking at him? Why do you think so?

2. Why did he paint eyes on the rock?

3. Did you ever go somewhere that your mom said you shouldn’t go? What happened?
How did you like THE ROCK?
Circle the right answer

5
“Da Bomb”

4
“Hype”

3
“Decent”

2
“Aiight”

1
“Wack”
Section 3: Know Your Consonants and Vowels Progress Assessment

Tell how many consonant letters come BEFORE the vowel in each word:

1. first _____ 5. flip _____
2. blue _____ 6. strong _____
3. strike _____ 7. oat _____
4. drop _____
6. strong _____

Tell how many consonant letters come AFTER the vowel in each word:

1. next _____
2. stripe _____
3. storks _____
4. cup _____
5. tree _____
6. dream _____
7. desks _____
Know Your Consonants and Vowels Progress Assessment

Put a “v” next to the following words when the tricky letters w, y, g, or h act as vowels. Put a “c” next to the following words when the tricky letters act as consonants. And put a “t” when the tricky letters are members of vowel teams.

1. silly ______ 6. yarn ______
2. ghost ______ 7. night ______
3. boat ______ 8. oh ______
4. try ______ 9. hop ______
5. sew ______ 10. out ______

Tutors: Make sure the students score at least 90% on this assessment before they move on. This means that they must get at least 9 out of 10 questions right!

Student’s score: ______out of 10 questions right, _______%

Tutors: Record times for “Time Yourself” exercises here:

Before ______
After ______
Total ______

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