Help your class understand what makes AEIO and U so special with this lesson that helps them differentiate between vowels and consonants.

**Learning Objectives**

Students will be able to differentiate between vowels and consonants.

**Materials and Preparation**

- Alphabet chart
- Alphabet flash cards
- Red markers
- Blue markers
- Magnetic letters

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**Key Terms**

- **TIER 1**
  - **letter**: The 26 letters of the alphabet.
  - **sound**: The specific sound that each letter of the alphabet makes.

- **TIER 2**
  - **vowel**: The five letters of the alphabet that have a long and short sound.
  - **consonant**: Letters of the alphabet that are not vowels.

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**Introduction (5 minutes)**

- Start singing the alphabet song. Students should follow along.
- Ask students to look at the alphabet chart and say it slowly.
- Ask students if they know what vowels and consonants are.
- Explain to students that each letter has a purpose when it comes to sound, writing, spelling, and talking.

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**EL**

- **Beginning**: * Connect students prior knowledge of the alphabet before singing the ABC song.
- **Intermediate**: * Say each letter of the alphabet and have students repeat after you chorally.
- Preteach the tier 1 and tier vocabulary words to familiarize students with them, use the following student friendly definitions and visual aides (ex. images that go with each of the five short and long vowel sounds) to support student understanding: **TIER 1 letter**: The 26 letters of the alphabet. **sound**: The specific sound that each letter of the alphabet makes. **TIER 2 vowel**: The five letters of the alphabet that have a long and short sound. **consonant**: Letters of the alphabet that are not vowels.

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**Explicit Instruction/Teacher Modeling (15 minutes)**

- Separate the board into two sections.
- On one side put the heading "vowels" and the other side write "consonants."
- Ask each student to look at the alphabet chart and pick a letter.
- If a student picks a vowel make a "ding ding ding" sound and write the vowel in the vowel section.
- If a student picks a consonant make a different sound like "poump poump poump" and write it in the consonant section.
- Continue like this until all the letters of the alphabet are on the board.
- While pointing at the letters ask the class what sound the vowels make.
- Reiterate that vowels are AEIOU and sometimes Y, but the Y will be taught at a later date.
- Ask students to brainstorm words for each letter. Two or three words are sufficient. Try to write the words next to the letter to which they belong.
- Leave the lesson on the board for the next activity.
EL

- **Beginning**: * Pair an EL with another student who speaks their home language to brainstorm words that go with each letter.
- **Intermediate**: * Provide students with individual copies of a visual alphabet chart (containing corresponding images to go with each letter) to reference letter sounds when brainstorming words for each letter.
- Allow students to turn and talk to a peer to brainstorm words that go with each letter.

**Guided Practice/Interactive Modeling (5 minutes)**

- Give each student a paper or their copy book.
- Ask students to write the alphabet in order, consonants in blue and vowels in red.
- Give students a limited time to finish the activity. When time is up, ask them to share with their peers to make sure they have the same letters colored red and blue.

EL

- **Beginning**: * Provide students with a filled in alphabet chart and have them focus on identifying the vowels and consonants.
- **Intermediate**: * Provide students with a graphic organizer for students to record the letters of the alphabet.
- Visually display the 5 vowels (with corresponding visuals) on the white board or chart paper for students to reference.

**Independent Working Time (5 minutes)**

- Ask students to sort out flash cards into two groups, consonants and vowels.
- Ask students to write their names and circle all the vowels.

EL

- **Beginning**: * Pair non EL and ELs together to complete the sorting activity.
- Provide a limited number of flash cards for students to sort.
- **Intermediate**: * Repeat the instructions and model the activity with student volunteers.

**Differentiation**

- **Enrichment**: Have students brainstorm, identify, read, and write words with the short vowels sound in the middle.
- **Support**: Follow guided practice in small groups or with individuals. Use magnetic letters or flash cards.

**Assessment (5 minutes)**

- Randomly type letters in rows on a paper. Ask students to circle vowels in red.

EL

- **Beginning**: * Give instructions in students home language to ensure understanding.
- **Intermediate**: * Provide students with complete alphabet chart to reference.

**Review and Closing (10 minutes)**

- Ask students to say the alphabet, and when a vowel is called they can either stand or clap.
- Put magnetic letters on a desk near the board. Ask students to group them into consonants and vowels on the board.
• When doing the review make sure you erase the lesson on the board.

EL

• **Beginning:** * Give students individual alphabet charts to use.
• **Intermediate:** * Encourage ELs to reference the classroom alphabet chart.

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