

Language Objectives

- Decode one-syllable words with long vowels.
- Spell one-syllable words with open syllables.

Building Literacy

The systematic teaching of phonics can help children become fluent decoders. Decoding is a key element leading to reading success. In this lesson:

- Children learn sound-spellings of some of the most commonly used short words in English, such as *he*, *no*, *so*, and *go*.
- Children learn that one-syllable words with the CV spelling pattern usually have a long vowel sound.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

no	be
we	so
hi	she
he	pro
go	me

**ENGLISH LANGUAGE LEARNERS**

Some long vowel sounds in English are similar to the sounds made by different vowels in Spanish. As a result, Spanish speakers may spell long *a* words with an *e*, long *e* words with an *i*, or long *i* words with *ai*. Spellings like these indicate that children are hearing vowel sounds correctly but are writing them using Spanish conventions. Help children practice English spelling conventions for long vowels.



show me

Have children look at their Targeted Lessons Student Book, p. 40. Today you will learn about spelling long vowel sounds.

Have children name the letters in the first word at the top of the page. This is the word *no*. The sound you hear at the end of *no* is /ō/. The sound /ō/ can be spelled *o*. Point to the *o* in *no*. Let's say the word together: *no*. The *o* in this word says its name. When a word ends with one vowel, the vowel sound is usually long.

Repeat the process for the word *we*.



guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the word with the long vowel sound.)

Read the first sentence. Have children repeat after you. What word has a long vowel sound? (*hi*) The sound you hear at the end of *hi* is /ī/. The sound /ī/ can be spelled *i*. Write *hi* on the line.

Read the next sentence. Have children repeat after you. What word has a long vowel sound? (*He*) The sound you hear at the end of *He* is /ē/. The sound /ē/ can be spelled *e*. Write *He* on the line.

SPELLING PATTERNS

Long e Spelled e The sound long e may be spelled with the letter e at the end of a word or syllable.

Long i Spelled i The sound long i may be spelled with the letter i at the end of a word or syllable.

Long o Spelled o The sound long o may be spelled with the letter o at the end of a word or syllable.

14


Long Vowels CV

show me

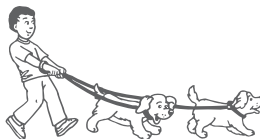
no we

guide me

Look at the picture. Listen to the sentence. Then write the word with the long vowel sound on the line.



Max says hi! hi



He has two dogs. He

40 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 41. Read the directions together. Guide children to read each pair of words and choose the word with the long vowel sound. Encourage them to read the sentence with the word to make sure it makes sense. Have children complete each item by circling and then writing the word that completes the sentence.

TEACHING STRATEGIES

For additional practice, have children hunt for words with the CV spelling pattern in their books and other reading material. Discuss the words they find, pointing out sounds and spelling patterns in the words. Write the words on index cards and display them in the classroom.


Long Vowels CV 14

work time

Circle a word to finish each sentence. Then write the word on the line.


go good

1. The jets go fast.




Wet We

2. We play in the sand.




be bet

3. The pup will be big.



see so

4. The plant is so tall!



PHONICS AND SPELLING 41

➤ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 42. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *how*. This word is *how*: *h-o-w*. Have children repeat the word after you as they point to it, spell it, and say it again. Can you use *how* in a sentence? The next word is *to*. Have children repeat the word after you as they point to it, spell it, and say it again. The words *how* and *to* both have the letter *o*. But the *o* stands for a different sound in each word. Say *how* and *to* with me: *how, to*. As you read the story, remember how to say these words. Tell children that they will read the words *how* and *to* as they read the story *My Pal Flo*.

➤ work time

Decodable Text Have children look at the story *My Pal Flo*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the name and the words that end with a vowel that says its name. (*Flo, she, pro, me, so, we, go*)

➤ check for understanding

Write the word *be*. What do you know about reading a word that ends with one vowel? (The vowel says its name.) What is the sound of the first letter in *be*? (/b/) What is the sound of the second letter? (/ē/) Listen as I blend the sounds together: /b/ /ē/, *be*. Blend the sounds with me: /b/ /ē/, *be*. Blend the sounds without me. Continue with the name *Jo*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *hi*. What sounds do you hear in *hi*? (/h/ /ī/) What is the letter that spells the sound /h/? (*h*) Write the letter *h* on your sheet of paper. What is the letter for the sound /ī/? (*i*) Write the letter *i*. Let's read the word: /h/ /ī/, *hi*. Continue with *no, she, so, and he*.

➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

14 Long Vowels CV

➤ guide me

how to

➤ work time

Read the story.

My Pal Flo

My pal Flo can dive.

She is a pro!

She is very good.

Flo shows me how to dive,

so we can go together.

42 PHONICS AND SPELLING

Long Vowels CV

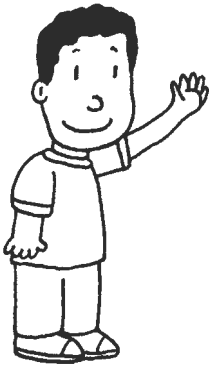
➤ show me

no

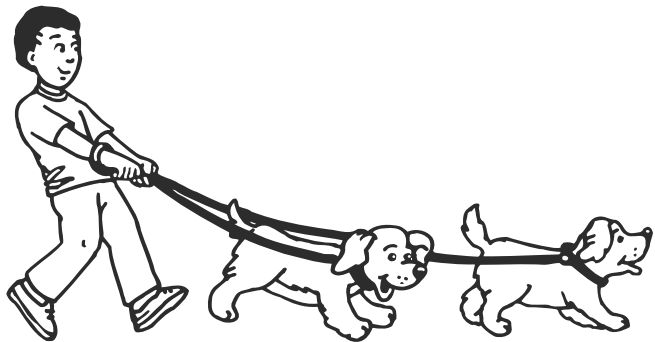
we

➤ guide me

Look at the picture. Listen to the sentence. Then write the word with the long vowel sound on the line.



Max says hi! _____



He has two dogs. _____

work time

Circle a word to finish each sentence. Then write the word on the line.

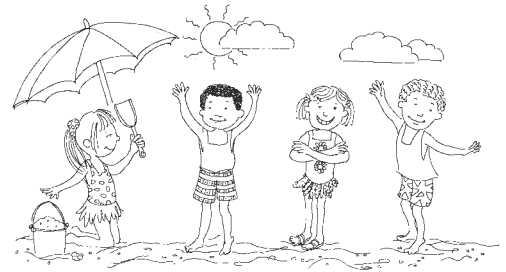
go good

1. The jets _____ fast.



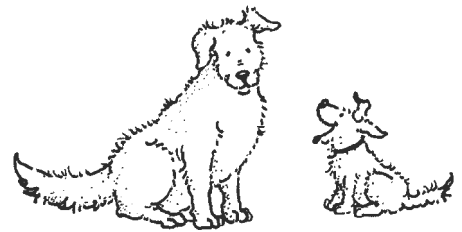
Wet We

2. _____ play in the sand.



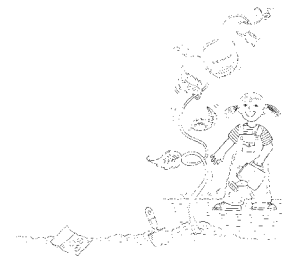
be bet

3. The pup will _____ big.



see so

4. The plant is _____ tall!



➤ guide me

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how

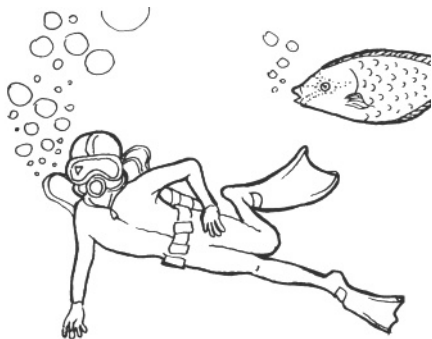
to

➤ work time

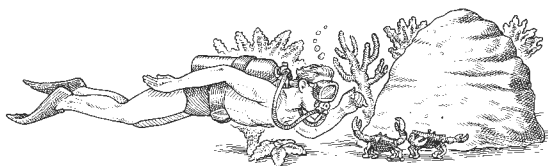
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Read the story.

My Pal Flo



My pal Flo can dive.



She is a pro!

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so we can go together.