

Distinguish Long and Short Vowel Sounds

11

Language Objectives

- Identify long and short vowel sounds in one-syllable spoken words.
- Distinguish between long and short vowel sounds in one-syllable spoken words.

Building Literacy

Recognizing and distinguishing between sounds is an important part of readiness for reading.

- Children learn that words are made up of sounds.
- Children learn that some words have similar sounds.
- As children begin to discriminate between sounds in spoken words, they are building a foundation for seeing these words in print.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

ride	fox	cube
nice	rose	bed
bike	fish	leaf
map	pig	jeep
rake	dive	jet
cat	pin	pen
tube	slide	seal
suit	chick	hat
nut	sock	skate
cake	nose	bag
mat	boat	kite
rain	bus	mice
lock	duck	six



ENGLISH LANGUAGE LEARNERS

Some English vowel sounds may not exist in other languages. To help children learn these sounds and distinguish them, help them practice pronouncing the English vocabulary words for the pictures they name.



show me

Read this sentence to children:

Two children ride a nice bike.

Ask children to say the sentence with you. Tell them that there are some words in the sentence that have the same middle sound (*ride, nice, bike*). The words *ride, nice, and bike* all have the middle sound /i/. Have children look at p. 41 in their Targeted Lessons Student Book and point to the number 1. Look at the picture of the children on the bike. Listen to the sentence again. Repeat the sentence, emphasizing the long i words. What words do you hear that have the middle sound /i/? Today you will learn more about words that have the same middle sounds.



guide me

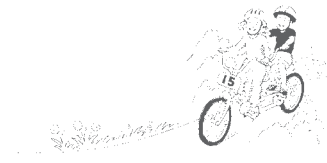
Identify Long and Short Vowel Sounds Have children look at the bottom of p. 41 from the Targeted Lessons Student Book. Have them find the 2 with their fingers. The first picture is a map. Listen while I say the word slowly: /m/ /a/ /p/, *map*. I'm going to say the word again. Listen for the middle sound. Slowly say *map*, emphasizing the middle sound. The word *map* has the middle sound /a/. Listen carefully and point to each picture as I say the name of the other pictures in this row. Say *rake*, emphasizing the vowel sound. What sound do you hear in the middle of *rake*? *Rake* has the sound /ā/ in the middle. Say *map, rake*. Do *map* and *rake* have the same middle sound? No, they don't. Say *cat*, emphasizing the vowel sound. What sound do you hear in the middle of *cat*? *Cat* has the middle sound /a/. Say *map* and *cat*. Do *map* and *cat* have the same middle sound? Yes! The middle sound /a/ is the same in *map* and *cat*. Circle the picture of the cat.

It's your turn to find words that have the same middle sound. Put your finger on the 3. Let's name the first picture in the row: *tube*. What sound do you hear in the middle of *tube*? (/ū/) Put your finger on the other pictures in the row as I say their names: *suit, nut*. Say *tube, suit, nut*. Which picture name has the same middle sound as *tube*? Draw a circle around that picture. Guide children to determine that *tube* and *suit* have the same middle sound: /ū/; *nut* has the middle sound /u/.


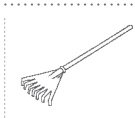
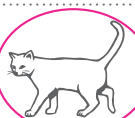
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


Distinguish Long and Short Vowel Sounds

➔ show me

1. 

➔ guide me

2.   

3.   

PHONOLOGICAL AND PRINT AWARENESS 41

TEACHING STRATEGIES

Help children segment the sounds in each word. For example, say: Listen to this word: *map*, /m/ /a/ /p/. How many sounds do you hear? (3) Help them identify the first, middle, and last sounds.


work time


Task 1 Have children look at p. 42 in the Targeted Lessons Student Book and find the 4. **What is the first picture in this row?** (cake) Have children say *cake* and identify the middle sound. Say the names of the other pictures in the row. (*mat, rain*) **Say *mat, rain*.** Ask children to identify the picture that has the same middle sound as *cake* and draw a circle around it. Remind children to say the sounds in each word to help determine the middle sound. Continue the activity by having children name the first picture in row 5 (*lock*) and listen for the middle sound. Have them say the names of the other pictures (*fox, rose*) and circle the picture whose name has the same middle sound as *lock*.

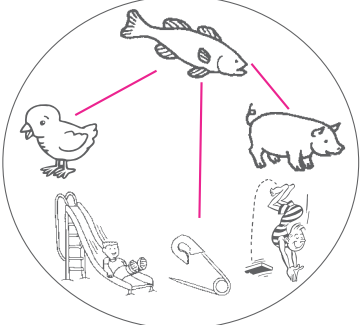
Task 2 Find the 6 and put your finger on it. **What picture do you see by the 6?** That's right, the picture is a fish. **What sound do you hear in the middle of *fish*?** The middle sound in *fish* is /i/. Now name the other pictures. (*chick, pig, slide, pin, dive*) Have children draw lines from the fish to the three pictures of words that have the same middle sound as *fish*. (*chick, pig, pin*)

11 Distinguish Long and Short Vowel Sounds

work time

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42 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty distinguishing long and short vowel sounds, provide practice with using two or three words where the vowel sound is the only different sound in the word. For example: *pin/pine/pan, lakelack/leak, hate/hat*. For each group of words, segment each word and have children repeat the segmented sounds. Help them identify the beginning and ending sounds that are the same, and the middle sound that is different.





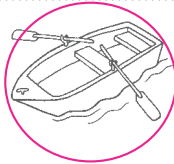
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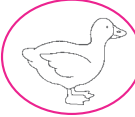
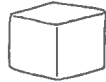
Distinguish Long and Short Vowel Sounds Have children look at p. 43 from the Targeted Lessons Student Book. Have them find the 7 with their fingers. To find words with the same middle sounds, I say each word slowly and listen for the middle sound. I think about which middle sounds are the same. I'm going to say three words. Two of the words have the same middle sound. One does not. Listen carefully and point to each picture as I say its name. Slowly say *sock*, *nose*, and *boat*, emphasizing the vowel sounds. Listen and pay attention to the middle sound you hear in each word. I'll say it, and you say it after me. *Sock*. The word *sock* has the middle sound /o/. *Nose*. The word *nose* has the middle sound /ō/. Are the sounds /o/ and /ō/ the same? No, they're not. *Boat*. The word *boat* has the middle sound /ō/. *Nose* and *boat* have the same middle sound: /ō/. Color the pictures of the nose and the boat.




It's your turn to find words that have the same middle sound. Put your finger on the 8. Say the names of the pictures after me: *bus*, *duck*, *cube*. Find the two pictures whose names have the same middle sound and color those pictures. Guide children to determine that *bus* and *duck* have the same middle sound: /u/, and *cube* has the middle sound /ū/. Continue with row 9. Name the pictures: *bed*, *leaf*, *jeep*. Guide children to determine that *leaf* and *jeep* have the same middle sound /ē/ and color the pictures; *bed* has the middle sound /e/.

Distinguish Long and Short Vowel Sounds **11**

➔ guide me

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PHONOLOGICAL AND PRINT AWARENESS 43

work time

Have children look at p. 44 from the Targeted Lessons Student Book and find the 10. **What are the pictures in this row?** (*jet, pen, seal*) Have children say each picture name and listen for the middle sound. Then have them identify the two pictures whose names have the same middle sound and color those pictures. Continue the activity by having children name the pictures in row 11 (*hat, skate, bag*) and row 12 (*kite, mice, six*). For each row, have children listen for the middle sound in the picture names and color the two pictures whose names have the same middle sound.

check for understanding

Let's see what you learned about listening for middle sounds. I'm going to say two words. I want you to listen closely for the middle sound in each word. If the middle sound is the same, show me thumbs up. (Demonstrate.) If the middle sound is different, show me thumbs down. (Demonstrate.) Let's start with these words: *page, gate*. What middle sound do you hear in *page* and *gate*? (/ā/) We'll show thumbs up because *page* and *gate* have the same middle sound. Continue the activity by using these word pairs: *bat/game, feet/cheese, bead/pet, hid/dig, time/dish, soap/robe, cone/hot, cup/bud, huge/cut*.

reflect

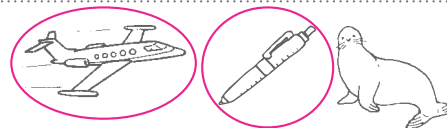
Have children turn and talk to a partner about what they have learned. **What did you learn about listening for sounds in words?** If time permits, have partners choose a word from the lesson and see how many words with the same middle sound they can name.

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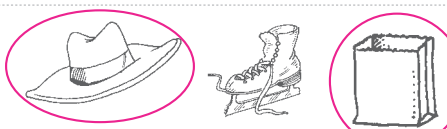
Distinguish Long and Short Vowel Sounds

work time

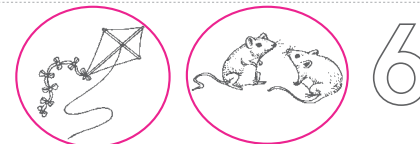
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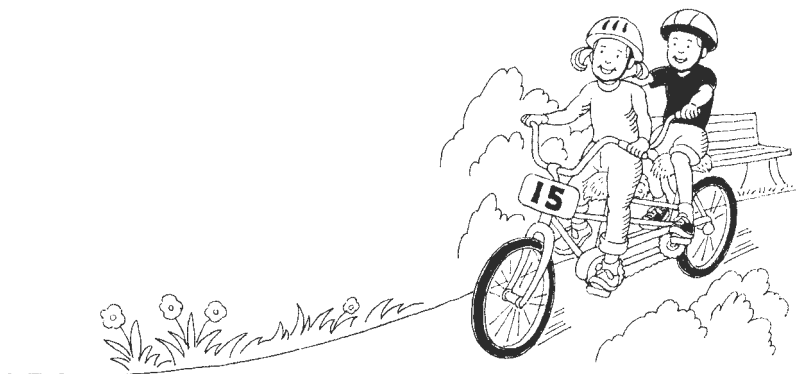


44 PHONOLOGICAL AND PRINT AWARENESS

Distinguish Long and Short Vowel Sounds

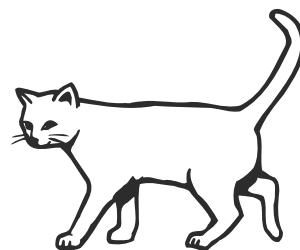
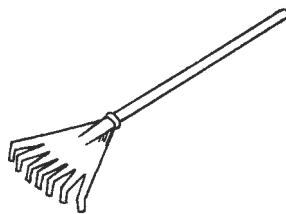
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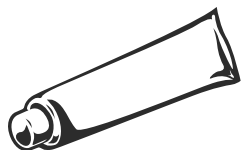


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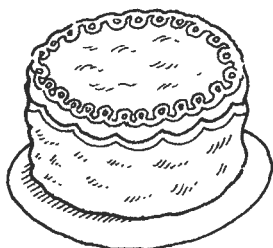


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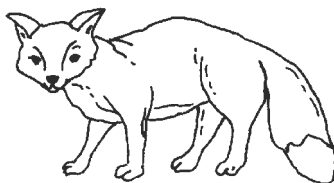
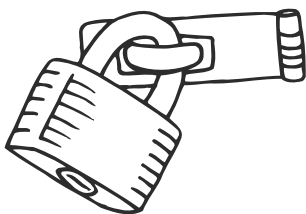


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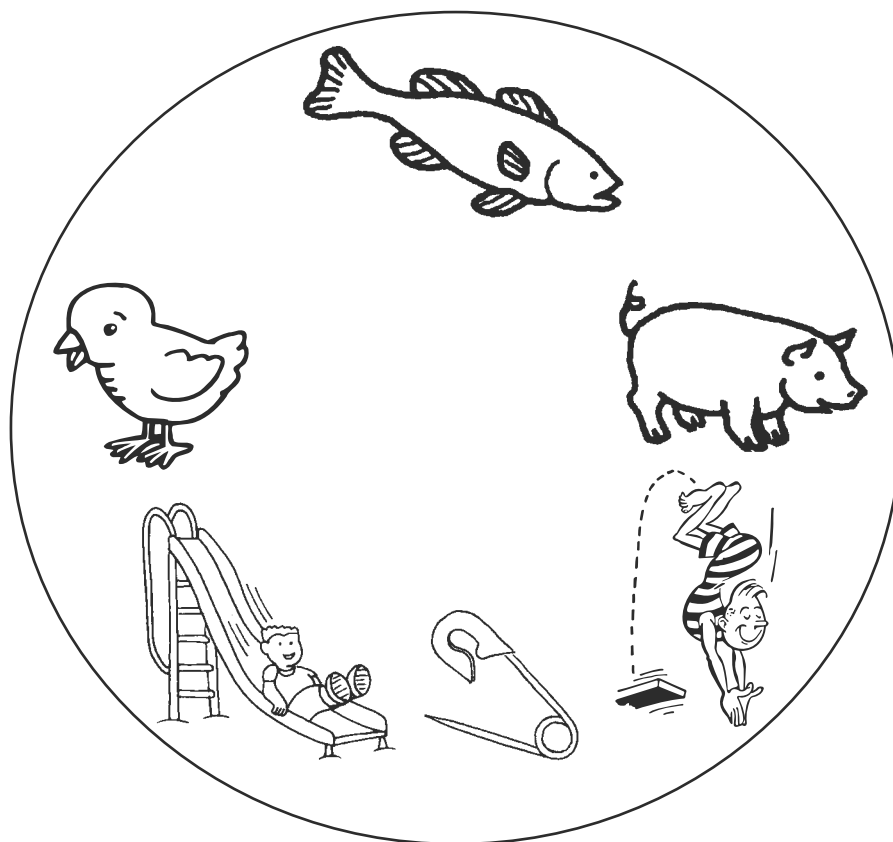
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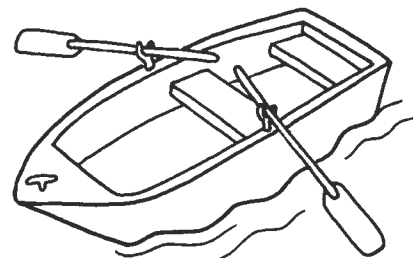


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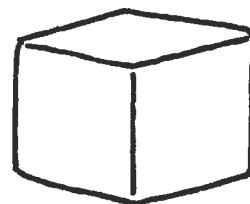
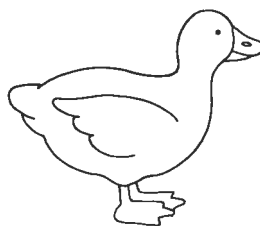
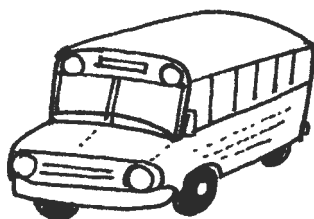


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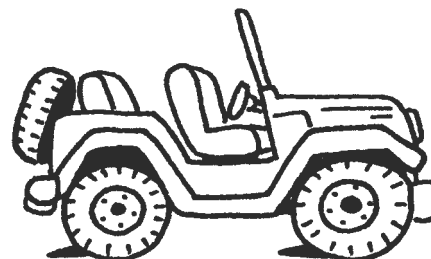
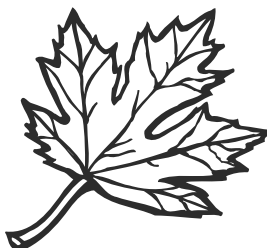
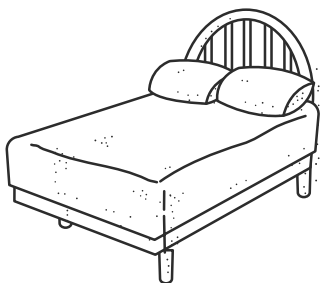
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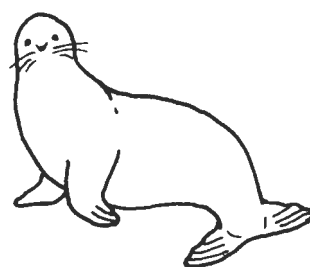
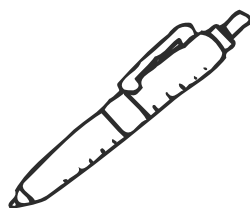


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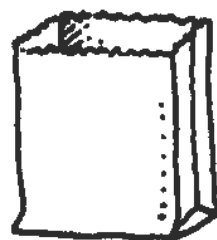
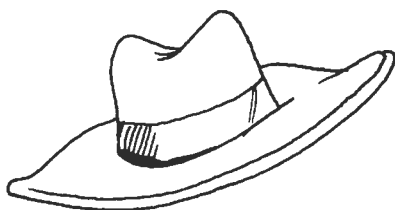


work time

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